Pacific Coast Academy

Special Board Meeting

Date and Time

Wednesday May 20, 2026 at 11:30 AM PDT

Location

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**11:30 AM**
	A. Call the Meeting to Order		Ben Fung	1 m
	B. Roll Call of Board Members		Ben Fung	1 m
	C. Local Control Accountability Plan (LCAP) Public Hearing		Rupi Boyd	
	D. Public Comments on Board Meeting Agenda			
	E. Approval of the Agenda	Vote	Ben Fung	1 m
II.	**Other Business**			**11:33 AM**
	A. 2025-2026 LCAP Federal Addendum	Vote	Rupi Boyd	5 m

		Purpose	Presenter	Time
B.	2026-2027 Employee Health Benefits Proposal	Vote	Krystin Demofonte	10 m

III. Consent Agenda — 11:48 AM

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

A.	Approve Minutes Approve minutes for Regular Board Meeting on March 12, 2026	Approve Minutes		
B.	2026-2027 Vendor Agreement			
C.	2025-2026 Compensation Policy: Stipend Chart and Salary Schedule Updates			
D.	2026-2027 Compensation Policy: Stipend Chart and Salary Schedule Updates			
E.	2026-2027 Staff Contract Template			
F.	2026-2027 Staff Calendar for Certificated Support, Educational Access Advisor & Student Support Advisor Positions			
G.	2025-2026 School Calendar: Extended School Year			
H.	2026-2027 School Calendar: Extended School Year			
I.	Resolution Approving Student Awards	Vote	Krystin Demofonte	5 m
J.	Resolution Regarding Staff Uniforms	Vote	Krystin Demofonte	5 m
K.	Parent and Family Engagement Policy			
L.	Approve Consent Agenda This Is The Vote To Approve The Consent Agenda Items.			

IV. Closing Items — 11:58 AM

		Purpose	Presenter	Time
A.	Announcement of Next Scheduled Meeting- June 3 at 6:00pm	FYI	Ben Fung	1 m
B.	Adjourn Meeting	Vote	Ben Fung	

Prepared By:
Jennifer Faber

Noted By:

Board Secretary

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

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

Coversheet

Local Control Accountability Plan (LCAP) Public Hearing

Section: I. Opening Items
Item: C. Local Control Accountability Plan (LCAP) Public Hearing
Purpose: FYI
Submitted by:
Related Material: 2026-2027 PCA DRAFT LCAP Public Hearing Numbered.pdf

LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Pacific Coast Academy

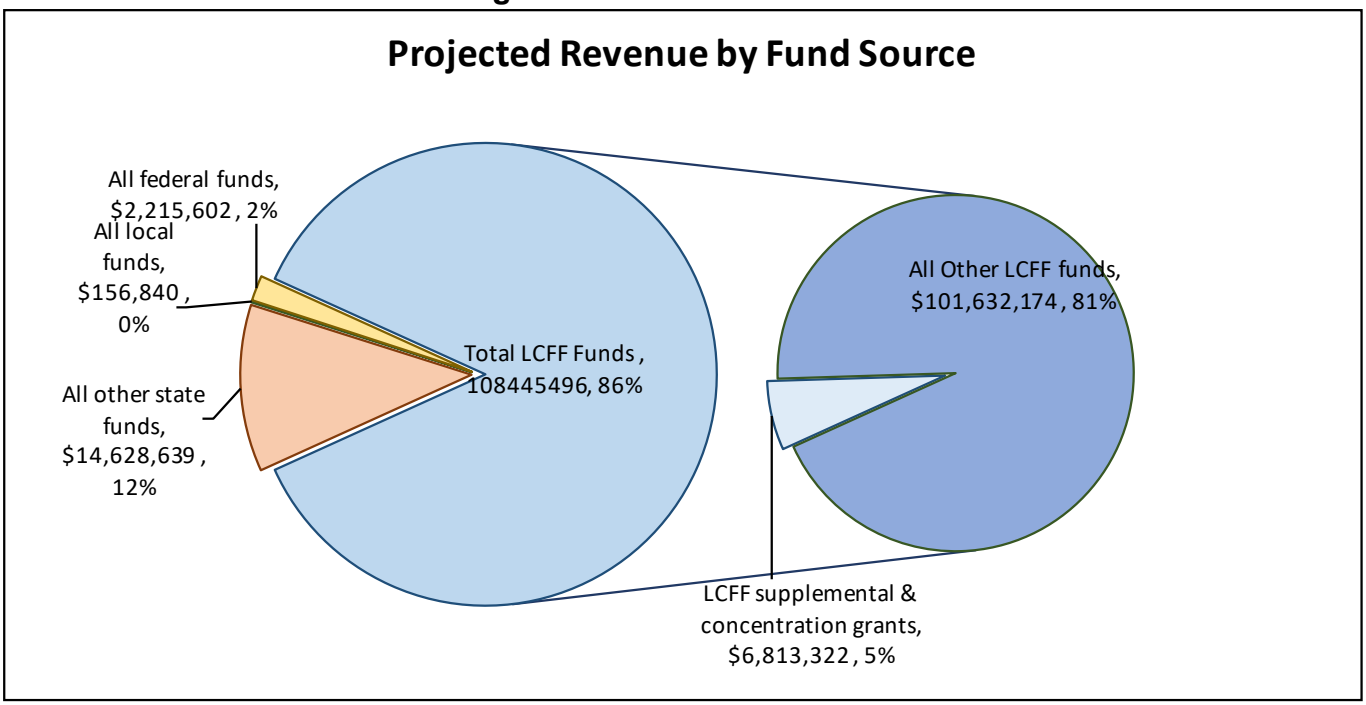
CDS Code: 37 68049 0136416

School Year: 2026-27

LEA contact information: Krystin Demofonte

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

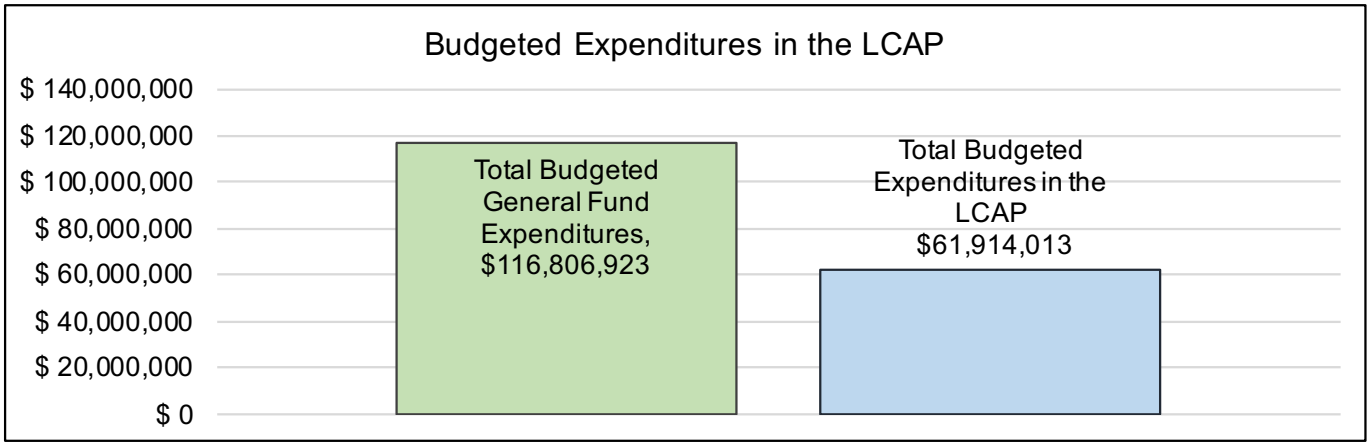


This chart shows the total general purpose revenue Pacific Coast Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific Coast Academy is $125,446,576.86 of which $108,445,496.00 is Local Control Funding Formula (LCFF), $14,628,638.86 is other state funds, $156,840.00 is local funds, and $2,215,602.00 is federal funds. Of the $108,445,496.00 in LCFF Funds, $6,813,322.16 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how the will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Pacific Coast Academy plans to spend for 2026-27. It shows how much of th total is tied to planned actions and services in the LCAP.

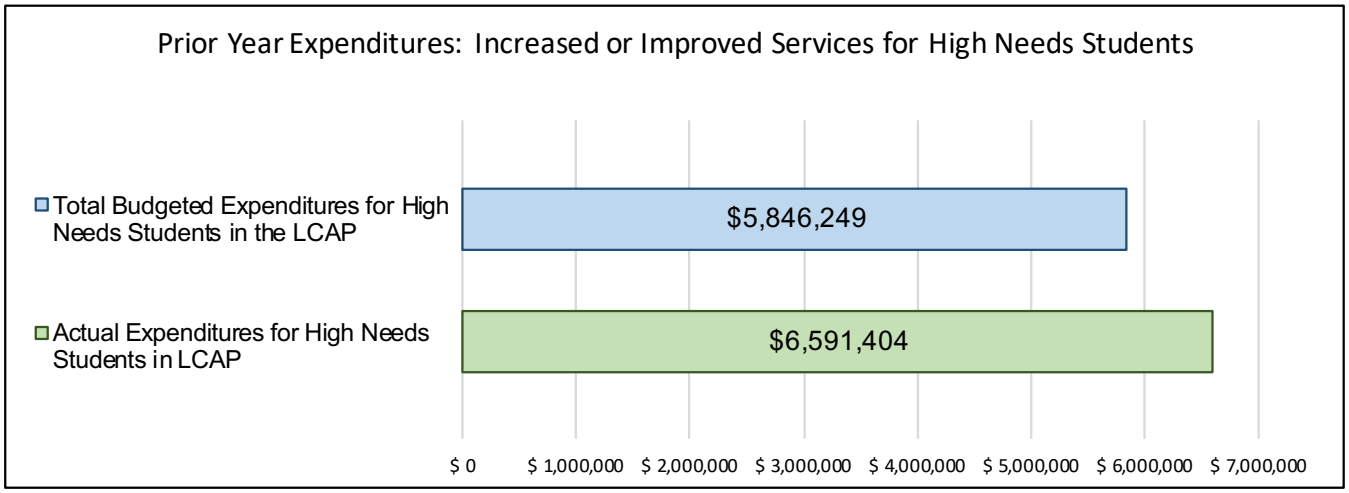
The text description of the above chart is as follows: Pacific Coast Academy plans to spend $116,806,923.00 for the 2026-27 school year. Of that amount, $61,914,013.00 is tied to actions/services in the LCAP and $54,892,910.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Pacific Coast Academy is projecting it will receive $6,813,322.16 based on the enrollment of foster youth, English learner, and low-income students. Pacific Coast Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific Coast Academy plans to spend $6,882,210.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Pacific Coast Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pacific Coast Academy estimates it has spent on actions ar services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Pacific Coast Academy's LCAP budgeted $5,846,249.00 for planned actions to increase or improve services for high needs students. Pacific Coast Academy actually spent $6,591,404.00 f actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-2027]

General Information

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

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

Pacific Coast Academy is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students. Of our approximately 8,109 students, 38% are eligible for free/reduced lunch, 1.3% are English Learners, 1% are Homeless Youth, and 0.5% live in foster care. Our unduplicated priority group percentage is 40%. About 10.3% of our students have exceptional learning needs. Further, 53.1% of our students are White, 32.4% are Hispanic or Latino, 8.2% are Two or More Races, 1.5% are Black or African American, 2.8% are Asian, 1.3% are Filipino, 0.4% are American Indian or Alaskan Native, and 0.3% are Pacific Islander.

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

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

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

Reflections: Annual Performance

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

A review of the 2025 California School Dashboard and local data indicates mixed performance across academic indicators, with strengths in English Language Arts (ELA), English Learner progress, and student engagement, alongside continued needs in Mathematics. ELA performance improved to a Green level, with All Students performing 2.4 points above standard and increasing by 3.5 points. Multiple student groups demonstrated gains, including African American students (+29.9 points), Homeless students (+18.4 points), and modest increases among Hispanic students, Socioeconomically Disadvantaged students, and English Learners. These trends reflect continued progress in literacy outcomes. In contrast, Mathematics performance remained an area of need. All Students performed at the Orange level, 34.9 points below standard, with performance largely unchanged (+0.2 points). While local growth data indicates that 68.3% of students improved their scores, overall achievement levels remain below standard, particularly for Students with Disabilities (Red) and other student groups performing below grade-level expectations.

English Learner Progress represents a significant strength, with 63.2% of English Learners making progress toward proficiency (+14.6%), resulting in a Blue performance level. This indicates strong effectiveness of language development supports. Additional Dashboard indicators reflect strong overall student outcomes. The College and Career Indicator increased to 51.5% (Green), and the graduation rate remained high at 92.3%, exceeding the state average. Student engagement and school climate indicators remain exceptionally strong, with chronic absenteeism at 0.7% (Blue) and suspension rates at 0% (Blue), reflecting a positive and supportive learning environment.

Overall, the data demonstrates clear strengths in ELA achievement, English Learner progress, college and career readiness, and school climate. At the same time, Mathematics achievement and performance gaps for specific student groups, particularly Students with Disabilities, remain key areas for continued focus

In contrast, PCA’s largest student groups particularly Hispanic students (48.2%) and Socioeconomically Disadvantaged students (47.4%) provide a more stable indicator of overall system performance. These groups demonstrated measurable growth (+4.6 points each)**,** though both remain below standard, highlighting the need for continued focus on core instruction and targeted supports to accelerate progress.

Despite overall gains, the Dashboard and local data continue to highlight persistent disparities in performance across student groups in both ELA and Mathematics**.** English Learners remain the lowest-performing subgroup**,** with 14.9% meeting or exceeding standards in ELA and performance significantly below standard. Students with Disabilities also remain an area of concern, with 28.3% meeting or exceeding standards in ELA**,** a decline of 3.4 points**,** and performance substantially below standard. These trends are mirrored in Mathematics, and consistent with statewide trends. This highlights the ongoing need for targeted supports to accelerate learning and close achievement gaps.

Moving forward, PCA will prioritize strengthening coherent instructional systems across content areas, including:

- Expansion of designated and integrated ELD
- Increased use of data-driven instruction and progress monitoring
- Strengthening Tier 1 differentiation and Tier 2 intervention supports
- Ensuring rigorous, standards-aligned instruction in both ELA and Mathematics

These efforts are intended to accelerate student achievement and ensure equitable outcomes across all student groups, while continuing to build on the strengths of PCA's independent study model.

2025 California Dashboard (Distance from Standards)

2024-25 PCA Student Group Performance Level in ELA

Student Group	# of Students	% Met/ Exceeded Standards	Distance from Standard	Change	Dashboard Color
All Students	3365	52.8%	2.4 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 above	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	13	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 (4)** *The following student groups was not assigned a performance color due to small group size: **American Indian (19), Long Term Els (13), and Pacific Islander (11)**

2024-25 PCA Student Group Performance Level in Mathematics

Student Group	# of Students	% Met/ Exceeded Standards	Distance from Standard	Change	Dashboard Color
All Students	3,364	37.1%	34.9 points below	Maintained 0.2 points	Orange
Two or more Races	297	44.1%	16.1 points below	Increased 18.7 points	Green
White	1,817	37.8%	31.3 points below	Maintained -0.9 points	Orange
Hispanic	1,012	30.9%	54.1 points below	Maintained 0.9 points	Orange
Black or African American	51	26.4%	72.7 points below	Increased 24.1 points	Yellow
Socioeconomically Disadvantaged	1,337	31.0%	52.6 points below	Increased 4.4 points	Yellow
Homeless	45	15.8%	79.1 points below	Increased 3.4 points	Yellow
English Learners	99	19.2%	63.0 points below	Increased 19.4 points	Yellow
Filipino	39	50.0%	10.2 points below	Declined 7.1 points	Yellow
Asian	112	64.9%	33.8 points above	Declined 13.3 points	Green
Students with Disabilities	431	17.6%	95.1 points below	Declined 6.2 points	Red
Long Term EL	13	N/A	155.8 points below	Maintained -2.8 points	No Color
American Indian or Alaska Native	19	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 (4)** *The following student groups was not assigned a performance color due to small group size: **American Indian (19), Long Term Els (13), and Pacific Islander (11)**

PCA 2025 Performance Highlights

In ELA, All Students increased to 52.8% meeting or exceeding standards, representing a 3.5-point increase and performance above the standard (Green). Several student groups demonstrated notable gains across subjects, particularly those who have historically experienced lower levels of performance. In ELA, Black/African American students increased by 29.9 points, and Homeless students increased by 18.4 points, indicating that targeted supports and interventions are contributing to improved outcomes. Additionally, Socioeconomically Disadvantaged students (+4.6 points), Hispanic students (+4.6 points), and English Learners (+4.7 points) all demonstrated incremental gains**,** suggesting early progress in narrowing achievement gaps. These trends are consistent with local Mathematics data, which shows growth across student groups, further supporting the effectiveness of systemwide strategies

2025 EAP and College/Career Readiness Indicator (CCRI)

2024-25 PCA EAP & College/Career Indicator						
Student Group	**# of Students**	**% Met/ Exceeded ELA CAASPP Standards**	**% Met/ Exceeded Math CAASPP Standards**	**College/ Career % Prepared**	**Change**	**College & Career Dashboard Color**
All Students	**167**	**73.1%**	**40.7%**	**51.5%**	**Increased 5.9%**	**Green**
White	**90**	**75%**	**39.06%**	**61.1%**	**Increased 2.4%**	**Green**
Socioeconomically Disadvantaged	**107**	**65.2%**	**31.8%**	**47.7%**	**Increased 8.3%**	**Green**
Hispanic	**56**	**71.2%**	**33.9%**	**35.7%**	**Increased 3.0%**	**Green**
Students with Disabilities	**33**	**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: **Black/African American (6), American Indian (1), Asian (4), Filipino (1), Two or more races (9), Foster Youth (*), Homeless (7), English Learners (9) and Long-Term English Learners (5)**						

The college and career indicator for 2025 increased from 45.6% to 51.5%.

PCA's all students (schoolwide) California School Dashboard color was Green as well as the significant student groups: White, Hispanic/Latino and Socioeconomically Disadvantaged.

2025 Graduation Rate

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	**56**	**91.1%**	**Declined 2%**	**Yellow**
White	**91**	**92.3%**	**Increased 1.7%**	**Green**
Socioeconomically Disadvantaged	**108**	**92.6%**	**Declined 1.9%**	**Yellow**
Students with Disabilities	**34**	**76.5%**	**Declined 2.1%**	**Yellow**
*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)**				

- 2025 schoolwide high school graduation rate maintained at 92.3% which is higher than the statewide average of 87.8%. The 2024-25 Graduation Rates chart compares the graduation rate of the school to the state rate, lists the graduation rate for numerically significant student groups, and dashboard color for schoolwide as well as numerically significant student groups.
- Students identified as White students increased slightly from 90.6% to 92.3% while students identified as Socioeconomically Disadvantaged Hispanic/Latino and Students with Disabilities decreased slightly (Dashboard).

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff Engagement	PCA engaged staff through structured LCAP input forms distributed to school teams. Staff reviewed specific goals, actions, and metrics and provided targeted feedback on proposed revisions, strategies to improve outcomes, and identification of student groups needing additional support. Ongoing input was also gathered through regular staff meetings, collaboration opportunities, and direct communication with coordinators and support teams. Engagement occurred throughout the 2025–2026 school year, including during development, review, and refinement of the LCAP.
Teachers and principal	Teachers and site leadership were consulted through team-based discussions, LCAP feedback forms, and ongoing professional collaboration. Input focused on instructional practices such as implementation of AVID program, student engagement strategies, academic supports, and systems improvement. Teachers and administrators also contributed feedback based on direct work with students and families, helping to identify areas for refinement in engagement, communication, and intervention supports. Based on teacher feedback, AVID was added to Goal 2, Action 2 to strengthen college and career readiness, and additional refinements were made to Goal 2 actions related to AP, A–G, and CTE pathways.
Student Engagement	Student input was gathered through schoolwide surveys and ongoing interactions with teachers during learning period meetings and academic check-ins. Survey data related to connectedness, engagement, and school climate was analyzed to inform goal development and revisions. Informal feedback from students during instructional interactions also contributed to identifying areas for improvement, particularly in increasing opportunities for connection and engagement. Additional student voice was gathered through informal discussions, advisory interactions, and feedback opportunities during instructional check-ins. Student feedback directly influenced Goal 1 by strengthening actions related to connectedness and engagement, as well as Goal 3 through increased emphasis on access to supports and student experience.
Leadership Engagement	School leadership, including administrators and program leaders, engaged in the LCAP development process through data analysis, review of stakeholder feedback, and collaborative planning discussions. Leadership analyzed performance data, survey results, and program effectiveness to guide decision-making and ensure alignment between goals, actions, and identified needs. This process ensured alignment and refinement across all goals, particularly Goal 2 (college and career readiness outcomes) and Goal 3 (targeted student supports).
Additional Engagement	Parents and families were engaged through surveys, workshops, and ongoing communication with teachers, counselors, and family liaisons. Feedback highlighted the need for increased awareness of academic and social-emotional supports, expanded family engagement opportunities, and stronger communication systems. Input from educational partners supporting priority student groups, including English Learners, low-income students, and foster youth, was also incorporated to ensure equitable access to services and supports. Pacific Coast Academy does not receive Equity Multiplier funds; therefore, additional consultation requirements specific to those funds do not apply. As a single-school LEA, the LCAP also serves as the School Plan for Student Achievement (SPSA), and the engagement processes described above fulfill SPSA stakeholder consultation requirements. This feedback informed updates to Goal 1 (communication and engagement), Goal 2 (increased awareness of college and career pathways), and Goal 3 (expanded access to academic and social-emotional supports).

Insert or delete rows, as necessary.

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

Pacific Coast Academy engaged a broad range of educational partners in the development of the 2026–2027 LCAP, including teachers, administrators, other school personnel, students, and families. Engagement occurred throughout the 2025–2026 school year and included multiple opportunities for input during the development, review, and refinement phases of the plan. Student voice highlighted the importance of relevant coursework and stronger connections to postsecondary pathways. In response, the LEA added AVID, expanded college and career readiness opportunities, strengthened intervention supports, and improved family engagement and communication systems. Particular attention was given to the needs of unduplicated student groups, including English Learners, socioeconomically disadvantaged students, and students with disabilities, to ensure actions address identified gaps in access and outcome

Input was gathered through structured LCAP input forms, schoolwide surveys, advisory meetings, parent workshops, and ongoing communication platforms. Feedback consistently emphasized the need for increased academic rigor, expanded college and career readiness opportunities, improved communication, and additional academic and social-emotional supports.

Staff, teachers, and administrators participated in team-based discussions, professional collaboration meetings, and direct feedback processes focused on reviewing goals, actions, and student outcomes. Students provided input through surveys as well as informal feedback during learning period meetings, advisory interactions, and academic check-ins, allowing for authentic student voice related to engagement, connectedness, and learning experiences. Families were engaged through surveys, workshops, and ongoing communication with teachers, counselors, and family liaisons

Feedback from educational partners was analyzed to identify key trends related to student engagement, connectedness, access to supports, and college and career readiness. This feedback directly influenced the refinement of the LCAP goals and actions. Feedback related to communication, engagement, and student connectedness informed updates to Goal 1, including strengthened communication systems and expanded opportunities for student engagement and community-building**.** Teacher and staff feedback emphasizing the need for stronger college and career preparation resulted in refinements to Goal 2, including the addition of AVID to Goal 2, Action 2, and increased focus on expanding access to AP, A–G, and CTE pathways. Feedback from students, families, and staff regarding access to academic and social-emotional supports informed updates to Goal 3, including expanded Tier 2 and Tier 3 supports, improved clarity of available services, and increased coordination of interventions for priority student groups. Educational partner feedback directly influenced the development of LCAP goals, actions, and expenditures, including the addition of AVID, expanded college and career readiness opportunities, increased academic and social-emotional supports, and enhanced communication and engagement strategies.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

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

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

An explanation of why the LEA has developed this goal.

The Local Control and Accountability Plan (LCAP) is a three-year plan initially informed by performance data from 2023. Goal one is considered a Maintenance Goal, and relevant data suggests corresponding actions are effectively helping to meet this Goal. PCA has developed and will continue to maintain Goal 1 to ensure the sustainability and continuous improvement of conditions that support student engagement, access, and school climate. While 2025 data reflect strong overall performance across LCFF Priorities 1, 5, and 6, ongoing analysis of outcome and perception data indicates a need to maintain these systems while improving consistency of student experience across all student groups.

Data from 2025 demonstrates that PCA has established strong foundational systems aligned to Basic Services (Priority 1)**.** Specifically, 99% of teachers were fully credentialed and appropriately assigned, and 100% of students had access to standards-aligned instructional materials and necessary technology to support learning. These conditions are particularly critical within PCA's independent study model, where access to high-quality materials and teacher guidance directly impacts student success.

Performance in Student Engagement (Priority 5) also remains strong overall. PCA maintained a 98% attendance rate (Blue on Dashboard), and chronic absenteeism remained low at 0.7% (Blue on Dashboard), significantly outperforming state averages. The high school graduation rate increased to 92.3%, exceeding the state average of 87.8%, while dropout rates remain significantly below baseline levels (high school dropout at 2%, down from 7%, and middle school dropout at 3.5%, down from 11%). Numerically significant subgroups' graduation rates are as follows: Socioeconomically disadvantaged group was 92.6%, Students with Disabilities 76.5%, Hispanic students 91.1%, and White students 92.3%. The overall graduation rate improved by 0.3% from the previous year. The California School Dashboard color was green for schoolwide and all student groups except for Hispanic/Latino student group. Hispanic/Latino student group received a yellow color on the dashboard due to a slight decrease (2.0%) in graduation rate. These outcomes demonstrate that PCA's engagement and monitoring systems are effective for most students.

Similarly, School Climate (Priority 6) indicators reflect positive conditions, with suspension and expulsion rates remaining at 0%. Parent perception of positive school climate and student-teacher relationships improved to 98%, and staff awareness of academic and social-emotional supports decreased to 92% (-3.5%), indicating need for continued communication and capacity building. Student perception data reveals a significant and widening gap in connectedness, which is a critical indicator of engagement in an independent study model. The percentage of students reporting high levels of connectedness declined from a baseline of 98% to 80.4% in 2024 and further to 78% in 2025, representing a 20-percentage point decrease from baseline. While 93% of the students reported they felt connected to their teacher, this trend indicates that a growing portion of students are not experiencing a strong sense of belonging or connection to the school but do feel the connection to their teachers. This decline in connectedness, combined with slight increases in chronic absenteeism and variability in engagement indicators, suggests that while systems are in place, they are not yet consistently reaching all students. In a non-classroom-based setting, where student success is highly dependent on relationships, engagement, and consistent communication, the data indicates a strength between students and teachers while work remains on connectedness to school. Additionally, while overall outcomes are strong, subgroup performance and perception trends indicate the need to ensure that all students, particularly unduplicated student groups experience equitable access to supports and a consistent sense of connection.

Therefore, Goal 1 is maintained as a Broad Goal to: Sustain strong performance in basic services, attendance, and school climate. Address the significant decline in student connectedness and strengthen student engagement systems. Improve consistency in student experience across PCA. Strengthen communication, relationship building, and access to supports for all students.

Maintaining this goal ensures that PCA not only preserves strong outcomes but also directly addresses emerging gaps in student connectedness and engagement especially in an independent study model which are critical to long term student success.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023	Year 1 2024 Outcome	**Year 2 2025 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%	98	100%	0%
5	Chronic Absenteeism Rate (Dashboard)	0.5%	0.8%	0.7%	0%	-0.1%
6	High School Graduation Rate (Dashboard)	91%	92%	92.3%	95%	0.3%

7	High School Dropout Rate (CALPADS)	7% (44/642)	1% (8/768)	2% (17/833)	0%	-5.0%
8	Middle School Dropout Rate (CALPADS)	11% (75/671)	2.9% (25/855)	3.5% (36/1026)	0%	-7.5%
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 (Internal Survey)	98%	80.4%	78%	100%	-20%
12	% of parents who strongly agree/agree Adults at the school care about students (Internal Survey).	99%	96.9%	98%	100%	-1%
13	% of staff who strongly agree/agree they are aware of academic and social emotional supports for students (Internal Survey).	96%	95.5%	92%	100%	-4%

Goal 1 Analysis for [2025-26]

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

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

Overall, PCA effectively implemented the actions aligned to Goal 1 with a high level of fidelity, and there were no substantive differences between planned actions and actual implementation. Core systems supporting Basic Services, Student Engagement, and School Climate remained stable and consistent. Evidence of successful implementation includes strong staffing and access, with 99% of teachers fully credentialed and 100% of students having access to standards-aligned instructional materials and well-maintained facilities. Attendance and engagement systems remained strong, with attendance at 98% and chronic absenteeism low at 0.7%. School climate indicators remained positive, with suspension and expulsion rates at 0%. Student outcomes also reflect effective implementation, with graduation rates increasing to 92.3% and both middle school and high school dropout rates significantly decreasing from baseline.

Stakeholder feedback further supports that systems and structures are in place and improving, including strengthened internal systems and expanded engagement opportunities. However, implementation data and feedback indicate a challenge in ensuring consistency of the student experience, particularly within an independent study model. While 93% of students reported that their teachers care about them, only 78% reported feeling connected to the school. Educational partner feedback highlighted the need for more consistent and routine opportunities for student interaction, community-building, and improved communication of available supports. Overall, while actions were implemented as planned, ensuring consistent access to and experience of engagement and support systems across all students remains an area for continued improvement.

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

In reviewing expenditures for Goal 1, there were minimal differences between budgeted and estimated actual expenditures. Action 1.4 (Technology), originally budgeted at $342,514, resulted in higher actual expenditures of $381,123 due to higher-than-anticipated costs for technology-related items and services, reflecting broader economic impacts on pricing. Similarly, Action 1.6 (Professional Development), funded through Title II, exceeded its budget by $33,847. This increase was due to rising costs associated with professional development services as well as expanded opportunities to support instructional improvement. In contrast, Action 1.5 (Monitor Student Engagement), incurred no actual expenditures, as survey tools were integrated into existing platforms at no additional cost. All other Goal 1 actions were implemented as planned and remained within budget. These variances did not impact the overall implementation of the goal or the delivery of services to students. Additionally, there were no material differences between planned and estimated actual percentages of improved services.

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

The actions associated with Goal 1 have been largely effective in maintaining strong systems and outcomes across Basic Services, Student Engagement, and School Climate; however, they have been less effective in ensuring consistent student connectedness and engagement across all students. Evidence of effectiveness is demonstrated through stable and high performance in foundational systems. PCA maintained 99% of teachers fully credentialed and 100% access to standards-aligned instructional materials and facilities, indicating that core conditions for learning are consistently in place. Student engagement outcomes also remain strong, with a 98% attendance rate and low chronic absenteeism at 0.7%. Additionally, the high school graduation rate increased to 92.3%, exceeding the state average, while both high school and middle school dropout rates remain significantly reduced from baseline levels (7% to 2% and 11% to 3.5%, respectively). School climate indicators further reflect effectiveness, with suspension and expulsion rates remaining at 0%, and improvements in parent perception (98%) and staff awareness of supports (99%).

However, effectiveness is mixed when examining student perception and engagement consistency. The percentage of students reporting high levels of connectedness declined from 98% at baseline to 80.4% in 2024 and further to 78% in 2025, representing a 20 percentage point decrease. This indicates that, despite strong systems and outcomes, a growing proportion of students are not experiencing a consistent sense of belonging or connection to the school. In an independent study model, where engagement is highly dependent on relationships (93% of students felt they had strong relationships with their teacher) and ongoing interaction, this represents a critical gap between students feeling connected to school and connected to their teacher. Additionally, while chronic absenteeism remains low overall, the slight increase from 0.5% to 0.7% suggests early signs

of variability in student engagement. Stakeholder feedback also indicates that while supports and opportunities are available, they are not consistently experienced or accessed by all students and families. Overall, the actions under Goal 1 are effective in maintaining strong structural systems and positive academic outcomes, but require refinement to improve consistency in student connectedness, engagement, and awareness of supports. Moving forward, increased focus will be placed on strengthening relationship-building practices, expanding opportunities for student interaction, and ensuring that all students experience consistent access to engagement and support systems.

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

Based on outcome data and stakeholder feedback, PCA will maintain the core structure of Goal 1 while implementing targeted refinements to improve effectiveness.

Key Changes Include:

1. Strengthening Student Connectedness and Community: Increase routine and structured opportunities for student interaction**,** expand community-building efforts beyond one-time events, and integrate consistent engagement practices (e.g., virtual collaboration spaces, student groups, regular check-ins).
2. Improving Communication and Awareness of Supports: Enhance systems to ensure students, families, and staff are aware of academic supports and social emotional services. Provide additional staff training on available interventions and resources
3. Expanding Family Engagement Opportunities: Increase parent workshops and training opportunities, strengthen programs such as Parent Partners and family engagement initiatives and Improve frequency and quality of communication with families.
4. Refining Monitoring and Engagement Metrics: Continue to monitor perception data closely, refine survey tools to better measure student connectedness, sense of belonging and awareness of supports.
5. Continued Focus on Priority Student Groups: Strengthen target supports for English Leaners, Low-income students, and Foster Youth. Ensure consistent access and participation in available services.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully credentialed & appropriately assigned teachers	Coordinate resources to ensure all teachers are fully credentialed and appropriately provide instruction in subject areas they are authorized to teach per their state credentials.	LCFF 1000 Salaries/3000 Benefits: $41,216,950	N
2	Access to the standards-aligned instruction materials	This action ensures all students have access to appropriate instructional materials, particularly those living in poverty or foster care and those learning English.	LCFF 4000 Instructional Materials: $11,780,958	Y

Action #	Title	Description	Total Funds	Contributing
3	Maintain all facilities in “Good Repair”	Although we are a non-classroom-based school, we monitor the condition of facilities we use for administrative tasks, including administering state assessments or intensive support	$ 0.00	N
4	Technology	To ensure all students have access to appropriate technology (improving the likelihood they will succeed academically), we will purchase servers for our school, laptops for students, modems and routers, and cybersecurity software.	LCFF 1000 Salaries/3000 Benefits: $427,000 3220 Non- Capitalized Equipment: $100,000 Total: $527,00	Y
5	Monitor student engagement	To improve and increase our ability to identify reasons students disengage from school, we will administer student engagement surveys.	$0	N
6	Systems of professional growth and improvement	Funded by Title II, Part A, this action provides professional learning opportunities for teachers and administrators, including collaborative planning by grade/subject area and training on effective instruction.	Title II $125,000 1000 Salaries/3000 Benefits 5000 Purchase Services $21,000 Total: $146,000	N
7	Professional Learning through Exemplary School Partnerships	PCA will use LREBG funds to partner with organizations that support high-performing, equity-focused schools. Staff will visit award-winning schools and engage in professional networks to observe and apply evidence-based practices shown to close achievement gaps. Research supports that experiential, job-embedded learning improves instructional quality and student outcomes (Darling-Hammond et al., 2017). Effectiveness will be measured through staff reflection logs, observation rubrics, participation rates, and progress in subgroup academic outcomes.	LREBG 5000 Purchase Services: $300,000 -LREBG	Y

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

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

An explanation of why the LEA has developed this goal.

This goal was developed based on analysis of College and Career Readiness Indicator (CCRI) data, state assessment data, and input from educational partners, including students, families, and staff. While PCA has demonstrated measurable progress in college and career readiness outcomes, data indicates the need to continue expanding access, participation, and successful completion of college- and career-aligned pathways.

In 2025, 51.5% of students were identified as prepared on the College and Career Readiness Indicator (CCRI), an increase from 36.4% at baseline and maintaining a green performance level. This reflects meaningful progress in preparing students for postsecondary success. Additionally, 62.8% of students meeting UC/CSU requirements were identified as prepared, and 42.2% of graduates met A–G requirements, representing significant growth from baseline (27.5%).

Participation and success in advanced coursework are also improving. The percentage of students in AP courses identified as prepared on CCRI increased to 9.3%, and the percentage of students completing a CTE pathway increased to 4.7%**,** indicating expanded access to rigorous and career-aligned opportunities. Furthermore, 45.9% of students met or exceeded standards on the California Science Test, an increase of 11.5 percentage points from baseline, supporting improved readiness in STEM-related pathways.

At the same time, data highlights areas of continued need. While overall CCRI performance has improved, nearly half of students (48.5%) are still not meeting college and career readiness benchmarks, indicating the need to expand access and supports. Additionally, EAP results increased in both ELA (73.1.0%) and Math (40.7%) from the previous year.

Gaps also exist in key readiness indicators. While 55.8% of prepared students completed college credit coursework, this remains significantly below the baseline of 76%, indicating a need to strengthen access and success in dual enrollment opportunities. Similarly, while progress has been made in CTE and AP participation, overall participation rates remain relatively low, limiting the number of students demonstrating readiness through multiple pathways. Subgroup performance further reinforces the need for continued focus. English Learners and African American students have shown improvement in Distance from Standard; however, they remain below grade-level expectations, indicating a continued need for targeted academic and pathway supports. Given these findings, Goal 2 remains a priority to: Increase the percentage of students prepared on the College and Career Readiness Indicator, Expand access to and successful completion of A–G coursework, AP courses, and CTE pathways, Improve student readiness for college-level coursework as measured by EAP, Strengthen dual enrollment participation and success, and Ensure equitable access to college and career pathways for all student groups.

Maintaining this goal ensures that the PCA continues to build on current progress while addressing gaps in access, participation, and readiness to support all students in achieving postsecondary success.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023 (2022-23)	Year 1 2024 Outcome	**Year 2 2025 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)	Above Standard 2.4%
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	0.0 (Green)	Maintained 1.8
4	% of students scoring At Standard or Exceed Standard on the California **Science** Test (Dataquest)	34.4%	43.1%	45.9%	45.4%	11.5%
5	% of students scoring at Conditionally Ready or Prepared on **ELA** Early Assessment Program (EAP) (Dataquest)	49.2%	72.1%	73.1%	55.2%	23.9%
6	% of students scoring at Conditionally Ready or Prepared on **Math** Early Assessment Program (EAP) (Dataquest)	34.3%	38.1%	40.7%	40.3%	6.4%
7	% of Cohort Graduates who met **UC/CSU Requirements** (Dataquest)	27.5%	37.2%	42.2%	33.5%	14.7%
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%	62.8%	67.2%	4.6%
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%	-20.2%
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)	+39.3
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 Analysis for [2025-2026]

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

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

Overall, PCA effectively implemented the actions aligned to Goal 2 with a high level of fidelity, and there were no substantive differences between planned actions and actual implementation. Actions focused on expanding college and career readiness opportunities, including Career Technical Education (CTE), Advanced Placement (AP), A–G course completion, and college credit coursework, were implemented as intended and resulted in measurable improvements in student outcomes. Evidence of successful implementation includes an increase in the percentage of students identified as prepared on the College and Career Readiness Indicator (CCRI) to 51.5%, as well as growth in A–G completion rates (42.2%), AP participation (9.3%), and CTE pathway completion (4.7%). Additional indicators, such as increased performance on the California Science Test (45.9% at or above standard), further demonstrate improved alignment between instructional programs and college and career readiness expectations. PCA also expanded access to college credit coursework and strengthened counseling supports to promote pathway awareness and participation. These efforts contributed to increased opportunities for students to engage in rigorous and career-aligned learning experiences. Stakeholder feedback supports that actions were implemented effectively, particularly in expanding available pathways and improving access to resources. However, implementation data and feedback indicate a need to improve consistency in student participation and readiness across pathways. While opportunities have expanded, not all students are accessing or successfully completing these options. This is reflected in increase in EAP outcomes in both ELA and Math and in the percentage of students completing college credit coursework (55.8%), which remains below baseline levels. Educational partner feedback also highlighted the need for earlier and clearer pathway planning, improved communication, and increased support to ensure all students are prepared for postsecondary success. Overall, while actions were implemented as

planned and have resulted in improved outcomes, strengthening consistency in participation, readiness, and successful completion across all student groups remains an area for continued improvement.

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

In reviewing expenditures for Goal 2, there were generally minimal differences overall between budgeted and estimated actual expenditures, with some variances across actions primarily related to staffing costs, service adjustments, and timing of expenditures. Action 2.1 came in below budget by approximately $43,547, largely due to cost efficiencies and adjustments in personnel-related expenses. In contrast, Actions 2.2, 2.3, and 2.4 exceeded their budgets. Action 2.2 was higher than anticipated by approximately $60,409, Action 2.3 also exceeded projected costs due to increased personnel expenditures, and Action 2.4 exceeded its budget by approximately $42,984. These increases were primarily driven by staffing adjustments and expanded supports to meet student needs. Despite these variances, all Goal 2 actions were implemented as intended, and expenditures remained aligned to the purpose of each action. These differences did not impact the overall implementation of the goal or the delivery of services to students. Additionally, there were no material differences between planned and estimated actual percentages of improved services, as services for unduplicated pupils were implemented as planned.

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

The actions associated with Goal 2 have been generally effective in increasing college and career readiness outcomes, as evidenced by growth in the percentage of students identified as prepared on the College and Career Readiness Indicator (CCRI) from 36.4% at baseline to 51.5% in 2025, as well as increases in A–G completion (42.2%), AP participation (9.3%), and CTE pathway completion (4.7%). Additionally, gains in science performance and overall CCRI status indicate improved alignment between instruction and postsecondary readiness expectations. However, effectiveness is mixed across specific indicators, as nearly half of students (48.5%) are still not meeting CCRI benchmarks but there was a significant increase in EAP outcomes in ELA and Math. Furthermore, while more students are accessing college credit opportunities, the percentage of prepared students completing college coursework (55.8%) remains below baseline levels, indicating a need to strengthen both access and successful completion. Overall, the actions are effective in expanding opportunities and improving outcomes, but require refinement to increase consistency in participation, readiness, and successful completion across all student groups.

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

Based on analysis of performance data and stakeholder feedback, PCA will maintain the overall structure of Goal 2 while implementing targeted refinements to improve effectiveness and consistency of outcomes. Key changes include expanding access to and participation in Advanced Placement (AP), Career Technical Education (CTE), and dual enrollment opportunities, with an increased focus on improving successful completion rates. PCA will strengthen early awareness and planning for college and career pathways through enhanced counseling support and clearer communication with students and families, particularly beginning in middle school. Additional emphasis will be placed on improving student readiness for college-level coursework, as reflected in EAP performance, through increased academic supports and alignment of instruction. Metrics will continue to be monitored and refined to better capture participation and success across pathways, and targeted supports

will be strengthened for student groups not yet meeting CCRI benchmarks. Feedback from teachers and staff emphasized the need for more structured college and career readiness supports and increased access to rigorous coursework. In response, AVID was added to Goal 2, Action 2, and additional refinements were made to expand access to AP, A–G, and CTE pathways and improve student awareness of available opportunities. These changes are intended to build on current progress while addressing gaps in readiness, access, and completion.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career Technical Education (CTE) Pathways	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve our score. We will increase the number of CTE Pathways and related immersed experiences. Expenditures for this action include the costs of maintaining the additional CTE certified teachers, associated training, creation of internships, curriculum development, and instructional materials.	LCFF 1000 Salaries/3000 Benefits: $183,000 4000 Instructional Materials: $15,000 Total: $198,000	Y
2	Advanced Placement (AP) courses and exams	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the number of students who take AP courses and pass the corresponding test. We will add AP courses and offer increased AP examinations. Expenditures associated with Action include teacher AP course. AVID and AP examination training, curriculum development, and the cost of instructional materials.	LCFF 1000 Salaries/3000 Benefits: $234,000 4000 Instructional Materials: $95,000 Total: $329,000	Y
3	A-G Readiness	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the number of students who take A-G courses. To help us increase our A-G pass rates, we plan to facilitate quality support, including meeting with each student in grade eight (and their families) to develop an A-G completion plan. Expenditures include maintaining funding for the additional counselor brought on in 2021-22 and teacher brought on in 2023-24.	LCFF 1000 Salaries/3000 Benefits: $263,000 4000 Instructional Materials/ 5000 Purchase Services: $75,000 Total: $338,000	Y
4	College Credit Courses	We are improving the number of students who take and pass college credit courses. We want to continue this positive trend by increasing/improving opportunities for our students to take and pass college credit courses. Expenditures associated with this Action include instructional material needed for dual enrollment classes.	LCFF 1000 Salaries/3000 Benefits: $129,000 4000 Instructional Materials: $10,000 Total: $139,000	Y
5	Credit Recovery Summer School Program	Based on input from students, staff, and families, PCA will use LREBG funds to implement a summer school program focused on credit recovery for at-risk students. Research supports that extended learning time, particularly targeted summer interventions, improves graduation rates and academic performance (Allensworth & Easton, 2007). Effectiveness will be measured by course completion rates, credit recovery data, student attendance, and subsequent academic progress.	LREBG 1000 Salaries/3000 Benefits $3,400 4000 Instructional Materials $7,000 Total: $10,400	

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

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

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

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

An explanation of why the LEA has developed this goal.

Goal 3 and its corresponding actions are designed to identify and address the varied academic and social-emotional needs of students to mitigate learning loss and accelerate achievement, particularly for unduplicated student groups, including low-income students, foster youth, English Learners, and students experiencing homelessness or with exceptional needs.

To improve student engagement and academic success, Goal 3 actions are aligned to California's Multi-Tiered System of Supports (MTSS), an inclusive framework designed to meet the needs of all students. For example, Action 3.2 focuses on increasing access to Tier 2 supports beyond core instruction to help students who require additional academic and social-emotional support. Metrics associated with this goal include monitoring the percentage of priority group students and families who engage in support structures such as counselor or coordinator meetings, which play a critical role in identifying academic challenges and connecting students to appropriate interventions.

Implementation data indicates that while systems are in place to identify students in need of support beyond Tier 1, participation in Tier 2 services has been inconsistent, particularly among priority student groups. This gap suggests that while access to supports exists, additional efforts are needed to ensure consistent engagement and utilization of these services. At the same time, outcome data reflects positive impact from Goal 3 actions. According to the 2025 California School Dashboard, 63.2% of English Learners made progress toward English language proficiency on

the English Learner Progress Indicator (ELPI), exceeding the state rate of 46.4%. Additionally, 31.3% of English Learners scored at the Proficient level on the English Language Proficiency Assessments for California (ELPAC), which is higher than the state rate of 15.5%. These outcomes are partially attributed to targeted actions, including Action 3.3, which supports English Learners through the addition of an English Language Development (ELD) Director and expanded professional learning.

Based on these findings, Goal 3 will be maintained to build on areas of success while addressing gaps in participation and access to Tier 2 supports. The LEA will continue to utilize Learning Recovery Emergency Block Grant (LREBG) funds to enhance and expand academic interventions and tutoring in ELA and Mathematics, with a focus on improving outcomes for priority student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023	Year 1 2024 Outcome	**Year 2 2025 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 Learne**r 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)	29% (31/107)	35%	1%
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%	97%	100%	-1%
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 May 2026	63%	7%
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 *access **and are** enrolled* 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	75.5% (25/33) 24.2% dropout	18.4% dropout	%
9	% of **English Learners**, Long Term English Learners those in foster care, homeless youth and those living in low socio-economic conditions (priority groups) who are *offered **and** participate* in supplemental supports (beyond Tier 1) through our Multi-Tiered System of Supports (MTSS)	24.1%	33.0%	TBD May 2026	50%	8.9%

Goal Analysis for [2025-2026]

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

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

Overall, PCA implemented the actions aligned to Goal 3 with a high level of fidelity, and there were no substantive differences between planned actions and actual implementation. Systems designed to improve access and success in a broad course of study, including Multi-Tiered System of Supports (MTSS), English Language Development (ELD) programming, professional learning, and expanded academic pathways were consistently implemented. focused on expanding academic supports, improving family engagement, and strengthening services for students with exceptional needs. Key successes included the continued provision of a broad course of study with 100% student access and enrollment, full participation of ELD teachers in professional learning (100%), and the expansion of academic and intervention supports through MTSS. The LEA also maintained strong parent engagement systems, with 97% of parents reporting opportunities to provide input. However, implementation data indicates a challenge in ensuring consistent access and participation in Tier 2 supports. While systems are in place to identify students in need of additional support, participation rates in supplemental services (beyond Tier 1) remain lower than intended, particularly for priority student groups (English Learners, foster youth, and socioeconomically disadvantaged students). This reflects a need to strengthen outreach, monitoring, and engagement strategies to ensure students not only have access to supports but actively participate in them.

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

In reviewing expenditures for Goal 3, there were some material differences between budgeted and estimated actual expenditures, primarily driven by adjustments in personnel costs, reallocation of expenditures across actions, and refinement of services during implementation. Action 3.1 exceeded its budget by approximately $17,591, and Action 3.6 exceeded its budget by approximately $40,399, largely due to increased personnel costs and expanded implementation to support student needs. Action 3.9 also reflected a notable increase of approximately $374,056 due to increase in Title I funds to support the program. The cost was primarily attributable to increasing staffing for targeted academic services. Action 3.2 came in slightly higher than budget by approximately $171,350 and Action 3.3 was slightly higher than projected by approximately $35,012. The variances across Goal 3 actions were due to typical fluctuations in costs, timing of expenditures, and adjustments in funding sources. While there were no substantive changes to the types of services provided, there were significant adjustments in how resources were allocated across actions, particularly related to personnel and implementation scaling. Despite these variances, all Goal 3 actions were implemented as intended and remained aligned to their original purpose. These differences did not impact PCA’s ability to implement the goal or deliver services to students. Additionally, there were no material differences between planned and estimated actual percentages of improved services, as services for unduplicated pupils were implemented as planned. While there were no substantive changes to the types of services provided, there were significant adjustments in how resources were allocated across actions, particularly related to personnel and implementation scaling.

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

Overall, the actions under Goal 3 have been effective in improving student access, engagement, and academic success, particularly for English Learners and students with exceptional needs. Evidence of effectiveness includes: English Learner Progress (ELPI) increased from 48.5% to 63.2% (+14.6%), exceeding baseline and approaching the target, ELPAC proficiency rates increased significantly from 20.9% to 31.3% (+10.4%), demonstrating strong gains in English language acquisition, English Learner reclassification rates increased from 28% to 29%, showing modest growth, Graduation rate for students with exceptional needs decreased from 78.6% to 75.8%, and dropout rate increased from 21.4% to 24.2%, Parent engagement remained high at 97%, reflecting strong school-home partnerships, and hundred percent access to a broad course of study and ELD professional learning participation demonstrates strong system-level implementation. At the same time, data indicates areas for improvement: Participation in Tier 2 supports (MTSS) increased from 24.1% to 33%, but remains below the target of 50%, Only modest growth was observed in reclassification rates, indicating a need for continued focus on long-term English Learners, while 50% of priority families met with a counselor, this remains below the target of 63%, indicating a need to strengthen outreach and engagement for targeted student groups. Overall, while PCA has demonstrated strong system implementation and positive academic outcomes, the effectiveness of actions is somewhat limited by inconsistent participation in targeted supports, particularly for priority populations.

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

Feedback from staff and families highlighted the need for clearer access to academic and social-emotional supports and more consistent intervention structures for students. Particular attention was given to feedback from families and staff serving unduplicated student groups, including English Learners, socioeconomically disadvantaged students, and students with disabilities, to ensure actions address their specific needs. In response, Goal 3 actions were refined to expand Tier 2 and Tier 3 supports, improve coordination of services, and increase awareness of available resources, particularly for priority student groups. Additional outreach strategies will be used (e.g., “Explore PCA” bingo cards, QR code survey incentives); SEL support will expand to include guest speakers and mental health-focused workshops for both staff and families; Staff roles were updated (e.g., replacing SEL Coordinator with Mental Health Professional) and new positions proposed (e.g., SLP, Program Specialist); More visual and multilingual communication tools will be used to support family understanding of assessments and services; SPED and EL-specific events (e.g., biliteracy park days) will be introduced; and continued focus on personalized academic supports such as pacing guides, enrichment access, and home learning resources. In addition, a metric for the English Learner Reclassification rate will be added and monitored.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parental Involvement	School experiences survey results show a need to increase family awareness of academic and social-emotional supports. PCA will use LREBG and LCFF funds to expand this action by offering multilingual family workshops, sustaining a parent liaison, and developing resources that clarify our MTSS supports. This meets LREBG criteria by addressing the disproportionate impact of disrupted learning on historically underserved families and supporting student recovery through stronger home-school collaboration. Research shows that family engagement significantly boosts student achievement and well-being, especially for at-risk populations (Henderson & Mapp, 2002). Effectiveness will be measured through survey data, workshop participation rates, and improved student outcomes in academics and engagement.	LCFF/LREBG 1000 Salaries/3000 Benefits $575,000 -LCFF $45,000 LREBG 5000 Purchase Services: $60,000,000 -LCFF $50,000-LREBG Total: $730,000	Y
2	Academic and Social-Emotional Supports	To enhance and amplify Tier 2 academic and social-emotional supports, PCA will use LREBG and LCFF funds to sustain and expand positions added due to the pandemic: Student Support Coordinator, 504 Coordinator, Intervention Support Coordinator, Regional Coordinator, Paraeducators, Intervention/Support Staff, SEL Coordinator, Enrichment Specialists/Student Advisors, Library Support, Foster Youth/Homeless Liaison, and a range of online and in-person tutoring programs. Funds will also support research-based professional development for educators focused on the needs of underperforming student groups. This action meets LREBG criteria by addressing learning recovery and the disproportionate impact of disrupted learning. As Dr. Joseph F. Johnson, Jr. states, *"Students succeed when adults surround them with unwavering belief in their potential and provide the targeted support they need to thrive."* Effectiveness will be measured through tutoring participation, survey data, internal benchmarks, and subgroup outcomes on CAASPP.	LCFF/LREBG 1000 Salaries/3000 Benefits: $3,040,000– LCFF $265,000 -LREBG 4000 Instructional Materials: $406,000 – LCFF $295,000-LREBG Total: $4,006,000	Y
3	English Learner Supports	To enhance and amplify supports for English Learners, PCA will use LREBG and LCFF funds to expand staffing and services, including an ELD Director, ELD teachers, tutoring, and integrated ELD-focused professional learning. This action builds on positive EL progress data and addresses ongoing needs for language development acceleration. Research supports that sustained, explicit language instruction—paired with integrated academic supports—improves long-term outcomes for multilingual learners (August & Shanahan, 2006). Effectiveness will be measured through ELPAC growth, reclassification rates, and participation in ELD support classes.	LCFF/LREBG 1000 Salaries/3000 Benefits: $269,975 -LCFF $45,330-LREBG 4000 Instructional Materials: $24,025-LCFF 5000 Purchase Services: $75,000 -LCFF $25,000- LREBG Total: $439,000	Y
		To enhance learning recovery efforts, PCA will use LREBG and LCFF funds to implement STAR360 diagnostic assessments in ELA, early literacy, and math, and provide individualized support through Exact Path. This includes funding for assessment tools and staff responsible for implementation, progress monitoring,	LCFF/LREBG 1000 Salaries/3000 Benefits $2,000 -LCFF	

Action #	Title	Description	Total Funds	Contributing
6	School Support Lead Position	This action focuses on creating and funding several positions to help monitor the academic progress of priority group students, including low-income, English Language Learners, and foster youth. Expenditures associated with this action include stipends for School Support Lead positions that directly support priority group students.	LCFF 1000 Salaries/3000 Benefits: $904,000 Total: $904,000	Y
7	Professional learning related to English Learners	This action, funded by Title III – EL, provides teachers with instructional materials and professional development focused on evidence-based strategies to accelerate English language development and improve academic outcomes for English Learners.	$20,000 (Title III, A) 4000 Instructional Materials	N
8	Digital Library	Funded by Title I, Part A**,** this action promotes academic achievement by providing access to a digital library platform and staffing a library technician. The digital library supports foundational literacy, subject-area knowledge, and multilingual access through a wide range of texts, including audiobooks and titles in students' home languages. This program strengthens literacy and language development and will be expanded to create digital technology and information literacy centers.	Title I, A: 1000 Salaries/3000 Benefits: $186,927 4000 Instructional Materials: $23,073 Total: $210,000	N
9	Targeted Academic Support	Funded by Title I, Part A, this action provides targeted instructional support for students performing below proficiency on state assessments. Supports include ELD teachers, a counselor, and academic interventions designed to address learning gaps and accelerate progress for struggling learners.	Title I, A 1000 Salaries/3000 Benefits: $972,000	N
10	Non-English Speaking Parent Support	Funded by Title I, Part A, this action supports Spanish-speaking families through bilingual (Spanish) ELD program assistants who facilitate effective home-school communication and increase access to school resources. With approximately 70% of English Learners speaking Spanish at home, this action strengthens family engagement and ensures parents can meaningfully support their children's education.	Title I, A 1000 Salaries/3000 Benefits: $131,000	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27 LCAP Year

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,813,322	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.7%	0%	$0	6.7%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

PCA is implementing a series of schoolwide actions designed to increase and improve services for English learners, foster youth, and low-income students. These actions include targeted academic supports, EL services, social-emotional counseling, and professional development focused on equity. PCA will monitor LREBG-funded supports through internal dashboards and progress reports aligned to each metric, including disaggregated subgroup tracking. These actions, when taken together, result in increased or improved services for unduplicated pupils in proportion to the required percentage to increased or improved services as demonstrated through expanded access to academic supports, targeted interventions, and enhanced engagement strategies.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	Student surveys and demographic analysis show that many unduplicated students including English Learners, low-income students, and foster youth, lack consistent access to updated technology and reliable internet. Given that PCA operates in an online instructional model, tech access is essential for equitable participation and learning success.	Devices and internet hotspots are distributed schoolwide, but they principally benefit unduplicated students who lack resources at home. Updated devices and internet access ensure these students can access core content and digital platforms effectively.	Graduation rate, percentage of students with device access, tech support data, attendance rates
1.5	Many unduplicated students report low levels of school connectedness or disengagement. This may be due to environmental stressors such as economic hardship, housing instability, or limited access to emotional/academic support at home.	A research-based engagement survey is implemented schoolwide to diagnose reasons for disengagement. The results guide supports and interventions that disproportionately benefit unduplicated students by identifying barriers and needs.	Survey metrics: student connectedness, family perceptions, staff feedback on safety and support.
1.6	Analysis of local and state assessment data indicates that while some students are making progress, significant achievement gaps persist for English Learners, socioeconomically disadvantaged students, and students with disabilities. Additionally, staff and stakeholder feedback reveal inconsistencies in the implementation of rigorous, inclusive instructional practices. There is a clear need to strengthen staff capacity in supporting learning coaches in delivering high-quality, equitable instruction that accelerates learning for all students, especially those most impacted by the effects of the pandemic.	This action provides targeted professional learning opportunities through visits to exemplary schools and engagement in networks known for closing achievement gaps. By observing and analyzing real-world examples of effective instructional practices and systems of support, PCA staff will gain practical tools and strategies to improve teaching and learning. The focus is on implementing scalable, evidence-based practices that can be adapted to PCA's unique context and student population, thus directly addressing instructional quality and equity. PCA is implementing this action schoolwide to ensure all educators are equipped with the tools and strategies to meet the needs of all student groups. This approach supports schoolwide instructional coherence and targets improved outcomes for unduplicated pupils.	Number of staff participating in professional learning site visits or network opportunities or symposiums-attendance logs; PD agendas, Post-PD surveys and reflection forms, CAASPP scores, internal benchmark assessments (iReady, STAR, etc.)
2.1	In 2025, CCRI data indicates 4.7% of students completed a CTE Pathway. Many unduplicated students lack access to career exploration, internships, or industry certifications due to financial limitations or geographic isolation.	CTE offerings and internships are expanded schoolwide to provide equitable access, but they address a major gap for unduplicated students who often do not have these opportunities outside of school.	CTE pathway completion, CCRI scores, participation in internships

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2.2	Low AP exam success (9.3% scored 3+ in 2025) indicates a lack of access and readiness, particularly for unduplicated students. These students often lack access to AP prep tools, tutoring, or home support to succeed in rigorous	Expands AP offerings and staff training to increase access and support for all students. Principally benefits unduplicated students by reducing cost and readiness barriers.	AP pass rate (3+), CCRI indicator, AP course enrollment.

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2.3	In 2025, 62.8% of PCA graduates met UC/CSU A–G eligibility. Unduplicated students are often unfamiliar with A–G requirements and lack guidance to select and succeed in required courses.	Adds academic counselors to reduce caseloads and improve A–G tracking and course selection. Helps unduplicated students stay on path to 4-year college eligibility.	A–G completion rate, counselor meeting logs, UC/CSU eligibility data

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1.6	Analysis of local and state assessment data indicates that while some students are making progress, significant achievement gaps persist for English Learners, socioeconomically disadvantaged students, and students with disabilities. Additionally, staff and stakeholder feedback reveal inconsistencies in the implementation of rigorous, inclusive instructional practices. There is a clear need to strengthen staff capacity in supporting learning coaches in delivering high-quality, equitable instruction that accelerates learning for all students, especially those most impacted by the effects of the pandemic.	This action provides targeted professional learning opportunities through visits to exemplary schools and engagement in networks known for closing achievement gaps. By observing and analyzing real-world examples of effective instructional practices and systems of support, PCA staff will gain practical tools and strategies to improve teaching and learning. The focus is on implementing scalable, evidence-based practices that can be adapted to PCA's unique context and student population, thus directly addressing instructional quality and equity. PCA is implementing this action schoolwide to ensure all educators are equipped with the tools and strategies to meet the needs of all student groups. This approach supports schoolwide instructional coherence and targets improved outcomes for unduplicated pupils.	Number of staff participating in professional learning site visits or network opportunities or symposiums-attendance logs; PD agendas, Post-PD surveys and reflection forms, CAASPP scores, internal benchmark assessments (iReady, STAR, etc.)
2.4	In 2025, 55.8% of college credits earned are from students marked 'Prepared' on the CCRI, overall preparedness remains low (51.5%). Unduplicated students often lack exposure to college environments, can't afford course materials, and	Supports dual enrollment access by paying fees, materials, and offering flexible parent support hours. Removes access and equity barriers for unduplicated families.	College course enrollment and completion, CCRI preparedness, parent engagement logs

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2.5	A review of student data and input from educational partners shows that a number of students, particularly low-income and English Learners, are not on track to meet graduation or	This action funds a summer credit recovery program that allows students to make up missing credits required for graduation and/or A–G completion. By offering flexible scheduling, virtual options, and instructional materials, the	Percentage of students enrolled and completing credit recover, Graduation and A-G completion rate of

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3.1	Family engagement data shows low awareness of academic and SEL supports. Families of unduplicated students are least likely to receive or understand this information, often due to language, time, or work-related constraints.	Funds a parent liaison and workshops to increase communication and awareness. Designed schoolwide but targets unduplicated families who benefit most from outreach.	Workshop attendance, follow-up surveys, % of students identified for Tier 2/3 supports

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1.5	Many unduplicated students report low levels of school connectedness or disengagement. This may be due to environmental stressors such as economic hardship, housing instability, or limited access to emotional/academic support at home.	A research-based engagement survey is implemented schoolwide to diagnose reasons for disengagement. The results guide supports and interventions that disproportionately benefit unduplicated students by identifying barriers and needs.	Survey metrics: student connectedness, family perceptions, staff feedback on safety and support.
1.6	Analysis of local and state assessment data indicates that while some students are making progress, significant achievement gaps persist for English Learners, socioeconomically disadvantaged students, and students with disabilities. Additionally, staff and stakeholder feedback reveal inconsistencies in the implementation of rigorous, inclusive instructional practices. There is a clear need to strengthen staff capacity in supporting learning coaches in delivering high-quality, equitable instruction that accelerates learning for all students, especially those most impacted by the effects of the pandemic.	This action provides targeted professional learning opportunities through visits to exemplary schools and engagement in networks known for closing achievement gaps. By observing and analyzing real-world examples of effective instructional practices and systems of support, PCA staff will gain practical tools and strategies to improve teaching and learning. The focus is on implementing scalable, evidence-based practices that can be adapted to PCA's unique context and student population, thus directly addressing instructional quality and equity. PCA is implementing this action schoolwide to ensure all educators are equipped with the tools and strategies to meet the needs of all student groups. This approach supports schoolwide instructional coherence and targets improved outcomes for unduplicated pupils.	Number of staff participating in professional learning site visits or network opportunities or symposiums-attendance logs; PD agendas, Post-PD surveys and reflection forms, CAASPP scores, internal benchmark assessments (iReady, STAR, etc.)
3.2	Survey results and MTSS data show a need for increased Tier 2/3 interventions. Unduplicated students are more likely to face academic and social-emotional challenges, exacerbated by economic stress and post-pandemic effects.	Provides intervention coordinators, SEL staff, and behavior supports. These services help unduplicated students access core instruction and SEL care in a structured MTSS model.	Tier 2/3 service counts, staff caseloads, parent-counselor meetings

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.3	In 2025, 63.2% of English Learners were making progress toward English proficiency (ELPI), and 31.3% scored Proficient on the ELPAC, despite being above the state rate of 15.5%.	This action funds an English Language Development Director and integrated ELD professional learning. In addition, explicit ELD instruction is provided virtually. These supports address the unique needs of ELs by ensuring access to core instruction while building English proficiency and providing professional development to core teachers.	English Learner Progress Indicator (ELPI), ELPAC proficiency levels, reclassification rate
3.7	Significant achievement gaps exist among English Learners, Long-Term English Learners (10 students), students with disabilities, Latino students, Foster Youth and socioeconomically disadvantaged students. For example, only 15% of ELs and 28.3% of students with disabilities met standards in ELA according to the CAASPP data in 2025. Data was not provided on LTELs or Foster Youth due to small sample size.	Funds several School Support Leads positions who have a caseload of students consisting of English Learners, Long-term English Learns, socioeconomically disadvantage and Foster Youth. The Leads provides direct, personalized academic monitoring and support for the students on their caseload while supporting parents with resources. This mitigates learning barriers linked to poverty, language needs, and other environmental factors.	Percentage of unduplicated students scoring “Met” or “Exceeded” on CAASPP ELA and Math assessments.

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

In addition to the school-wide (we are a single-school charter school) actions described in Prompt 1 (previous prompt), we will provide the following Actions on a Limited basis (not school-wide) to improve or increase services for priority groups. For all Actions (schoolwide and limited) identified as Contributing, we determine the percent contributing to our required increased or improved percentage by using a quantitative metric (an LCFF dollar amount) --We will ***not*** use a qualitative methodology for any Actions. Our **r**equired percentage to increase or improve services is 6.7% ($6,813,322). The planned quantitative increase in services is 6.7% ($6,813,322**)** for actions listed below.

The following **school-wide** Action (please see the previous prompt) contribute to meeting our required percentage to increase or improve services—please see Action/Expenditure tables for details:
• Action 1.4- Technology
• Action 1.5- Monitor Student Engagement
• Action 2.1- Career Technical Education (CTE) Pathways
• Action 2.2- Advanced Placement (AP) courses and exams
• Action 2.3- A-G Readiness
• Action 2.4- College Credit Courses
• Action 3.1 -Parent Involvement.
• Action 3.2- Academic and Social-Emotional Support.
• Action 3.4- Interim Assessments

Additional Concentration Grant Funding

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

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

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

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$ 101,632,174	$ 6,813,322	6.704%	0.000%	6.704%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 60,175,908	$ 1,250,000	$ -	$ 1,479,000	$ 62,904,908.00	$ 49,421,182	$ 13,483,726

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Fully credentialed & appropriately assigned teachers	All	No	schoolwide	all	schoolwide	full day	$ 41,216,950	$ -	$ 41,216,950	$ -	$ -	$ -	$ 41,216,950	0.000%
1	2	Access to the standards-aligned instruction materials	All	No	schoolwide	all	schoolwide	full day	$ -	$ 11,780,958	$ 11,780,958	$ -	$ -	$ -	$ 11,780,958	0.000%
1	3	Maintain all facilities in “Good Repair”	All	No	schoolwide	all	schoolwide	full day	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	4	Technology	All	Yes	schoolwide	all	schoolwide	full day	$ 427,000	$ 100,000	$ 527,000	$ -	$ -	$ -	$ 527,000	0.000%
1	5	Monitor student engagement	All	Yes	schoolwide	all	schoolwide	full day		$ -		$ -	$ -		$ -	0.000%
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	All	No	schoolwide	all	schoolwide	full day	$ 125,000	$ 21,000	$ -		$ -	$ 146,000	$ 146,000	0.000%
1	7	Professional Learning through Exemplary School Partnerships	All	Yes	Schoolwide	All	schoolwide	full day	$ -	$ 300,000	$ -	$ 300,000	$ -	$ -	$ 300,000	0.000%
2	1	Career Technical Education (CTE) Pathways	All	Yes	schoolwide	all	schoolwide	full day	$ 183,000	$ 15,000	$ 198,000	$ -	$ -	$ -	$ 198,000	0.000%
2	2	Advanced Placement (AP) courses and exams	All	Yes	schoolwide	all	schoolwide	full day	$ 234,000	$ 95,000	$ 329,000	$ -	$ -	$ -	$ 329,000	0.000%
2	3	A-G Readiness	All	Yes	schoolwide	all	schoolwide	full day	$ 263,000	$ 75,000	$ 338,000	$ -	$ -	$ -	$ 338,000	0.000%
2	4	College Credit Courses	All	Yes	schoolwide	all	schoolwide	full day	$ 129,000	$ 10,000	$ 139,000	$ -	$ -	$ -	$ 139,000	0.000%
2	5	Credit Recovery Summer School Program	All	Yes	Schoolwide	All	schoolwide	full day	$ 7,000	$ 3,400	$ -	$ 10,400	$ -	$ -	$ 10,400	0.000%
3	1	Parental Involvement	All	Yes	schoolwide	all	schoolwide	full day	$ 620,000	$ 110,000	$ 635,000	$ 95,000	$ -	$ -	$ 730,000	0.000%
3	2	Academic and Social-Emotional Supports	All	Yes	schoolwide	all	schoolwide	full day	$ 3,305,000	$ 701,000	$ 3,446,000	$ 560,000	$ -	$ -	$ 4,006,000	0.000%
3	3	English Learner Support	English Learners	Yes	schoolwide	all	schoolwide	full day	$ 315,305	$ 124,025	$ 369,000	$ 70,330	$ -	$ -	$ 439,330	0.000%
3	4	Interim Assessments	All	Yes	schoolwide	all	schoolwide	full day	$ 402,000	$ 105,270	$ 293,000	$ 214,270	$ -	$ -	$ 507,270	0.000%
3	5	Students with exceptional needs: Community partnerships	Exceptional Needs	No	schoolwide	all	schoolwide	full day		$ -		$ -	$ -	$ -	$ -	0.000%
3	6	School Support Lead Position	Priority Group	Yes	schoolwide	all	schoolwide	full day	$ 904,000	$ -	$ 904,000	$ -	$ -		$ 904,000	0.000%
3	7	Professional learning related to English Learners (Title 3 Federal Funds)	English Learners	No	Limited	English Learners	schoolwide	full day	$ -	$ 20,000		$ -	$ -	$ 20,000	$ 20,000	0.000%
3	8	Digital Library (Title 1 Federal Funds)	All	No	schoolwide	all	schoolwide	full day	$ 186,927	$ 23,073		$ -	$ -	$ 210,000	$ 210,000	0.000%
3	9	Targeted Academic Support (Title 1 Federal Funds)	All	No	schoolwide	all	schoolwide	full day	$ 972,000	$ -	$ -	$ -	$ -	$ 972,000	$ 972,000	0.000%
3	10	Non-English Speaking Parent Support (Title 1 Federal Funds)	English Learners	No	Limited	English Learners	schoolwide	full day	$ 131,000	$ -	$ -	$ -	$ -	$ 131,000	$ 131,000	0.000%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 101,632,174	$ 6,813,322	6.704%	0.000%	6.704%	$ 7,178,000	0.000%	7.063%	Total:	$ 7,178,000
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 7,178,000

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Fully credentialed & appropriately assigne	No	schoolwide		schoolwide	$ -	0.000%
1	2	Access to the standards-aligned instructio	No	schoolwide		schoolwide	$ -	0.000%
1	3	Maintain all facilities in “Good Repair”	No	schoolwide		schoolwide	$ -	0.000%
1	4	Technology	Yes	schoolwide	all	schoolwide	$ 527,000	0.000%
1	5	Monitor student engagement	Yes	schoolwide	all	schoolwide	$ -	0.000%
1	6	Systems of professional growth and impro	No	schoolwide		schoolwide	$ -	0.000%
1	7	Professional Learning through Exemplary	Yes	Schoolwide	All	schoolwide	$ -	0.000%
2	1	Career Technical Education (CTE) Pathwa	Yes	schoolwide	all	schoolwide	$ 198,000	0.000%
2	2	Advanced Placement (AP) courses and ex	Yes	schoolwide	all	schoolwide	$ 329,000	0.000%
2	3	A-G Readiness	Yes	schoolwide	all	schoolwide	$ 338,000	0.000%
2	4	College Credit Courses	Yes	schoolwide	all	schoolwide	$ 139,000	0.000%
2	5	Credit Recovery Summer School Program	Yes	Schoolwide	All	schoolwide	$ -	0.000%
3	1	Parental Involvement	Yes	schoolwide	all	schoolwide	$ 635,000	0.000%
3	2	Academic and Social-Emotional Supports	Yes	schoolwide	all	schoolwide	$ 3,446,000	0.000%
3	3	English Learner Support	Yes	schoolwide	all	schoolwide	$ 369,000	0.000%
3	4	Interim Assessments	Yes	schoolwide	all	schoolwide	$ 293,000	0.000%
3	5	Students with exceptional needs: Commu	No	schoolwide		schoolwide	$ -	0.000%
3	6	School Support Lead Position	Yes	schoolwide	all	schoolwide	$ 904,000	0.000%
3	7	Professional learning related to English Le	No	Limited		schoolwide	$ -	0.000%
3	8	Digital Library (Title 1 Federal Funds)	No	schoolwide		schoolwide	$ -	0.000%
3	9	Targeted Academic Support (Title 1 Feder	No	schoolwide		schoolwide	$ -	0.000%
3	10	Non-English Speaking Parent Support (Tit	No	Limited		schoolwide	$ -	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 48,358,230.00	$ 59,240,120.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Fully credentialed & appropriately assigned teachers	No	$ 32,973,560	$ 41,673,723
1	2	Access to the standards-aligned instruction materials	No	$ 7,750,630	$ 9,481,765
1	3	Maintain all facilities in “Good Repair”	No	$ -	$ -
1	4	Technology	Yes	$ 342,514	$ 381,122
1	5	Monitor student engagement	Yes	$ -	
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	No	$ 119,280	$ 153,127
1	7	Professional Learning through Exemplary School Partnerships	Yes	$ 300,000	$ 200,000
2	1	Career Technical Education (CTE) Pathways	Yes	$ 227,418	$ 183,871
2	2	Advanced Placement (AP) courses and exams	Yes	$ 245,823	$ 306,232
2	3	A-G Readiness	Yes	$ 182,311	$ 214,665
2	4	College Credit Courses	Yes	$ 51,574	$ 94,558
2	5	Credit Recovery Summer School Program	Yes	$ 10,400	$ 9,870
3	1	Parental Involvement	Yes	$ 286,574	$ 304,165
3	2	Academic and Social-Emotional Supports	Yes	$ 4,075,500	$ 4,245,850
3	3	English Learner Support	Yes	$ 210,640	$ 245,652
3	4	Interim Assessments	Yes	$ 527,025	$ 295,525
3	5	Students with exceptional needs: Community	No	$ -	
3	6	School Support Lead Position	Yes	$ 350,000	$ 390,399
3	7	Professional learning related to English	No	$ 18,863	$ 17,423
3	8	Digital Library (Title 1 Federal Funds)	No	$ 211,927	$ 205,705
3	9	Targeted Academic Support (Title 1 Federal	No	$ 340,084	$ 714,150
3	10	Non-English Speaking Parent Support (Title	No	$ 134,107	$ 122,318

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
	$ 5,809,779	$ 6,157,568	$ (347,789)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Fully credentialed & appropriately assigned teachers	No	$ -	$ -	0.000%	0.000%
1	2	Access to the standards-aligned instruction materials	No	$ -	$ -	0.000%	0.000%
1	3	Maintain all facilities in “Good Repair”	No	$ -	$ -	0.000%	0.000%
1	4	Technology	Yes	$ 342,514	$ 381,123.00	0.000%	0.000%
1	5	Monitor student engagement	Yes	$ -		0.000%	0.000%
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	No	$ -	$ -	0.000%	0.000%
1	7	Professional Learning through Exemplary School Partnerships	Yes	$ -		0.000%	0.000%
2	1	Career Technical Education (CTE) Pathways	Yes	$ 227,418	$ 183,870.00	0.000%	0.000%
2	2	Advanced Placement (AP) courses and exams	Yes	$ 245,823	$ 306,131.00	0.000%	0.000%
2	3	A-G Readiness	Yes	$ 182,311	$ 214,665.00	0.000%	0.000%
2	4	College Credit Courses	Yes	$ 51,574	$ 94,558.00	0.000%	0.000%
2	5	Credit Recovery Summer School Program	Yes	$ -		0.000%	0.000%
3	1	Parental Involvement	Yes	$ 191,574	$ 304,165.00	0.000%	0.000%
3	2	Academic and Social-Emotional Supports	Yes	$ 3,765,500	$ 3,887,451.00	0.000%	0.000%
3	3	English Learner Support	Yes	$ 140,310	$ 236,068.00	0.000%	0.000%
3	4	Interim Assessments	Yes	$ 312,755	$ 159,138.00	0.000%	0.000%
3	5	Students with exceptional needs: Community	No	$ -	$ -	0.000%	0.000%
3	6	School Support Lead Position	Yes	$ 350,000	$ 390,399.00	0.000%	0.000%
3	7	Professional learning related to English Learners	No	$ -	$ -	0.000%	0.000%
3	8	Digital Library (Title 1 Federal Funds)	No	$ -	$ -	0.000%	0.000%
3	9	Targeted Academic Support (Title 1 Federal	No	$ -	$ -	0.000%	0.000%
3	10	Non-English Speaking Parent Support (Title 1	No	$ -	$ -	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 101,165,742	$ 5,846,249	0.000%	5.779%	$ 6,147,163	0.000%	6.076%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.

- This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
November 2023

Coversheet

2025-2026 LCAP Federal Addendum

Section: II. Other Business
Item: A. 2025-2026 LCAP Federal Addendum
Purpose: Vote
Submitted by:
Related Material: PCA 2025-2026 LCAP Federal Addendum.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) uses federal funds to supplement and enhance the priorities outlined in the Local Control and Accountability Plan (LCAP), with a focus on improving academic outcomes, increasing student engagement, and supporting the whole child. Federal funds are strategically aligned to address identified areas of need based on multiple data sources, including CAASPP results, California School Dashboard indicators, graduation rates, English Learner progress, and local assessment data such as STAR360.

Title I funds are used to provide targeted academic interventions, particularly in mathematics and literacy, for students performing below grade level, including socioeconomically disadvantaged students, English learners, and foster youth. Title II funds support professional development for teachers and school leaders to improve instructional practices, data analysis, and student engagement. Title III funds are used to support English learners through professional learning, instructional resources, and parent engagement. Title IV funds are used to expand access to a well-rounded education, support student well-being, and enhance the effective use of technology.

This coordinated approach ensures that federal funds are used to supplement core instructional programs and provide additional supports necessary for student success in PCA's independent study model.

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.

Pacific Coast Academy aligns federal funds with LCAP goals to ensure a cohesive and strategic approach to improving student outcomes. Federal programs are integrated into PCA's system of supports to maximize impact and avoid duplication of services.

Title I funds align with Goal 3 (Academic Achievement) by providing targeted academic interventions, parent engagement opportunities, and supplemental instructional resources. Title II funds align with Goal 1 (Conditions for Learning) through professional development focused on improving instructional quality and data-driven decision-making. Title III funds align with Goal 3 by supporting English learners through professional development, instructional supports, and family engagement. Title IV funds align across all goals by supporting student engagement, wellness, and access to enrichment opportunities.

All federal funds are used to supplement, not supplant, state and local funding. PCA ensures alignment through ongoing collaboration among leadership, review of student data, and integration of federal programs into the LCAP planning and evaluation cycle.

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 *(as applicable)*

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;

- PCA provides a well-rounded, standards-aligned instructional program that includes core academic subjects as well as enrichment opportunities such as STEM, arts, world languages, and college and career readiness. Through its independent study model, students receive personalized learning plans (ILPs) that align curriculum and instruction to individual academic needs, grade-level standards, and postsecondary goals. Instructional materials and courses are aligned to California State Standards and are regularly reviewed to ensure rigor and relevance.

(B) identifying students who may be at risk for academic failure;

- PCA utilizes multiple data sources to identify students at risk of not meeting academic standards, including CAASPP results, California School Dashboard indicators, STAR360 diagnostic assessments, course performance, and teacher observations. Student progress is monitored regularly through formative and interim assessments, as well as ongoing communication between teachers, students, and families. Data is disaggregated by student group to ensure equitable identification of students in need of additional support.

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

- Students identified as needing additional support are provided with targeted interventions through a multi-tiered system of support (MTSS). These supports include small group instruction, one-on-one teacher support, intervention courses, tutoring, supplemental instructional materials, and social-emotional supports. English learners, students with disabilities, foster youth, and socioeconomically disadvantaged students receive additional targeted services to address specific learning needs and ensure access to grade-level content.

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

- PCA continuously strengthens its instructional program through data analysis, professional development, and stakeholder feedback. Teachers and administrators participate in ongoing professional learning focused on data-driven instruction, differentiation, and effective instructional practices. The LEA regularly reviews student performance data to identify trends, adjust instructional strategies, and improve program effectiveness. These efforts are supported through Professional Learning Communities (PLCs), coaching, and alignment to LCAP goals and actions.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

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).

Pacific Coast Academy (PCA) implements a proactive and preventative approach to student behavior that minimizes the need for exclusionary discipline practices. As an independent study charter school, PCA maintains very low rates of suspension and expulsion, and prioritizes student engagement, relationship-building, and individualized support.

The LEA utilizes social-emotional learning (SEL) practices, restorative approaches, and ongoing communication between teachers, students, and families to address behavioral concerns before they escalate. Students receive individualized support through their assigned teacher, counselors, and support staff to address academic, behavioral, and social-emotional needs.

PCA monitors discipline data, including suspension and expulsion rates, and disaggregates this data by student group (e.g., socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities) to ensure equitable outcomes. When any disparities are identified, the LEA implements targeted interventions and supports to address root causes and improve student outcomes.

The LEA is committed to maintaining a positive school climate that supports student success and reduces reliance on discipline practices that remove students from the learning environment.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

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

- Pacific Coast Academy supports the integration of academic and career technical education (CTE) content through coordinated instructional strategies aligned to student interests and postsecondary goals. Through the independent study model, students develop personalized learning plans (ILPs) that may include career exploration, CTE coursework, and college and career readiness activities. PCA provides access to CTE pathways and enrichment opportunities through online providers and supplemental programs, allowing students to build skills aligned to in-demand industries such as technology, health sciences, and business. Instruction emphasizes real-world application of academic content and supports the development of critical thinking, problem-solving, and career readiness skills.

B. work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

- Pacific Coast Academy provides opportunities for students to participate in work-based learning experiences that connect academic learning to real-world applications. These opportunities may include internships, job shadowing, career exploration activities, and concurrent enrollment opportunities with community colleges, where appropriate. Students receive guidance and support from teachers and counselors to align these experiences with their academic goals and career interests. These experiences promote meaningful interaction with industry professionals and support the development of practical skills necessary for success in college and careers.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

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.

Pacific Coast Academy (PCA) uses Title II, Part A funds to support high-quality professional development and capacity-building activities for teachers, administrators, and instructional staff to improve student achievement aligned to California State Standards.

Professional development is focused on strengthening instructional practices in core content areas, including mathematics and English language arts, with an emphasis on standards-based instruction, differentiation, and effective use of data to inform teaching. Staff participate in

ongoing training related to formative, diagnostic, and interim assessments, including the use of STAR360 and other assessment tools, to monitor student progress and adjust instruction accordingly.

PCA provides targeted support for new and developing teachers through mentoring, coaching, and induction programs to ensure effective instructional practices are implemented consistently across the LEA. Professional Learning Communities (PLCs) are utilized to analyze student data, share best practices, and collaboratively plan instruction aligned to grade-level standards.

In addition, professional development includes strategies to support English learners, students with disabilities, and other student groups to ensure equitable access to rigorous academic content. Training also supports the effective integration of technology and instructional resources within the independent study model to enhance student engagement and learning outcomes.

These activities are aligned with PCA's LCAP goals and are continuously evaluated through student achievement data, staff feedback, and ongoing monitoring to ensure effectiveness and alignment with challenging state academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

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

Parents of English learners are actively engaged through regular communication with teachers, counselors, and support staff via phone, email, virtual meetings, and in-person conferences, as applicable. Families are informed of their student's academic progress, English language development, and available supports.

PCA provides parent education opportunities, including workshops and resources designed to help families support their child's academic success and English language development at home. These may include training on understanding ELPAC results, strategies for supporting literacy and language development, and navigating academic expectations.

To ensure equitable access, PCA provides translation and interpretation services, as well as translated materials, to support families whose primary language is not English. The LEA utilizes digital platforms and communication tools that allow for translation and increased accessibility.

Parents of English learners are also encouraged to participate in advisory groups, surveys, and stakeholder meetings, including DELAC and LCAP engagement opportunities, where they can provide input on programs and services. Feedback from families is used to inform program improvements and ensure that the needs of English learners are effectively addressed.

Through these efforts, PCA fosters strong partnerships with families and the community to support the academic success and language development 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.

Pacific Coast Academy is a single-school, direct-funded charter school and does not operate multiple school attendance areas. Therefore, poverty criteria are determined at the student level rather than by school site. The LEA identifies eligible students using data collected through the Household Data Collection (HDC) form, CALPADS data, and other indicators of socioeconomic disadvantage. These data sources are used to determine eligibility for Title I services and to ensure that resources are directed to students with the greatest need.

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:

Pacific Coast Academy ensures that all students, including low-income and minority students, have equitable access to effective, appropriately credentialed teachers. The LEA monitors teacher assignments, credentials, and experience levels to ensure compliance and equity across all student groups.

The school maintains a high percentage of fully credentialed teachers and provides targeted support to new and developing teachers through mentoring, coaching, and professional development. Data related to teacher qualifications and student outcomes are reviewed regularly to identify and address any disparities. When disparities are identified, PCA implements targeted support, including additional coaching, professional development, and instructional resources, to ensure all students receive high-quality instruction.

PCA reviews educator assignment and credential data annually and takes corrective action as needed to ensure equitable access to effective educators across all student groups.

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:

Pacific Coast Academy (PCA) implements a comprehensive and ongoing approach to parent and family engagement to support student success and continuous school improvement.

PCA fulfills its responsibilities under ESSA by actively involving parents and families in the planning, review, and improvement of Title I programs and services. Families are provided with multiple opportunities to participate in decision-making processes, including surveys, stakeholder meetings, and LCAP engagement activities. Input from parents and families is used to inform the development of school goals, actions, and services.

The LEA promotes effective parent and family engagement by providing regular communication regarding student progress, academic expectations, and available supports. Teachers maintain consistent communication with families through meetings, phone calls, email, and virtual platforms, ensuring that families remain informed and engaged in their child's education.

PCA provides parent education opportunities, including workshops and resources focused on understanding academic standards, supporting student learning at home, and navigating college and career readiness pathways. Parents of Title I students are specifically encouraged to participate in these opportunities.

To ensure equitable access, PCA provides communication in multiple formats and languages, including translation and interpretation services as needed. The LEA ensures that all families, including those of English learners, students with disabilities, and underserved populations, can meaningfully participate in school programs and activities.

Through these strategies, PCA builds strong partnerships with families to support student achievement and ensure that parent and family engagement is an integral part of the school's continuous improvement efforts.

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:

Pacific Coast Academy (PCA) operates a targeted assistance program under Title I to provide supplemental support to students who are identified as most at risk of not meeting challenging state academic standards.

The LEA provides targeted academic and social-emotional supports to eligible students, including those who are socioeconomically disadvantaged, English learners, foster youth, and students experiencing homelessness. Services are designed to supplement the core instructional program and include intervention courses, small group instruction, one-on-one support, tutoring, supplemental instructional materials, and access to online learning tools aligned to grade-level standards.

Students are identified for participation in Title I services through a comprehensive review of multiple data sources, including CAASPP results, STAR360 diagnostic assessments, course performance, teacher recommendations, and other local measures. Data is regularly reviewed and disaggregated to ensure that students with the greatest academic needs are prioritized for support.

Teachers and school leaders collaborate with parents, administrators, paraprofessionals, and specialized instructional support personnel to identify students most in need of services and to develop appropriate intervention plans. Through PCA's independent study model, individualized learning plans (ILPs) are developed to align instruction and support services to each student's specific academic needs and goals.

PCA does not operate programs for neglected or delinquent children in institutional settings; therefore, services specific to those populations are not applicable. However, the LEA ensures that all eligible students enrolled in the program receive equitable access to supplemental supports and services designed to improve academic outcomes and support overall student success.

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:

Pacific Coast Academy (PCA) ensures that homeless children and youth have equal access to a free, appropriate public education in accordance with the McKinney-Vento Homeless Assistance Act.

The LEA designates a Homeless Liaison who is responsible for identifying homeless students, supporting enrollment, and ensuring access to all educational programs and services. Homeless students are immediately enrolled without barriers, including lack of documentation such as proof of residency, immunization records, or prior academic records.

PCA uses Title I funds, as applicable, to provide supplemental services that support the enrollment, attendance, and academic success of homeless students. These supports may include access to technology, instructional materials, tutoring, counseling services, and assistance with basic needs that impact educational access.

Homeless students are provided with individualized support through teachers, counselors, and support staff to address academic and social-emotional needs. The LEA ensures that homeless students have access to the same academic programs, college and career readiness opportunities, and enrichment activities as all other students.

PCA coordinates services with community agencies and local resources to provide additional support for families experiencing homelessness. The LEA also ensures that parents and guardians are informed of their rights and available services, and that communication is provided in accessible formats.

Through these efforts, PCA supports the stability, engagement, and academic success of homeless children and youth.

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:

Pacific Coast Academy (PCA) supports student transitions at multiple stages to ensure continuity of learning, student engagement, and readiness for future academic and career success.

PCA supports transitions into its educational program by providing families with information about the school's independent study model during enrollment and orientation. Upon enrollment, students and families meet with their assigned teacher to develop an Individualized Learning Plan (ILP) aligned to grade-level standards, academic needs, and student goals. Students who require additional support during transitions are identified through assessments and teacher observation and provided with targeted academic and social-emotional supports.

PCA supports transitions from middle school to high school through academic planning, counseling, and family engagement. Teachers and counselors work with students and families to develop individualized graduation plans that include course selection aligned to graduation requirements, A-G requirements, and career interests. Orientation sessions and ongoing guidance ensure students are prepared for the expectations of high school.

PCA supports transitions from high school to postsecondary education and careers through college and career readiness programs, counseling, and access to career exploration opportunities. Students are supported in identifying postsecondary goals and aligning coursework to those goals.

(A) Coordination with institutions and partners
PCA coordinates with institutions of higher education, online program providers, and community partners to provide students with access to college and career readiness opportunities. These partnerships support career exploration, skill development, and exposure to postsecondary pathways.

(B) Access to early college and career opportunities
PCA increases student access to dual and concurrent enrollment opportunities, allowing students to earn college credit while in high school. Students also have access to career counseling and guidance to identify their interests and align their academic programs with career pathways. These

opportunities support college readiness, career development, and successful transitions beyond high school.

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:

Pacific Coast Academy (PCA) uses Title I funds, as applicable, to support a range of supplemental programs and services designed to improve academic achievement and meet the diverse needs of all students.

(A) Identification and support of gifted and talented students
PCA supports the identification and development of gifted and talented students through ongoing review of multiple data sources, including assessment results, course performance, and teacher recommendations. Students demonstrating advanced academic ability are provided with differentiated instruction, enrichment opportunities, and access to advanced coursework aligned to their individual learning plans (ILPs). The independent study model allows for flexible pacing and personalized curriculum to ensure that advanced learners are appropriately challenged and supported.

(B) Development of effective school library programs and digital literacy
PCA supports the development of a comprehensive digital library program to enhance student access to high-quality instructional resources and promote digital literacy skills. Students have access to a wide range of digital texts, research tools, and instructional materials that support academic learning across content areas. The digital library includes resources that support diverse learners, including English learners, through audiobooks and multilingual materials. These resources promote reading comprehension, research skills, and information literacy, contributing to improved academic achievement.

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:

Pacific Coast Academy does not operate programs for neglected or delinquent youth and does not receive Title I, Part D funds. Therefore, this provision is not applicable.

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:

Pacific Coast Academy does not operate programs for neglected or delinquent youth and does not receive Title I, Part D funds. Therefore, this provision is not applicable.

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:

Pacific Coast Academy does not operate programs for neglected or delinquent youth and does not receive Title I, Part D funds. Therefore, this provision is not applicable.

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:

Pacific Coast Academy does not operate programs for neglected or delinquent youth and does not receive Title I, Part D funds. Therefore, this provision is not applicable.

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:

Pacific Coast Academy does not operate programs for neglected or delinquent youth and does not receive Title I, Part D funds. Therefore, this provision is not applicable.

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:

Pacific Coast Academy does not operate programs for neglected or delinquent youth and does not receive Title I, Part D funds. Therefore, this provision is not applicable.

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:

Pacific Coast Academy does not operate programs for neglected or delinquent youth and does not receive Title I, Part D funds. Therefore, this provision is not applicable.

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:

Pacific Coast Academy does not operate programs for neglected or delinquent youth and does not receive Title I, Part D funds. Therefore, this provision is not applicable.

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:

Pacific Coast Academy does not operate programs for neglected or delinquent youth and does not receive Title I, Part D funds. Therefore, this provision is not applicable.

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:

Pacific Coast Academy does not operate programs for neglected or delinquent youth and does not receive Title I, Part D funds. Therefore, this provision is not applicable.

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:

Pacific Coast Academy does not operate programs for neglected or delinquent youth and does not receive Title I, Part D funds. Therefore, this provision is not applicable.

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:

Pacific Coast Academy does not operate programs for neglected or delinquent youth and does not receive Title I, Part D funds. Therefore, this provision is not applicable.

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:

Pacific Coast Academy implements a comprehensive system of professional growth and improvement that includes ongoing professional development, instructional coaching, and collaborative planning. Teachers and administrators participate in Professional Learning Communities (PLCs) to analyze student data, refine instructional practices, and align instruction to California State Standards. New and developing teachers receive additional support through mentoring and coaching, and leadership development opportunities are provided to build capacity among school leaders.

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:

Pacific Coast Academy is a single-school LEA and is not identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). Therefore, Title II funds are prioritized to support professional development aligned to identified student needs and LCAP goals, with a focus on improving instructional quality and student outcomes for all student groups.

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:

Pacific Coast Academy uses multiple data sources, including CAASPP results, California School Dashboard indicators, STAR360 assessments, and stakeholder feedback, to inform and continuously improve activities supported by Title II. Ongoing consultation occurs through staff meetings, leadership collaboration, and stakeholder engagement processes. Data is reviewed regularly to evaluate the effectiveness of professional learning and to make adjustments that improve instructional practices and student outcomes.

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:

Pacific Coast Academy provides ongoing professional development to teachers, administrators, and support staff focused on effective strategies for supporting English learners. This includes training in

designated and integrated English Language Development (ELD), scaffolding strategies, data analysis, and culturally responsive instruction aligned with California ELD Standards.

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:

Pacific Coast Academy provides enhanced instructional opportunities for English learners through targeted academic supports, ELD instruction, tutoring, and access to supplemental learning resources. These supports are designed to accelerate language development and ensure access to grade-level content aligned with student needs.

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:

Pacific Coast Academy implements a comprehensive program to support English learners, including designated and integrated ELD instruction, targeted interventions, professional development for staff, and parent engagement. These programs are designed to increase English language proficiency and support students in meeting state academic standards.

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:

Pacific Coast Academy ensures that English learners are supported in achieving English proficiency and meeting state academic standards through ELD instruction, targeted academic supports, and progress monitoring. Student progress is measured using ELPAC, ELPI, and local assessments. Instructional strategies are adjusted based on data to ensure continuous improvement.

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 uses Title IV funds to support a well-rounded education, safe and healthy students, and the effective use of technology. The LEA partners with curriculum providers, community organizations, and postsecondary institutions to support academic enrichment and college and career readiness opportunities. These activities are aligned to LCAP goals and are designed to supplement core instructional programs and services.

Funds are used to expand access to well-rounded educational opportunities, including STEM, enrichment programs, and supplemental instructional resources aligned to LCAP goals. The LEA also supports safe and healthy students through social-emotional learning (SEL), counseling services, and mental health supports aligned to its MTSS framework.

To support the effective use of technology, PCA provides access to digital learning tools, devices, and instructional platforms that enhance personalized learning within the independent study model. Professional development is provided to ensure effective integration of technology into instruction.

The objectives of these activities are to improve student engagement, academic achievement, and overall well-being. Effectiveness is evaluated through student performance data (CAASPP,

STAR360), participation rates, and stakeholder feedback. Data is reviewed regularly to inform continuous improvement.

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.

California Department of Education
March 2018

Coversheet

2026-2027 Employee Health Benefits Proposal

Section: II. Other Business
Item: B. 2026-2027 Employee Health Benefits Proposal
Purpose: Vote
Submitted by:
Related Material: Board Proposal - 2026 PCA.pptx

PACIFIC COAST ACADEMY

Employee Benefits Insurance Renewal Board Meeting

Renewal Date: July 1, 2026

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Health Program Summary

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Current Health Program (Program Dates 7/1/25 – 6/30/26)

- 5 medical plans offered: Kaiser, Blue Shield HMO plans, and Blue Shield PPO plans.
- Employer 100% Employee Premium for 3 of the 5 medical plans. Employer also pays 60-80% of Dependent Premium for all 5 plans.
- 3 dental plans offered: Delta Dental HMO, Delta Dental PPO Low, and Delta Dental PPO High.
- 1 vision plan offered with EyeMed.

Renewing Health Program (7/1/26 – 6/30/27)

- Medical plan increase with Kaiser & Blue Shield were above trend (7-12%) due to large medical claims on the policy, which drove the loss ratio on the plan over 100%.
    - **Blue Shield:** +22.8% (negotiated to **+17.0%**). Same 4 medical plans will be offered, no plan or provider network changes. Employee costs are increasing by 10% for Blue Shield (2 plans are still free for employee only tier).
    - **Kaiser:** +19.9% increase for incumbent plan. Plan is changing to a high-deductible Kaiser plan paired with a *medical expense reimbursement plan* (MERP) with Nonstop. The MERP will provide funds to cover 100% of the Kaiser out of pocket maximum, meaning Kaiser enrollees will have $0 copay responsibility for Kaiser-approved/covered charges. The MERP also has stop loss/reinsurance to protect the employer. This Kaiser + Nonstop MERP plan is an approximate **+4.2%** increase. Employee costs are increasing by 5% for Kaiser (employee only tier is still free).
- EyeMed will remain as the Vision provider (+7.0% increase in rates, no change to employee cost). Delta Dental will remain as the Dental provider (no change to plan costs). Employer will continue to contribute towards all dental & vision plans. Mutual of Omaha will continue as the Life & Voluntary plan provider with no changes to those plan costs.

Overall Premium Spend (7/1/26 – 6/30/27)

- Employer annual premium increase is approx. +$747K (+11.52%)
- Employee annual premium increase is approx. +$80K (+6.87%)

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Employee Monthly Rate Summary

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Kaiser + Nonstop MERP

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	$0.00	$0.00	0.0%
EE + SP	$132.11	$138.72	5.0%
EE + CH	$88.08	$92.48	5.0%
Family	$231.20	$242.76	5.0%

Blue Shield Local Access HMO

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	$0.00	$0.00	0.0%
EE + SP	$171.60	$188.76	10.0%
EE + CH	$92.40	$101.64	10.0%
Family	$250.80	$275.88	10.0%

Blue Shield Access+ HMO

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	$216.58	$238.24	10.0%
EE + SP	$667.06	$733.77	10.0%
EE + CH	$459.15	$505.07	10.0%
Family	$874.98	$962.48	10.0%

Blue Shield PPO

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	$195.55	$215.10	10.0%
EE + SP	$637.65	$701.42	10.0%
EE + CH	$433.61	$476.97	10.0%
Family	$841.70	$925.87	10.0%

Blue Shield PPO HSA

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	$0.00	$0.00	0.0%
EE + SP	$281.75	$309.93	10.0%
EE + CH	$195.86	$215.45	10.0%
Family	$352.45	$387.69	10.0%

Delta Dental HMO

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	$5.25	$5.25	0.0%
EE + SP	$16.94	$16.94	0.0%
EE + CH	$20.84	$20.84	0.0%
Family	$29.51	$29.51	0.0%

Delta Dental PPO Low

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	$19.09	$19.09	0.0%
EE + SP	$64.25	$64.25	0.0%
EE + CH	$72.42	$72.42	0.0%
Family	$113.35	$113.35	0.0%

Delta Dental PPO High

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	$31.45	$31.45	0.0%
EE + SP	$80.56	$80.56	0.0%
EE + CH	$92.19	$92.19	0.0%
Family	$140.93	$140.93	0.0%

EyeMed Vision

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	$2.56	$2.56	0.0%
EE + SP	$5.49	$5.49	0.0%
EE + CH	$5.61	$5.61	0.0%
Family	$9.04	$9.04	0.0%

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Coversheet

Approve Minutes

Section: III. Consent Agenda
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on March 12, 2026

APPROVED

Pacific Coast Academy

Minutes

Regular Board Meeting

Date and Time
Thursday March 12, 2026 at 6:00 PM

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

Directors Present
Benjamin Fung, Eric Banatao, Jessica Ackermann, Kim Gill, Patty Adams

Directors Absent
None

Guests Present
Jennifer Faber, Krystin Demofonte, Shari Erlendson

I. Opening Items

A. Call the Meeting to Order

Benjamin Fung called a meeting of the board of directors of Pacific Coast Academy to order on Thursday Mar 12, 2026 at 6:03 PM.

B. Roll Call of Board Members

C. Public Comments

There were no public comments.

D. Approval of the Agenda

Jessica Ackermann made a motion to approve the agenda.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Executive Director Report

II. Finance

A. 2025-2026 Second Interim Report

Kim Gill made a motion to Approve the 2025-2026 Second Interim Report.
Patty Adams seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Resolution Regarding Employee Retention Stipends

Jessica Ackermann made a motion to Approve the Resolution Regarding Employee Retention Stipends.
Kim Gill seconded the motion.

- The Board approved with the following revisions, which align with the school's fiscal responsibility while continuing to support staff retention and organizational stability.
- The Employee Retention Stipend will be issued in **August** rather than June.
- Eligibility for the stipend requires that the staff member **return to duty for the 2026–2027 school year** and **work full-time during the months of July and August**.
- The Board approved that the **final stipend amounts will be determined in June**, upon completion and approval of the school's final budget, at which time funding availability will be confirmed.
- The Board further clarified that stipend amounts are **not guaranteed at any rate**, but may be awarded **up to the identified amount**, and **shall not exceed the approved maximum amounts**.

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

C. 2025-2026 Independent Auditor Selection

Patty Adams made a motion to Approve CLA (CliftonLarsonAllen LLP) as the independent auditor.
Jessica Ackermann seconded the motion.
The board approved to contract with CLA (CliftonLarsonAllen LLP)
The board **VOTED** unanimously to approve the motion.

D. Three-Year Audit Contract with Wilkinson Hadley King & Co. LLC

Patty Adams made a motion to Terminate the Three-Year Audit Contract with Wilkinson Hadley King & Co. LLC.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Resolution Regarding Joint Powers Authority Notice of Potential Withdrawal

Jessica Ackermann made a motion to Approve Resolution Regarding Joint Powers Authority Notice of Potential Withdrawal.
Patty Adams seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Other Business

A. Transcripts from Non-Accredited Schools

Kim Gill made a motion to Approve Transcripts from Non-Accredited Schools.
Patty Adams seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Graduation Rate - Certificate of Completion

IV. Consent Agenda

A. Approve Minutes

Patty Adams made a motion to approve the minutes from Regular Board Meeting on 01-22-26.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. 2026-2027 Vendor Agreement

C. 2025-2026 Parent Student Handbook

D. Resolution: Non-Average Daily Attendance Summer School

E. Admissions/ Public Random Drawing/Lottery Policy

F. 2026-2027 Special Field Trips Over $80

G. 2025-2026 Employee Handbook

H. 2025-26 Compensation Policy - Stipend Chart & Certificated Coordinator Salary

I. 2026-2027 Compensation Policy

J. English Learner Master Plan

K. Comprehensive School Saftey Plan

L. Invoices/Purchasing Quotes Over $100,000

M. Approve Consent Agenda

Patty Adams made a motion to Approve the Consent Agenda.
Kim Gill seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Closed Session

A. Employee Performance Evaluation: Executive Director § 54957(b)

The board went into closed session at 6:46 pm and returned to open session at 8:10 pm. There was nothing to report.

VI. Closing Items

A. Announcement of Next Scheduled Meeting- June 3 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 8:11 PM.

Respectfully Submitted,
Benjamin Fung

Prepared By:
Jennifer Faber

Noted By:

Board Secretary

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

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

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

Coversheet

2026-2027 Vendor Agreement

Section: III. Consent Agenda
Item: B. 2026-2027 Vendor Agreement
Purpose:
Submitted by:
Related Material: PCA 2026-27 Vendor Agreement_Rev 3.24.2026_RED 3.24.26.pdf

VENDOR AGREEMENT

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

RECITALS

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

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

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

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

SECTION 1. TERM and TERMINATION

a. Term: The term of this Agreement shall begin on the Effective Date and continue in effect until June 30, 2027.

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

SECTION 2. SERVICES

a. Scope of Services: Vendor is hereby engaged by School to perform the student enrichment services specified in **Exhibit A**, incorporated herein by reference ("Services"), subject to the terms and conditions contained herein. Vendor assumes full responsibility for the performance of the Services provided under the terms of this Agreement. School does not guarantee any minimum amount of work by this Agreement.

b. No Authority to Bind School: Vendor understands and agrees that Vendor lacks the authority to bind School contractually, conduct business on School's behalf, or incur any obligations on behalf of School. Specifically, Vendor agrees not to represent themself or any Vendor employees, agents, or contractors as an employee of School in any capacity, including, but not limited to, when interacting with School students, parents/guardians, vendors, or employees.

c. Responsibility for Performance: Vendor assumes full responsibility for the performance of Vendor's duties under the terms of this Agreement and warrants that Vendor and its employees, contractors, and other agents are fully qualified in Vendor's specialized skill or expertise to perform such duties. Vendor will not enter into any contract or engagement that conflicts or interferes with Vendor's duties under this Agreement.

d. Compliance with Charter Petition and Law: Vendor acknowledges that School must comply with Education Code § 220's prohibitions against discrimination, comply with obligations to provide a free appropriate education to students with exceptional needs pursuant to the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act, and be non-sectarian in its programs. Vendor shall assist School with complying with all applicable legal requirements, which may require making accommodations so students with exceptional needs can access Services. The law requires that both School and Vendor shall be non-sectarian in any Services provided to School students. Vendor shall ensure that Services are available to any and all students of School, and that Services do not require an invitation, tryout, audition, testing requirements, or other prerequisite. Vendor shall ensure its performance of the Services complies with legal and School's charter petition requirements. If Vendor performs any Services in a manner that is contrary to law or School's charter petition, Vendor shall bear all claims, costs, losses, and damages (including, but not limited to, reasonable attorneys' fees and costs) arising therefrom.

e. Service Limitations: Vendor shall not serve a School student for more than sixteen (16) core academic hours including math, language arts, social studies, science, and world language during the school week (Monday to Friday from 8:00 am to 2:30 pm) under this Agreement or any other arrangement (e.g., Student participation in a Vendor program outside of School activities); except for visual and performing arts, CTE pathways, robotics, and physical activities including dance, gymnastics, karate, and other similar activities, as approved by School. Services may only take place on instructional days during the current school year as reflected in School's calendar.

f. No Private School Affiliation: Vendor certifies that it is not, is it not affiliated with, and it does not appear to be a private school that submitted an affidavit to register with the California Department of Education and is listed on the state's Private School Directory ("Private School"). Vendor affirms the Services shall not be provided at a Private School. Vendor affirms that it will not confer any compensation received for performing Services under this Agreement to a Private School.

g. Prohibited Conflicts: Vendor is prohibited from providing Services under this Agreement to a relative (e.g., child, grandchild, niece/nephew, sibling, etc.) of Vendor or of its employees. School shall not be responsible for paying Vendor for the prohibited Services described herein.

h. Vendor Website: Vendor is required to maintain a publicly accessible website describing Vendor's educational Services.

i. Location of Services: Each location where the Services will be provided shall be set forth in **Exhibit C**. Vendor shall inform School of any new location where the Services will be provided prior to commencing any Services at the location, and **Exhibit C** shall modified as provided in Section 13. Vendor shall not provide any of the Services at a location that requires School students or parents/guardians to pay a fee, that engages in discrimination, that may result in School or Vendor violating any applicable laws, or that otherwise violates the terms of this Agreement.

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

SECTION 3. PAYMENT

a. Enrichment Certificate: School requests Services from Vendor through School's issuance of an Enrichment Certificate. School is not responsible to pay for any costs of Services without issuance of an Enrichment Certificate. The Enrichment Certificate will detail requested Services, dates of Services, fees for Services, and other relevant information. Vendors must first receive an Enrichment Certificate before providing Services to students. School does not pay for Services in advance. If an Enrichment Certificate expires, Vendor must cease providing Services until it receives another Enrichment Certificate.

b. Vendor Invoice: School shall pay Vendor for Services performed through invoices. Vendor will remit one (1) itemized invoice after completing the Services pursuant to an Enrichment Certificate. Vendors shall submit invoices to **invoicing@pacificcoastacademy.org**. All invoices submitted must have the following information:

- Billed to Pacific Coast Academy
- Student Name, Enrichment Certificate Number, and Service Dates
- A Unique Invoice Number and Invoice Date
- Invoice Totals (line item total and invoice grand total)
- Make Checks Payable to

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

Scheduled School Closures:

- November 23-27, 2026
- December 21, 2026 – January 1, 2027
- February 15-19, 2027
- March 29 – April 2, 2027

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

d. Incurred Costs: Any damages or costs incurred by School, including replacement costs, as a result of Vendor's failure to competently perform under this Agreement may be deducted by School from any amounts owed to Vendor.

e. Use of School's Name: Vendor shall not use the name, insignia, mark, or any facsimile of School for any purpose, including but not limited to advertising, client lists, or references, without the advance written authorization of School.

f. No Volunteering or Fees: Vendor shall not charge any student or any student's parent/ guardian any fee for any Services and/or product provided by Vendor under this Agreement. The costs of all materials and items necessary to participate in the Services must be included in the cost of Services provided under this Agreement and Enrichment Certificate(s). Vendor shall not charge the student or the student's parent/guardian for any portion of the fee or costs for any of the Services provided under the Agreement. Vendor shall not require students or parents/guardians to volunteer to support Vendor, have a credit card or other form of payment on file, sign any contracts that create a financial obligation, or take any other action that School deems unreasonable as a condition of receiving Services.

g. No Responsibility of District: The obligations of School under this Agreement are solely the responsibility of School, and not the responsibility of the Dehesa School District as School's charter authorizer.

SECTION 4. GENERAL CONDITIONS FOR VENDOR PERFORMANCE

a. Vendor Qualifications: Vendor represents it has the qualifications, skills and, if applicable, the certification and licenses necessary to perform the Services in a competent and professional manner, without the advice or direction of School. Upon School's request, Vendor shall provide copies of certification or licensure. Subject to the terms of this Agreement, Vendor shall render all Services hereunder in accordance with this Agreement, **Exhibit A**, and Vendor's independent and professional judgment, in compliance with all applicable laws, and with the generally accepted practices and principles of Vendor's trade. Vendor is customarily engaged in the independently established trade, occupation, or business of the same nature as the Services performed. Vendor affirms that any employees, contractors, or agents of Vendor who interact with students unsupervised are at least eighteen (18) years of age. Any employee, contractor, or agent of Vendor who is under eighteen (18) years of age must be under the immediate supervision and control of a Vendor employee, contractor, or agent who is at least eighteen (18) years of age. Additionally, Vendor understands that Vendor's role is solely to provide Services as a form of enrichment to School's student(s). Vendor understands that such enrichment is separate from and external to a student's primary educational program as provided by School. Vendor shall not challenge, question, or otherwise attempt to interfere with any aspect of student's primary educational program as provided by School.

b. Independent Contractor: Vendor is engaged in an independent contractor relationship with School in performing all Services, duties, and obligations hereunder. It is expressly understood between the parties that Vendor and its employees, contractors, and agents are not employee(s) of School. School is not an employer of Vendor or Vendor's employees, contractors, or agents and shall not supervise individuals as such in carrying out the Services to be performed by Vendor under the terms of this Agreement. Nothing in this Agreement shall be interpreted or construed as creating or establishing a partnership or joint venture between the parties. Vendor is free to accept other non-conflicting assignments or business.

c. Licenses: Vendor warrants that Vendor is engaged in an independent and bona fide business operation, markets themself as such, is in possession of a valid business license/insurance when required, and is providing or capable of providing similar services as set forth in **Exhibit A** to others.

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

SECTION 5. TAXES

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

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

This Section shall survive the termination of this Agreement.

SECTION 6. BENEFITS

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

SECTION 7. MATERIALS

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

SECTION 8. BACKGROUND CHECK AND SAFETY REQUIREMENTS

a. Background Check: Vendor shall ensure its employees, agents, and contractors who interact with School students~~, outside of the immediate supervision and control of the student's parent/guardian or a School employee,~~ complete a criminal background check through the Department of Justice ("DOJ") in accordance with Education Code section 45125.1. Only those individuals listed in **Exhibit B** who have cleared a criminal background check may interact with School students. If either Vendor or School desires to change the individuals listed in **Exhibit B** during the course of the Agreement, this Agreement must be modified in relevant part and re-executed as provided in Section 13. The cost of these background checks is Vendor's responsibility. Vendors must select one of the following options:

- **School Conducts DOJ Background Check**: Vendor requests School run the DOJ background checks on behalf of Vendor's employees and agents who interact with School students, to ensure they have not been convicted of a violent or serious felony as defined under Education Code section 45122.1, child abuse as defined under Penal Code sections 273a or 273d, any sex offense as defined under Education Code section 44010, any controlled substance offense as defined under Education Code section 44011, or any other crime that prohibits an individual from charter school employment. Any Vendor employee or agent who has been convicted of one of these crimes is not permitted to interact with School students, unless an exception applies.

- **Vendor Conducts DOJ Background Check**: Vendor obtains an ORI number (a unique code assigned by DOJ) and processes the DOJ background checks for Vendor employees and agents who interact with School students. Vendor certifies that these individuals have not been convicted of a violent or serious felony as defined under Education Code section 45122.1, child abuse as defined under Penal Code sections 273a or 273d, any sex offense as defined under Education Code section 44010, any controlled substance offense as defined under Education Code section 44011, or any other crime that prohibits an individual from charter school employment. Any Vendor employee or agent who has been convicted of one of these crimes is not permitted to interact with School students, unless an exception applies. In accordance with Education Code section 45125.1(a), when Vendor performs the criminal background check, Vendor shall immediately provide any subsequent arrest and conviction information it receives to School pursuant to the subsequent arrest service.

b. First Aid & CPR Certification: Upon School's request, Vendor shall ensure its employees, agents, or contractors obtain First-Aid and CPR Certification. Vendors shall implement health and safety policies and procedures reasonable for the Services.

c. Supervision: Vendor is responsible for supervising and ensuring students have a safe environment throughout the duration of Services. This obligation extends to virtual Services. Students may not be left unattended during Vendor's provision of Services. Students shall not interact in one-on-one settings with Vendor (or any of its employees or agents) without School's express written permission. Vendor may not transport students without School's express written permission.

d. Student Discipline: Vendor acknowledges that School is responsible for managing and overseeing the education program, which incorporates Vendor's enrichment services. Vendor must immediately notify School when students act inappropriately and may require discipline. School is responsible for issuing discipline to students. If Vendor wishes to remove a participant from their Services, Vendor shall notify School and the parties will discuss appropriate measures, and School shall only be

responsible to pay for Services already performed under the Enrichment Certificate on a pro rata basis. A student may not be removed from Services based on the actions or behavior of the parent/guardian.

e. Reporting Bullying and Harassment Incidents to School: To the fullest extent allowed by law, Vendor shall immediately notify School if it becomes aware of any incident of bullying, discrimination, or harassment, including sexual harassment, at Vendor's place of business, during Vendor's provision of Services, or otherwise involving School students, Vendor, or Vendor's employees, contractors, or agents in any way. If Vendor learns a student may pose a health or safety threat to themself or to other individuals, Vendor shall immediately notify School.

f. Sexual Harassment Prevention Training: Vendor shall ensure its employees, contractors, or agents who interact with School students participate in sexual harassment prevention training before providing Services under this Agreement. Upon School's request, Vendor shall provide proof of compliance with this training requirement.

g. Child Abuse Prevention: Every employee, volunteer, or board member of Vendor whose duties require contact with or supervision of School's students is a mandated reporter of child abuse or neglect under Penal Code section 11165.7. Vendor shall ensure that all mandated reporters working on the School's behalf complete annual training in child abuse and neglect identification and reporting, and Vendor shall provide proof of such training to School within the first six weeks of the school year or within the first six weeks of a new mandated reporter's employment or service. This training requirement shall be met by completing the online mandated reporter training for school personnel provided by the Office of Child Abuse Prevention in the California Department of Social Services. Vendor shall develop and implement child abuse prevention policies and procedures, including, but not limited to, both of the following: (1) policies to ensure reporting of suspected incidents of child abuse to persons or entities outside of Vendor, including the reporting required pursuant to Penal Code section 11165.9; and (2) policies requiring, to the greatest extent possible, the presence of at least two mandated reporters whenever Vendor or its employees or volunteers are in contact with, or supervising, School students, unless Vendor provides one-to-one mentoring to students with School's express written permission. Upon School's request, Vendor shall provide copies of these policies.

h. Compliance with Public Health Orders: Vendor understands and agrees Vendor must comply with all applicable Governor orders, state, county, and local public health guidelines and requirements, and all other applicable laws regarding public health or safety ("Public Health Requirements") when delivering Services to School students. A Vendor's failure to comply with Public Health Requirements constitutes a material breach of the Agreement.

i. Communication with School: Vendor agrees to exchange information with School immediately upon request regarding School's students receiving Vendor Services. Such information may include, but is not limited to, student's participation, attendance, engagement with services, peer interaction, behavior, and/or performance. Vendor further agrees to allow School to access and/or observe School's students receiving Vendor Services. School will endeavor to provide advance notice to Vendor but reserves the right to access and/or observe its students at any time in order to protect student health or safety.

SECTION 9. INDEMNIFICATION AND INSURANCE

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

b. General Liability Insurance Limits: Vendor agrees to maintain general liability insurance coverage, including both bodily injury and property damage, with at least the following coverage limits:

    i. $1,000,000 per occurrence
    ii. $2,000,000 general aggregate
    iii. $500,000 personal & advertising injury

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

SECTION 10. CONFIDENTIALITY

a. Confidential Information: Vendor acknowledges that during the course of performing Services, Vendor may become privy to confidential, privileged and/or proprietary information important to the School. Vendor further acknowledges its obligations under and will comply with the applicable provisions of the Family Educational Rights and Privacy Act (34 C.F.R. Part 99), California Uniform Trade Secrets Act (Civ. Code, § 3426 et seq.), the K-12 Pupil Online Personal Information Act (Bus. & Prof. Code, § 22584), and other state or federal laws pertaining to student information and privacy. Vendor shall ensure that all of its employees, agents and contractors agree to the requirements of this section prior to receiving any Confidential Information (defined below). Vendor shall not use or disclose during or after the term of this Agreement, without the prior written consent of School, any

information relating to School's employees, directors, agents, students or families, or any information regarding the affairs or operations of School, including School's confidential/proprietary information and trade secrets ("Confidential Information"). Confidential Information, whether prepared by or for School, includes, without limitation, all of the following: education records, student rosters, medical records, personnel records, information technology systems, financial and accounting information, business or marketing plans or strategies, methods of doing business, curriculum, lists, email addresses and other information concerning actual and potential students or vendors and/or any other information Vendor reasonably should know is treated as confidential by School. The only allowed disclosures of Confidential Information are (i) with prior written consent of School; (ii) after the information is generally available to the public other than by reason of a breach by Vendor of this agreement to maintain confidentiality; (iii) after the information has been acquired by Vendor through independent means and without a breach of Vendor's duties to School under this Agreement or otherwise; or (iv) pursuant to the order of a court or other tribunal with jurisdiction if Vendor has given School adequate notice so that School may contest any such process. Personally identifiable student information may only be used as necessary to meet Vendor's obligations under this Agreement. Vendor shall not use any Confidential Information (e.g., student or parent/guardian contact information) to market any products or services to School parents/guardians or students without School's express written permission. Vendor must take all necessary and appropriate steps to protect and safeguard all of School's Confidential Information from unauthorized disclosure.

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

SECTION 11. ENTIRE AGREEMENT

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

SECTION 12. DISPUTE RESOLUTION

a. Informal Dispute Resolution: If there is any dispute or controversy between the parties arising out of or relating to this Agreement, the parties shall first meet and confer informally in an attempt to resolve the issue.

b. Mediation: If reasonable efforts at informal resolution are unsuccessful, the parties shall participate in a mediation with a mutually-agreed upon mediator. Any costs and fees, other than attorneys' fees, associated with the mediation shall be shared equally by the parties.

c. Arbitration: If School has paid more than $25,000 to Vendor for Services since the start of the previous fiscal year, and efforts to resolve the dispute at mediation are unsuccessful, the parties agree that such dispute will be submitted to private and confidential arbitration by a single neutral arbitrator through Judicial Arbitration and Mediation Services, Inc. ("JAMS") at the nearest JAMS location to

School, or other service agreed upon by both parties, and that such arbitration will be the exclusive final dispute resolution method under this Agreement. The JAMS Streamlined Arbitration Rules & Procedures in effect at the time the claim or dispute is arbitrated will govern the procedure for the arbitration proceedings between the parties. The arbitrator shall not have the power to modify any of the provisions of this Agreement. The decision of the arbitrator shall be final, conclusive and binding upon the parties hereto, and shall be enforceable in any court of competent jurisdiction. The party initiating the arbitration shall advance the arbitrator's initial fee. Otherwise and thereafter, each party shall bear their own costs of the arbitration proceeding or litigation to enforce this Agreement, including attorneys' fees and costs. Except where clearly prevented by the area in dispute, both parties agree to continue performing their respective obligations under this Agreement until the dispute is resolved, subject to the right to terminate this Agreement. Nothing in this Agreement is intended to prevent either party from obtaining injunctive or equitable relief in court to prevent irreparable harm pending the conclusion of any such arbitration.

SECTION 13. MODIFYING THE AGREEMENT

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

SECTION 14. NO WAIVER

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

SECTION 15. NO ASSIGNMENT

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

SECTION 16. SEVERABILITY

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

SECTION 17. GOVERNING LAW

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

SECTION 18. AUTHORITY TO CONTRACT

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

SECTION 19. NOTICES

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

IF TO VENDOR	**IF TO SCHOOL**
(*Please fill in with your information*)	
Business:	Pacific Coast Academy
Name:	Caleb Jones
Title:	Vendor Services Administrator
Address:	13915 Danielson St. Suite 103, Poway, CA 92064
Email:	vendorsupport@pacificcoastacademy.org
Phone:	(619) 215-0704

SECTION 20. COUNTERPARTS

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

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

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

EXHIBIT A

Detailed List of Services and Estimated Fee

Service Title	Service Description	Grade Levels	Estimated Fee*	Duration

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

EXHIBIT B

Employees/Agents Subject to Background Check Requirements

Name	Title

EXHIBIT C

Service Locations

Name or Description of Location	Address

Coversheet

2025-2026 Compensation Policy: Stipend Chart and Salary Schedule Updates

Section: III. Consent Agenda
Item: C. 2025-2026 Compensation Policy: Stipend Chart and Salary Schedule Updates
Purpose:
Submitted by:
Related Material: PCA Stipend Chart_Rev 03.16.26_25-26 SY_RED 5.18.26.pdf

Pacific Coast Academy – 2025-26
Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Advanced Placement (AP) Coordinator	$6,000	Paid to AP Coordinator who applied and received the position to coordinate AP program.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August – May.	N/A
Advanced Placement (AP) Teacher	$1,500	Paid to HQT who applied and received the position to teach one or more AP Course(s).	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August – May.	N/A
Art in Motion Instructor	$7,000	Paid to a designated HST who applied and received the position to facilitate monthly in-person Art in Motion lessons in a designated area.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	35
Art in Motion Lead	$16,200	Paid to a credentialed HST who applied and received the position.	Eligibility starts at the beginning of the school year or once the position begins.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	35
Art in Motion Teacher	$750/lesson	Paid to teachers who facilitate an in-person art lesson as part of the Art in Motion program.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
BizTown Teacher	$6,300	Paid to a designated HST who applied and received the position to facilitate online instruction and in-person field trip for the BizTown Class.	Eligibility starts at the beginning of the school year or once the teaching begins.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	35
California Healthy Youth Act (CHYA)	$2,500	Paid to a certificated teacher to provide office hours and instruction/support with CHYA curriculum.	Eligibility is earned after service has been completed from start date to end date.	Paid as a lump sum after completion of the work.	35
Career Technical Education (CTE)	$5,000	Paid to CTE credentialed teachers who applied and received the position to be on the team.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
Community Day Lead	$8,100	Paid to a credentialed teacher who applied and received the position to be the lead for their team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	Designated Amount: HST: 35 HST-SE: 30 Coordinator: 16 SPED: N/A
Counselor - Extra Section	$450 per week for each section of counseling coverage over 3 sections.	Provided to School Counselors with a PPS who serve an extra section of students as School Counselor.	Eligibility starts at the beginning of the school year and once counseling services begin.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	3 sections, additional pay begins on 4th section
Counselor - NCAA	$13,500	Provided to School Counselors with a PPS who serve as the assigned Counselor for all students pursuing NCAA eligibility.	Eligibility starts at the beginning of the school year and once counseling services begin.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Counselor - Summer School	$6,000	Paid to Counselor who supports concurrent enrollment process during the summer as well as summer school	Eligibility starts at the beginning of the June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	N/A
Curriculum Support	$1,000 per course	Paid to HSTs and HQTs who applied and received the position to re-write/develop supporting documents for course outlines.	Eligibility starts at the beginning of the school year.	Paid in 2 installments in December and May. The total stipend amount includes any necessary revision work assigned by supervisor and/or the UC Course Management Portal and will only be paid to current employees.	N/A
DevOps Team Lead	$650 per month ($7,800 for 12 months)	Paid to current DevOps staff who applied and received the DevOps Team Lead position.	Eligibility begins upon receiving the position.	Paid bimonthly over 12 months; July – June. Will be prorated based on period of service during the school year.	N/A
Elevate Teacher Lead	$10,800	Paid to a certificated teacher who facilitates online instruction and regular events for the Elevate Program.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	Designated Amount: HST: 35 HST-SE: 30 Coordinator: 16 SPED: N/A
Enrichment Team Lead	$650 per month ($7,800 for 12 months)	This position is open to current PCA Enrichment Specialists.	Eligibility begins immediately.	Paid $325 bimonthly over 12 months; July - June.	N/A
Esports Coach	$5,400	Paid to a certificated teacher who facilitates online practice sessions and in-person tournaments.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	Full time roster (can be HST or SPED)

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Extra Student	$100/month/ student for any student after the designated amount.	If the Executive Director assigns additional students to the employee's roster over the designated amount, the employee will be compensated for those students.	Eligibility starts once the HST is full-time, and students are assigned at the Executive Director's discretion. Roster numbers are pulled bimonthly. Extra pay starts on or after 7/15 with a fully executed Master Agreement.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	Designated Amount HST 35 HST-SE: 30 Team Principal & Team Principal-SE: 5 Coordinator: 16 Online Teacher: 30
Extra Student - Secondary Education	$50/month/ high school student over required roster limit	If the Executive Director assigns additional high school students to the employee's roster over the designated amount, the employee will be compensated for those students.	Eligibility starts once the employee is full-time, and students are assigned at the Executive Director's discretion. Extra pay starts on or after 7/15 with a fully executed Master Agreement.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	Designated Amount HST-SE: 19/30 Program Coordinator-SE: 9/16 Team Principal-SE: 5/5
Extra Students - Highly Qualified Teacher	$200/month	Provided to single subject credentialed teachers who teach additional students beyond a full load in ChoicePlus Academy or Edgenuity programs.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months of the student calendar	220-239 students: $200/month 240-259 students: $400/month 260-279 students: $600/month 280-299 students: $800/month
Induction Coach/Intern Mentor Teacher	$2,500 per teacher trained	Paid to credentialed teachers who work with teachers who are working toward clearing their credential. Suggested two year commitment.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 9 months; September - May. Will be prorated based on period of service during the school year.	N/A
Leadership Lab & Student Council Teacher	$7,200	Paid to a designated employee who applied and received the position to facilitate online instruction and in-person components to Student Council.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	Normal

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Medical Benefit Opt-Out	$5,000	Provided to staff who opt out of medical benefit coverage.	Eligibility starts at the beginning of the school year.	$208.33 paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.	N/A
Mileage	$3,000 per year	Certificated employees who carry a roster and must travel to student monthly meetings.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
Mileage Senior Directors and Team Principals	$5,000 per year	Senior Directors and Team Principals who must travel to monthly meetings, conferences, and events.	Eligibility aligns with the employees' pay schedule.	Senior Director: paid 12 months; July - June. Team Principal: paid bimonthly over 10 months; August - May. Both will be prorated based on period of service during the school year.	N/A
New Position Planning	$600 per week	Paid to certificated teachers in coordinator positions who will help develop and plan their respective program(s) for the start of the school year.	Eligibility starts at the beginning of May.	Paid in a lump sum at the end of June	N/A
Online Teacher-English Language Development Half-Time	$7,000	Paid to a credentialed teacher who applied and received the position to teach ELD classes, 3 hours weekly.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year	Designated Amount: 35, including 7 EL students
Online Teacher - Sub	$35/hour with a total of 2 hours expected	Paid to a designated certificated staff member.	Eligibility starts upon covering an online class as a substitute.	Paid the following paycheck after work and hours are submitted.	N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Online Teacher-Spark Co-Teacher	$5,400	Paid to a designated HST who applied and received the position to help facilitate online instruction for the Spark Program.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	35
Overnight Chaperone	$500 per night	Paid to a PCA staff member who applied and received the position.	Eligibility starts on the first night of acting as an overnight chaperone.	Paid as a lump sum after completion of the work.	N/A
PCA Parent Partner Workshops	$350 per workshop	Paid to HSTs who sign up to present on an approved topic to parents during a PCA Parent Partners workshop.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
PCA Presents: New Presentations	$500 per presentation, max $2000 per staff member	Paid to staff members who create and present PD to peers.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
PCA Presents: Repeat Presentations	$250 per presentation; max $500 per staff member	Paid to staff members who create and present a previously presented PD to peers.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
PCA Presents: Teacher Participation	$50 per session for any additional sessions attended beyond the requirement.	Paid to staff members who attend additional PD sessions beyond the requirement.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	Will be determined each semester.

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Phone/ Internet/ Utilities	$1,500	Provided to all employees for work expenses, including phone, internet, and utilities costs.	For all current employees. Eligibility starts at the beginning of the school year paid bimonthly July - June.	$62.50 paid bimonthly over July - June. Will be prorated based on period of service during the school year. Payments will align with the employee's work calendar.	N/A
Robotics Competition Teacher (Tournament)	$1,000/tournament	Paid to a designated HST wo applied and received the position to attend tournaments with the Robotics Team.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid as a lump sum after completion of the work.	N/A
Robotics Teacher (Competition Team)	$14,000	Paid to a designated HST who applied and received the position to provide Robotics instruction for 2 robotics classes.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	35
Robotics Teacher at Worlds (Competition Team)	$500/night	Paid to a designated HST who applied and received the position to attend Worlds with the Robotics Team.	Paid to a designated HST who applied and received the position to attend Worlds with the Robotics team.	Paid as a lump sum after completion of the work.	N/A
SCSA Lead	$7,000	Paid to a credentialed teacher who applied and received the position.	Eligibility starts at the beginning of the school year or once the teaching begins.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	35
Special Programs Lead	$12,600	Paid to a credentialed teacher who applied and received a Special Programs Lead position.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	Designated Amount: HST: 35 HST-SE: 30 Coordinator: 16 SPED: N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
SPED Assessment Team Overage	$200 per additional assessment	Paid to Education specialists completing more than 15 assessments per month	Stipend is earned the pay period after the additional assessment is assigned.	Paid as lump sum after completion of the work.	15
SPED Extended School Year (ESY)	$5,000	Paid to special education teachers who provide services during ESY.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of ESY.	N/A
SPED Extended School Year (ESY) Teacher Lead	$6,000	Lead ESY teacher is responsible for organizing various components of ESY program and managing day to day operations during ESY	Stipend is earned after completion of ESY.	Paid as lump sum after completion of the work	N/A
SPED Extra Hours Work	$300 for each period of assigned make-up work.	School staff will work with students in Special Education when necessary (e.g. make-up services, compensatory services, etc.) in addition to staff's regular hours.	Eligibility starts at the beginning of the school year.	Paid as lump sum after completion of the work.	N/A
SPED In-Person Services Teacher	Up to .25 in-person (10 hours per week) = $1,500 Up to .5 in-person (20 hours per week) = $3,000 Up to .75 in-person (30 hours per week) = $4,500 Up to 1.0 - in-person (40 hours per week) = $6,000	Assigned position for Education Specialists. Must provide services to identified student(s) in-person.	Stipend to begin first full pay period following board approval.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A
SPED Occupational Therapist Extended School Year (ESY)	$5,000	Paid to Occupational Therapists assigned to provide services during the extended school year.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of the extended school year.	N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
SPED Occupational Therapist Lead	$4,000	Paid to a credentialed Occupational Therapist who supports the other Occupational Therapists in the field of special education assessment and/or service delivery.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A
SPED School Psychologist Lead	$4,000	Paid to a credentialed School Psychologist who supports the other School Psychologists in the field of special education assessment and/or service delivery.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months: August-May. Will be prorated based on period of service during the school year.	N/A
SPED SCSA Extra Duties	Staff's hourly rate as currently placed on the salary schedule.	Provided to SPED Teacher and Program Specialist who serve SCSA students.	Eligibility starts at the beginning of the school year or once the student enrolls and SPED services are needed.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A
SPED Teacher Extra Student	Mild/Moderate $250/month per extra student. Extensive Support Needs (ESN) $600/month per extra student	If the Associate Executive Director-Student Support assigns additional students to their full-time caseload, the employee will be compensated for those students.	Eligibility starts the first pay period after the caseload surpasses the caseload limit.	Paid bimonthly over 10 months; August - May.	Designated Amount: Mild/Mod: 23 ESN: 10 MM Decoding: 20 M/M Lead: 13 ESN Lead: 7
SPED Teacher Lead	$4,000	Must be in a leadership role and an authority in compliance, training, and support in the field of special education.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	Designated Amount: Mild/Mod: 13 ESN: 7
Speech Pathologist Extended School Year (ESY)	$5,000	Paid to Speech Pathologists assigned to provide services during the extended school year.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of the extended school year.	N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Speech Pathologist Lead	$4,000	Must be in a leadership role and an authority in compliance, training, and support in the field of speech pathology.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on the period of service during the school year.	N/A
Staff Book Club/Podcast Club Leader	$250 per club	Paid to staff members who lead discussion meeting(s) for staff book clubs or podcast clubs.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
Success Squad Teacher	$9,000	Paid to a designated HST who applied and received the position to facilitate online instruction for the Success Squads Program.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A
Summer School Content - Highly Qualified Teacher	$2,500 - $4,000 for 50-100 students	Provided to single subject credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	0-49: $2,500 50-100: $4,000
Summer School - HST	$2,500 - $5,500	Provided to credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	0-29: $2,500 30-59: $4,000 60-89: $5,500
Summer Teacher Work	$360 per day	Paid to certificated teachers in leadership positions who will help develop and plan their respective program(s) for the start of the school year.	Eligibility during the months of June, July, and August.	Paid bimonthly once work is completed.	N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Testing & Data Team Lead	$9,000	Paid to a credentialed teacher who applied and received the position to be the lead for their team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	Designated Amount: HST: 35 HST-SE: 30 Coordinator: 16 SPED: N/A
Training/ Planning	$325 per each day of training	With Director pre-approval, staff involved in full day mandatory training or meetings outside regular work hours will receive this stipend.	Eligibility is earned after training has been completed.	Paid as lump sum after completion of the work.	N/A

Coversheet

2026-2027 Compensation Policy: Stipend Chart and Salary Schedule Updates

Section: III. Consent Agenda
Item: D. 2026-2027 Compensation Policy: Stipend Chart and Salary Schedule Updates
Purpose:
Submitted by:
Related Material:
PCA Certificated Support Salary_Rev 03.16.2026_RED 5.10.26_VIR.pdf
PCA Cert Sup Salary_Rev 03.16.2026_RED 5.10.26_INP_STRIKE.pdf
PCA Cert Sup Salary_Rev 03.16.2026_RED 5.10.26_INP.pdf
PCA HST-SE Online Teacher-Elevate & Spark Salary_Proposed 5.4.26.pdf
PCA HST-Elev Co-Teacher Salary_Rev 3.16.26_26-27_RED 5.15.26.pdf
PCA HST-Professional Development Lead Salary_Proposed 05.15.2026.pdf
PCA HST-SE Professional Development Lead Salary_Proposed 05.15.2026.pdf
PCA HST-SE-Elevate Lead Salary_Rev 03.16.26_RED 5.15.26.pdf
PCA HST-SE-Elevate Lead Salary_Rev 03.16.26_RED STRIKE 5.15.26.pdf
PCA HST-Elev Co-Teacher Salary_Rev 3.16.26_26-27_RED STRIKE 5.15.26.pdf
PCA Team Principal Salary_Rev 03.16.2026_RED 5.11.2026.pdf
PCA Certificated Coord Saly_Rev 3.16.26_26-27_RED 5.18.26.pdf
PCA Stipend Chart_Rev 03.16.26_26-27 SY_RED 5.18.26.pdf
PCA HST-Art in Motion Lead Salary_Proposed 5.18.26.pdf
PCA HST-SE Art in Motion Lead Salary_Proposed 05.18.2026.pdf
PCA HST-Art in Motion Instructor_Proposed 5.18.26.pdf
PCA HST-SE Art in Motion Instructor Salary_Proposed 5.18.26.pdf
PCA HST-Special Prog Lead Salary_Rev 3.16.26_RED STRIKE 5.18.26.pdf
PCA HST-Special Prog Lead Salary_Rev 3.16.26_RED 5.18.26.pdf
PCA HST-SE-Special Prog Lead Salary_Rev 3.16.26_RED STRIKE 5.18.26.pdf
PCA HST-SE Special Prog Lead Salary_Rev 3.16.26_RED 5.18.26.pdf

Pacific Coast Academy – Salary Schedule

Certificated Support - Virtual

Year	Group 1	Year	Group 2	Year	Group 3	Year	Group 4	Year	Group 5	Year	Group 5
1	$79,500	1	$79,700	1	$83,600	1	$91,400	1	$115,300	11	$138,700
3	$83,500	3	$83,800	3	$87,900	3	$94,700	2	$117,600	12	$142,500
5	$87,100	5	$88,200	5	$92,500	5	$99,500	3	$120,000	13	$146,400
7	$91,500	7	$92,900	7	$97,500	7	$104,400	4	$122,500	14	$150,400
9	$96,000	9	$97,800	9	$102,500	9	$109,600	5	$125,000	15	$154,500
11	$100,900	11	$102,800	11	$107,700	11	$115,100	6	$127,600	17	$158,700
13	$103,500	13	$105,400	13	$110,400	13	$118,000	7	$130,200	19	$165,500
15	$106,100	15	$108,100	15	$113,200	15	$121,000	8	$133,000	21	$169,700
17	$108,800	17	$110,900	17	$116,100	17	$124,100	9	$135,700	23	$174,000
19	$111,600	19	$113,700	19	$119,100	19	$127,300	10	$137,200	25	$178,400
21	$114,400	21	$116,600	21	$122,100	21	$130,500				
23	$117,300	23	$119,600	23	$125,200	23	$133,800				
25	$120,300	25	$122,600	25	$128,400	25	$137,200				

Placement

Group 1
Nurse
Orientation and Mobility Specialist
Education Specialist-Deaf and Hard of Hearing (DHH)
Education Specialist-Visual Impairments

Group 2
Occupational Therapist
Physical Therapist

Group 3
Speech/Language Pathologist

Group 4
School Psychologist
Educationally Related Mental Health Services Counselor
Mental Health Professional/ Social Worker

Group 5
Program Specialist

Group 1 - 4: Annualized salary includes ~~201~~ 196 work days.

Group 5: Annualized salary includes 206 work days.

The listed number of work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar

Annual pay advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.

Pacific Coast Academy – Salary Schedule
Certificated Support – In-Person

Year	Group 1	Year	Group 2	Year	Group 3	Year	Group 4	Year	Group 5	Year	Group 5
1	~~$79,500~~	1	~~$79,700~~	1	~~$83,600~~	1	~~$91,400~~	1	$115,300	11	$138,700
3	~~$83,500~~	3	~~$83,800~~	3	~~$87,900~~	3	~~$94,700~~	2	$117,600	12	$142,500
5	~~$87,100~~	5	~~$88,200~~	5	~~$92,500~~	5	~~$99,500~~	3	$120,000	13	$146,400
7	~~$91,500~~	7	~~$92,900~~	7	~~$97,500~~	7	~~$104,400~~	4	$122,500	14	$150,400
9	~~$96,000~~	9	~~$97,800~~	9	~~$102,500~~	9	~~$109,600~~	5	$125,000	15	$154,500
11	~~$100,900~~	11	~~$102,800~~	11	~~$107,700~~	11	~~$115,100~~	6	$127,600	17	$158,700
13	~~$103,500~~	13	~~$105,400~~	13	~~$110,400~~	13	~~$118,000~~	7	$130,200	19	$165,500
15	~~$106,100~~	15	~~$108,100~~	15	~~$113,200~~	15	~~$121,000~~	8	$133,000	21	$169,700
17	~~$108,800~~	17	~~$110,900~~	17	~~$116,100~~	17	~~$124,100~~	9	$135,700	23	$174,000
19	~~$111,600~~	19	~~$113,700~~	19	~~$119,100~~	19	~~$127,300~~	10	$137,200	25	$178,400
21	~~$114,400~~	21	~~$116,600~~	21	~~$122,100~~	21	~~$130,500~~				
23	~~$117,300~~	23	~~$119,600~~	23	~~$125,200~~	23	~~$133,800~~				
25	~~$120,300~~	25	~~$122,600~~	25	~~$128,400~~	25	~~$137,200~~				

Placement

Group 1
Nurse
Orientation and Mobility Specialist
Education Specialist-Deaf and Hard of Hearing (DHH)
Education Specialist-Visual Impairments

Group 2
Occupational Therapist
Physical Therapist

Group 3
Speech/Language Pathologist

Group 4
School Psychologist
Educationally Related Mental Health Services Counselor
Mental Health Professional/ Social Worker

Group 5
Program Specialist

Group 1 - 4: Annualized salary includes ~~201~~ 196 work days.

Group 5: Annualized salary includes 206 work days.

The listed number of work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar

Annual pay advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.

Pacific Coast Academy – Salary Schedule
Certificated Support – In-Person

Year	Group 1	Year	Group 2	Year	Group 3	Year	Group 4	Year	Group 5	Year	Group 5
1	$82,700	1	$82,900	1	$87,000	1	$95,100	1	$115,300	11	$138,700
3	$86,900	3	$87,200	3	$91,500	3	$98,500	2	$117,600	12	$142,500
5	$90,600	5	$91,800	5	$96,200	5	$103,500	3	$120,000	13	$146,400
7	$95,200	7	$96,700	7	$101,400	7	$108,600	4	$122,500	14	$150,400
9	$99,900	9	$101,800	9	$106,600	9	$114,000	5	$125,000	15	$154,500
11	$105,000	11	$107,000	11	$112,100	11	$119,800	6	$127,600	17	$158,700
13	$107,700	13	$109,700	13	$114,900	13	$122,800	7	$130,200	19	$165,500
15	$110,400	15	$112,500	15	$117,800	15	$125,900	8	$133,000	21	$169,700
17	$113,200	17	$115,400	17	$120,800	17	$129,100	9	$135,700	23	$174,000
19	$116,100	19	$118,300	19	$123,900	19	$132,400	10	$137,200	25	$178,400
21	$119,000	21	$121,300	21	$127,000	21	$135,800				
23	$122,000	23	$124,400	23	$130,300	23	$139,200				
25	$125,200	25	$127,600	25	$133,600	25	$142,700				

Placement

Group 1
Nurse
Orientation and Mobility Specialist
Education Specialist-Deaf and Hard of Hearing (DHH)
Education Specialist-Visual Impairments

Group 2
Occupational Therapist
Physical Therapist

Group 3
Speech/Language Pathologist

Group 4
School Psychologist
Educationally Related Mental Health Services Counselor
Mental Health Professional/ Social Worker

Group 5
Program Specialist

Group 1 - 4: Annualized salary includes 196 work days.

Group 5: Annualized salary includes 206 work days.

The listed number of work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar

Annual pay advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.

Pacific Coast Academy – Salary Schedule
HST-Secondary Education Online Teacher-Elevate & Spark

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$101,100	$101,100	$101,100	$101,100	
2	$101,100	$101,100	$101,100	$101,100	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 20 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$101,100	$101,100	$101,100	$101,100	
4	$101,100	$101,100	$103,300	$103,800	
5	$101,100	$103,300	$103,300	$105,300	
6	$101,100	$103,300	$105,300	$107,400	
7	$101,100	$105,300	$105,300	$110,500	
8	$103,300	$105,300	$107,400	$113,800	
9	$105,300	$107,400	$110,500	$117,300	
10	$107,400	$109,500	$114,900	$121,000	
11	$107,400	$111,700	$119,600	$124,900	
12	$109,500	$113,900	$122,000	$129,000	
14	$111,700	$116,200	$124,500	$131,600	
16	$113,900	$118,500	$127,000	$134,300	
18	$116,200	$120,900	$129,600	$137,100	
20	$118,500	$123,300	$132,300	$140,000	
25	$122,300	$127,300	$136,600	$144,600	

Pacific Coast Academy – Salary Schedule
HST Elevate Co-Teacher

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$83,300	$83,300	$83,300	$83,300	
2	$83,300	$83,300	$83,300	$83,300	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 35 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$83,300	$83,300	$83,300	$83,300	
4	$83,300	$83,300	$85,500	$86,000	
5	$83,300	$85,500	$85,500	$87,500	
6	$83,300	$85,500	$87,500	$89,600	
7	$83,300	$87,500	$87,500	$92,700	
8	$85,500	$87,500	$89,600	$96,000	
9	$87,500	$89,600	$92,700	$99,500	
10	$89,600	$91,700	$97,100	$103,200	
11	$89,600	$93,900	$101,800	$107,100	
12	$91,700	$96,100	$104,200	$111,200	
14	$93,900	$98,400	$106,700	$113,800	
16	$96,100	$100,700	$109,200	$116,500	
18	$98,400	$103,100	$111,800	$119,300	
20	$100,700	$105,500	$114,500	$122,200	
25	$104,500	$109,500	$118,800	$126,800	

Pacific Coast Academy – Salary Schedule
HST-Professional Development Lead

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$84,100	$84,100	$84,100	$84,100	
2	$84,100	$84,100	$84,100	$84,100	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 35 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$84,100	$84,100	$84,100	$84,100	
4	$84,100	$84,100	$86,300	$86,800	
5	$84,100	$86,300	$86,300	$88,300	
6	$84,100	$86,300	$88,300	$90,400	
7	$84,100	$88,300	$88,300	$93,500	
8	$86,300	$88,300	$90,400	$96,800	
9	$88,300	$90,400	$93,500	$100,300	
10	$90,400	$92,500	$97,900	$104,000	
11	$90,400	$94,700	$102,600	$107,900	
12	$92,500	$96,900	$105,000	$112,000	
14	$94,700	$99,200	$107,500	$114,600	
16	$96,900	$101,500	$110,000	$117,300	
18	$99,200	$103,900	$112,600	$120,100	
20	$101,500	$106,300	$115,300	$123,000	
25	$105,300	$110,300	$119,600	$127,600	

Pacific Coast Academy – Salary Schedule
HST-SE Professional Development Lead

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$89,100	$89,100	$89,100	$89,100	
2	$89,100	$89,100	$89,100	$89,100	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 30 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$89,100	$89,100	$89,100	$89,100	
4	$89,100	$89,100	$91,300	$91,800	
5	$89,100	$91,300	$91,300	$93,300	
6	$89,100	$91,300	$93,300	$95,400	
7	$89,100	$93,300	$93,300	$98,500	
8	$91,300	$93,300	$95,400	$101,800	
9	$93,300	$95,400	$98,500	$105,300	
10	$95,400	$97,500	$102,900	$109,000	
11	$95,400	$99,700	$107,600	$112,900	
12	$97,500	$101,900	$110,000	$117,000	
14	$99,700	$104,200	$112,500	$119,600	
16	$101,900	$106,500	$115,000	$122,300	
18	$104,200	$108,900	$117,600	$125,100	
20	$106,500	$111,300	$120,300	$128,000	
25	$110,300	$115,300	$124,600	$132,600	

Pacific Coast Academy –Salary Schedule
HST-Secondary Education-Elevate ~~Lead~~ Co-Teacher

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$88,300	$88,300	$88,300	$88,300	
2	$88,300	$88,300	$88,300	$88,300	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 30 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$88,300	$88,300	$88,300	$88,300	
4	$88,300	$88,300	$90,500	$91,000	
5	$88,300	$90,500	$90,500	$92,500	
6	$88,300	$90,500	$92,500	$94,600	
7	$88,300	$92,500	$92,500	$97,700	
8	$90,500	$92,500	$94,600	$101,000	
9	$92,500	$94,600	$97,700	$104,500	
10	$94,600	$96,700	$102,100	$108,200	
11	$94,600	$98,900	$106,800	$112,100	
12	$96,700	$101,100	$109,200	$116,200	
14	$98,900	$103,400	$111,700	$118,800	
16	$101,100	$105,700	$114,200	$121,500	
18	$103,400	$108,100	$116,800	$124,300	
20	$105,700	$110,500	$119,500	$127,200	
25	$109,500	$114,500	$123,800	$131,800	

Pacific Coast Academy –Salary Schedule

HST-Secondary Education-Elevate ~~Lead~~ Co-Teacher

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	~~$91,900~~	~~$91,900~~	~~$91,900~~	~~$91,900~~	
2	~~$91,900~~	~~$91,900~~	~~$91,900~~	~~$91,900~~	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 30 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	~~$91,900~~	~~$91,900~~	~~$91,900~~	~~$91,900~~	
4	~~$91,900~~	~~$91,900~~	~~$94,100~~	~~$94,600~~	
5	~~$91,900~~	~~$94,100~~	~~$94,100~~	~~$96,100~~	
6	~~$91,900~~	~~$94,100~~	~~$96,100~~	~~$98,200~~	
7	~~$91,900~~	~~$96,100~~	~~$96,100~~	~~$101,300~~	
8	~~$94,100~~	~~$96,100~~	~~$98,200~~	~~$104,600~~	
9	~~$96,100~~	~~$98,200~~	~~$101,300~~	~~$108,100~~	
10	~~$98,200~~	~~$100,300~~	~~$105,700~~	~~$111,800~~	
11	~~$98,200~~	~~$102,500~~	~~$110,400~~	~~$115,700~~	
12	~~$100,300~~	~~$104,700~~	~~$112,800~~	~~$119,800~~	
14	~~$102,500~~	~~$107,000~~	~~$115,300~~	~~$122,400~~	
16	~~$104,700~~	~~$109,300~~	~~$117,800~~	~~$125,100~~	
18	~~$107,000~~	~~$111,700~~	~~$120,400~~	~~$127,900~~	
20	~~$109,300~~	~~$114,100~~	~~$123,100~~	~~$130,800~~	
25	~~$113,100~~	~~$118,100~~	~~$127,400~~	~~$135,400~~	

Pacific Coast Academy – 2026-27 Salary Schedule
HST Elevate Co-Teacher

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	~~$83,000~~	~~$83,000~~	~~$83,000~~	~~$83,000~~	
2	~~$83,000~~	~~$83,000~~	~~$83,000~~	~~$83,000~~	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 35 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	~~$83,000~~	~~$83,000~~	~~$83,000~~	~~$83,000~~	
4	~~$83,000~~	~~$83,000~~	~~$85,500~~	~~$86,000~~	
5	~~$83,000~~	~~$85,500~~	~~$85,500~~	~~$87,500~~	
6	~~$83,000~~	~~$85,500~~	~~$87,500~~	~~$89,600~~	
7	~~$83,000~~	~~$87,500~~	~~$87,500~~	~~$92,700~~	
8	~~$85,500~~	~~$87,500~~	~~$89,600~~	~~$96,000~~	
9	~~$87,500~~	~~$89,600~~	~~$92,700~~	~~$99,500~~	
10	~~$89,600~~	~~$91,700~~	~~$97,100~~	~~$103,200~~	
11	~~$89,600~~	~~$93,900~~	~~$101,800~~	~~$107,100~~	
12	~~$91,700~~	~~$96,100~~	~~$104,200~~	~~$111,200~~	
14	~~$93,900~~	~~$98,400~~	~~$106,700~~	~~$113,800~~	
16	~~$96,100~~	~~$100,700~~	~~$109,200~~	~~$116,500~~	
18	~~$98,400~~	~~$103,100~~	~~$111,800~~	~~$119,300~~	
20	~~$100,700~~	~~$105,500~~	~~$114,500~~	~~$122,200~~	
25	~~$104,500~~	~~$109,500~~	~~$118,800~~	~~$126,800~~	

Pacific Coast Academy – Salary Schedule
Team Principal & Team Principal-Secondary Education

Year	Team Principal	Year	Team Principal	Year	Team Principal – Secondary Education	Year	Team Principal – Secondary Education	Placement
1	$115,300	**10**	$137,200	**1**	$125,300	**10**	$147,200	**Team Principal-Secondary Education Salary:** Team Principal-Elevate & Spark Annualized salary includes 212 work days. The 212 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 5 students. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
2	$117,600	**11**	$138,700	**2**	$127,600	**11**	$148,700	
3	$120,000	**13**	$142,500	**3**	$130,000	**13**	$152,500	
4	$122,500	**15**	$146,400	**4**	$132,500	**15**	$156,400	
5	$125,000	**17**	$150,400	**5**	$135,000	**17**	$160,400	
6	$127,600	**19**	$154,500	**6**	$137,600	**19**	$164,500	
7	$130,200	**21**	$158,700	**7**	$140,200	**21**	$168,700	
8	$133,000	**25**	$165,500	**8**	$143,000	**25**	$175,500	
9	$135,700			**9**	$145,700			

Pacific Coast Academy – Salary Schedule
Certificated Coordinator

Year	Coordinator Level 1	Year	Coordinator Level 1	Year	Coordinator Level 2	Year	Coordinator Level 2	Placement
1	$103,300	10	$125,000	1	$108,300	10	$132,000	**Level 1 – Must carry a roster of 16 students** Art in Motion Coordinator Curriculum Coordinator TK-8 ~~– must carry a roster of 16 students.~~ Special Programs Coordinator (Elementary) ~~– must carry a roster of 16 students.~~ Student Engagement Coordinator ~~– must carry a roster of 16 students.~~ Teacher Training Coordinator ~~– must carry a roster of 16 students.~~
2	$105,600	11	$126,300	2	$110,600	11	$135,300	
3	$108,000	13	$129,500	3	$113,000	13	$138,700	**Level 2** College and Career Readiness Coordinator – must carry 30% of a standard roster. Coordinator-Secondary Education – must carry a roster of 16 students, 9 must be high school students. Program Coordinator-HQT – does not carry a roster and must teach a minimum of 2 classes. Program Coordinator-Student Support – does not carry a roster. Robotics Coordinator – must carry a roster of 16 students, 9 must be high school students. Secondary Support Coordinator – must carry a roster of 16 students, 9 must be high school students. Special Programs Coordinator (Secondary Education) – must carry a roster of 16 students, 9 must be high school students. Annualized salary includes 206 work days. The206 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
4	$110,500	15	$132,800	4	$115,500	15	$142,200	
5	$113,000	17	$136,200	5	$118,000	17	$145,800	
6	$115,600	19	$139,700	6	$120,600	19	$149,500	
7	$118,200	21	$143,200	7	$123,200	21	$153,300	
8	$121,000	25	$149,000	8	$126,000	25	$159,500	
9	$123,700			9	$128,700			

Pacific Coast Academy – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Advanced Placement (AP) Coordinator	$6,000	Paid to AP Coordinator who applied and received the position to coordinate AP program.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August – May.	N/A
Advanced Placement (AP) Teacher	$1,500	Paid to HQT who applied and received the position to teach one or more AP Course(s).	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August – May.	N/A
Art in Motion Instructor	$7,000	Paid to a designated HST who applied and received the position to facilitate monthly in-person Art in Motion lessons in a designated area.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	35
Art in Motion Lead	$16,200	Paid to a credentialed HST who applied and received the position.	Eligibility starts at the beginning of the school year or once the position begins.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	35
Art in Motion Teacher	$750/lesson	Paid to teachers who facilitate an in-person art lesson as part of the Art in Motion program.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
BizTown Teacher	$6,300	Paid to a designated HST who applied and received the position to facilitate online instruction and in-person field trip for the BizTown Class.	Eligibility starts at the beginning of the school year or once the teaching begins.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	35
California Healthy Youth Act (CHYA)	$2,500	Paid to a certificated teacher to provide office hours and instruction/support with CHYA curriculum.	Eligibility is earned after service has been completed from start date to end date.	Paid as a lump sum after completion of the work.	35
Career Technical Education (CTE)	$5,000	Paid to CTE credentialed teachers who applied and received the position to be on the team.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
Community Day Lead	$8,100	Paid to a credentialed teacher who applied and received the position to be the lead for their team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	Designated Amount: HST: 35 HST-SE: 30 Coordinator: 16 SPED: N/A
Counselor - Extra Section	$450 per week for each section of counseling coverage over 3 sections.	Provided to School Counselors with a PPS who serve an extra section of students as School Counselor.	Eligibility starts at the beginning of the school year and once counseling services begin.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	3 sections, additional pay begins on 4th section
Counselor - NCAA	$13,500	Provided to School Counselors with a PPS who serve as the assigned Counselor for all students pursuing NCAA eligibility.	Eligibility starts at the beginning of the school year and once counseling services begin.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Counselor - Summer School	$6,000	Paid to Counselor who supports concurrent enrollment process during the summer as well as summer school	Eligibility starts at the beginning of the June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	N/A
Curriculum Lead	$8,000	Paid to credentialed HST who applied and received the position.	Eligibility starts at the beginning of the school year or once the position begins.	Paid bi-monthly over 10 months: August through May	35
Curriculum Support	$1,000 per course	Paid to HSTs and HQTs who applied and received the position to re-write/develop supporting documents for course outlines.	Eligibility starts at the beginning of the school year.	Paid in 2 installments in December and May. The total stipend amount includes any necessary revision work assigned by supervisor and/or the UC Course Management Portal and will only be paid to current employees.	N/A
DevOps Team Lead	$650 per month ($7,800 for 12 months)	Paid to current DevOps staff who applied and received the DevOps Team Lead position.	Eligibility begins upon receiving the position.	Paid bimonthly over 12 months; July – June. Will be prorated based on period of service during the school year.	N/A
Elevate Co-Teacher ~~Lead~~	~~$10,800~~ $7,200	Paid to a certificated teacher who facilitates online instruction and regular events for the Elevate Program.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	Designated Amount: HST: 35 HST-SE: 30 Coordinator: 16 SPED: N/A
Elevate Summer Work	$1,000	Paid to Online Elevate/Spark teachers who will develop and plan their Elevate lessons for the start of the school year.	Eligibility during the months of June, July, and August.	Paid as a lump sum in August after completion of the work.	N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Elevate Teacher Middle School	$7,200	Paid to a designated HST who applied and received the position to help facilitate online instruction for the Spark Program.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	HST: 35 HST-SE: 30
Elevate Teacher Mind Masters	$6,000	Paid to a teacher who facilitates online instruction for the Elevate Program.	Eligibility starts at the beginning of the school year and once the position begins.	Paid bi-monthly over 10 months: August through May	N/A
Enrichment Team Lead	$650 per month ($7,800 for 12 months)	This position is open to current PCA Enrichment Specialists.	Eligibility begins immediately.	Paid $325 bimonthly over 12 months; July - June.	N/A
Esports Coach	~~$5,400~~ $8,000	Paid to a certificated teacher who facilitates online practice sessions and in-person tournaments.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	Designated Amount: HST:35 HST-SE: 30 SPED: N/A ~~Full time roster (can be HST or SPED)~~
Extra Student	$100/month/ student for any student after the designated amount.	If the Executive Director assigns additional students to the employee's roster over the designated amount, the employee will be compensated for those students.	Eligibility starts once the HST is full-time, and students are assigned at the Executive Director's discretion. Roster numbers are pulled bimonthly. Extra pay starts on or after 7/15 with a fully executed Master Agreement.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	Designated Amount HST 35 HST-SE: 30 Team Principal & Team Principal-SE: 5 Coordinator: 16 Online Teacher: 20 ~~30~~

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Extra Student - Secondary Education	$50/month/ high school student over required roster limit	If the Executive Director assigns additional high school students to the employee's roster over the designated amount, the employee will be compensated for those students.	Eligibility starts once the employee is full-time, and students are assigned at the Executive Director's discretion. Extra pay starts on or after 7/15 with a fully executed Master Agreement.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	Designated Amount HST-SE: 19/30 Program Coordinator-SE: 9/16 Team Principal-SE: 5/5
Extra Students - Highly Qualified Teacher	$200/month	Provided to single subject credentialed teachers who teach additional students beyond a full load in ChoicePlus Academy or Edgenuity programs.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months of the student calendar	220-239 students: $200/month 240-259 students: $400/month 260-279 students: $600/month 280-299 students: $800/month
Induction Coach/Intern Mentor Teacher	$2,500 per teacher trained	Paid to credentialed teachers who work with teachers who are working toward clearing their credential. Suggested two year commitment.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 9 months; September - May. Will be prorated based on period of service during the school year.	N/A
Leadership Lab & Student Council Teacher	$7,200	Paid to a designated employee who applied and received the position to facilitate online instruction and in-person components to Student Council.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	Normal
Medical Benefit Opt-Out	$5,000	Provided to staff who opt out of medical benefit coverage.	Eligibility starts at the beginning of the school year.	$208.33 paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.	N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Mileage	$3,000 per year	Certificated employees who carry a roster and must travel to student monthly meetings.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
Mileage Senior Directors and Team Principals	$5,000 per year	Senior Directors and Team Principals who must travel to monthly meetings, conferences, and events.	Eligibility aligns with the employees' pay schedule.	Senior Director: paid 12 months; July - June. Team Principal: paid bimonthly over 10 months; August - May. Both will be prorated based on period of service during the school year.	N/A
New Position Planning	$600 per week	Paid to certificated teachers in coordinator positions who will help develop and plan their respective program(s) for the start of the school year.	Eligibility starts at the beginning of May.	Paid in a lump sum at the end of June	N/A
~~**Online Teacher-English Language Development Half-Time**~~	~~$7,000~~	~~Paid to a credentialed teacher who applied and received the position to teach ELD classes, 3 hours weekly.~~	~~Eligibility starts at the beginning of the school year.~~	~~Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year~~	~~Designated Amount: 35, including 7 EL students~~
Online Teacher - Sub	$35/hour with a total of 2 hours expected	Paid to a designated certificated staff member.	Eligibility starts upon covering an online class as a substitute.	Paid the following paycheck after work and hours are submitted.	N/A
Online Teacher-Spark Co-Teacher	$5,400	Paid to a designated HST who applied and received the position to help facilitate online instruction for the Spark Program.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	HST: 35 HST-SE: 30

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Overnight Chaperone	$500 per night	Paid to a PCA staff member who applied and received the position.	Eligibility starts on the first night of acting as an overnight chaperone.	Paid as a lump sum after completion of the work.	N/A
PCA Parent Partner Workshops	$350 per workshop	Paid to HSTs who sign up to present on an approved topic to parents during a PCA Parent Partners workshop.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
PCA Presents: New Presentations	$500 per presentation, max $2000 per staff member	Paid to staff members who create and present PD to peers.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
PCA Presents: Repeat Presentations	$250 per presentation; max $500 per staff member	Paid to staff members who create and present a previously presented PD to peers.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
PCA Presents: Teacher Participation	$50 per session for any additional sessions attended beyond the requirement.	Paid to staff members who attend additional PD sessions beyond the requirement.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	Will be determined each semester.
Phone/ Internet/ Utilities	$1,500	Provided to all employees for work expenses, including phone, internet, and utilities costs.	For all current employees. Eligibility starts at the beginning of the school year paid bimonthly July - June.	$62.50 paid bimonthly over July - June. Will be prorated based on period of service during the school year. Payments will align with the employee's work calendar.	N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Professional Development Lead	$8,000	Paid to staff members who lead PD Track for HSTs	Eligibility starts at the beginning of the school year.	Paid bi-monthly over 10 months: August through May	Designated Amount: HST: 35 HST-SE: 30 Coordinator: 16
Robotics Competition Teacher (Tournament)	$1,000/tournament	Paid to a designated HST wo applied and received the position to attend tournaments with the Robotics Team.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid as a lump sum after completion of the work.	N/A
Robotics Teacher ~~(Competition Team)~~	~~$14,000~~ $12,000	Paid to a designated HST who applied and received the position to provide Robotics instruction for 2 robotics classes.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	35
Robotics Teacher at Worlds (Competition Team)	$500/night	Paid to a designated HST who applied and received the position to attend Worlds with the Robotics Team.	Paid to a designated HST who applied and received the position to attend Worlds with the Robotics team.	Paid as a lump sum after completion of the work.	N/A
SCSA Lead	$7,000	Paid to a credentialed teacher who applied and received the position.	Eligibility starts at the beginning of the school year or once the teaching begins.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	35
Special Programs Lead	$12,600	Paid to a credentialed teacher who applied and received a Special Programs Lead position.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	Designated Amount: HST: 35 HST-SE: 30 Coordinator: 16 SPED: N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
SPED Assessment Team Overage	$200 per additional assessment	Paid to Education specialists completing more than 15 assessments per month	Stipend is earned the pay period after the additional assessment is assigned.	Paid as lump sum after completion of the work.	15
SPED Extended School Year (ESY)	$5,000	Paid to special education teachers who provide services during ESY.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of ESY.	N/A
SPED Extended School Year (ESY) Teacher Lead	$6,000	Lead ESY teacher is responsible for organizing various components of ESY program and managing day to day operations during ESY	Stipend is earned after completion of ESY.	Paid as lump sum after completion of the work	N/A
SPED Extra Hours Work	$300 for each period of assigned make-up work.	School staff will work with students in Special Education when necessary (e.g. make-up services, compensatory services, etc.) in addition to staff's regular hours.	Eligibility starts at the beginning of the school year.	Paid as lump sum after completion of the work.	N/A
SPED In-Person Services Teacher	Up to .25 in-person (10 hours per week) = $1,500 Up to .5 in-person (20 hours per week) = $3,000 Up to .75 in-person (30 hours per week) = $4,500 Up to 1.0 - in-person (40 hours per week) = $6,000	Assigned position for Education Specialists. Must provide services to identified student(s) in-person.	Stipend to begin first full pay period following board approval.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A
SPED Occupational Therapist Extended School Year (ESY)	$5,000	Paid to Occupational Therapists assigned to provide services during the extended school year.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of the extended school year.	N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
SPED Occupational Therapist Lead	$4,000	Paid to a credentialed Occupational Therapist who supports the other Occupational Therapists in the field of special education assessment and/or service delivery.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A
SPED School Psychologist Lead	$4,000	Paid to a credentialed School Psychologist who supports the other School Psychologists in the field of special education assessment and/or service delivery.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months: August-May. Will be prorated based on period of service during the school year.	N/A
SPED SCSA Extra Duties	Staff's hourly rate as currently placed on the salary schedule.	Provided to SPED Teacher and Program Specialist who serve SCSA students.	Eligibility starts at the beginning of the school year or once the student enrolls and SPED services are needed.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A
SPED Teacher Extra Student	Mild/Moderate $250/month per extra student. Extensive Support Needs (ESN) $600/month per extra student	If the Associate Executive Director-Student Support assigns additional students to their full-time caseload, the employee will be compensated for those students.	Eligibility starts the first pay period after the caseload surpasses the caseload limit.	Paid bimonthly over 10 months; August - May.	Designated Amount: Mild/Mod: 23 ESN: 10 MM Decoding: 20 M/M Lead: 13 ESN Lead: 7
SPED Teacher Lead	$4,000	Must be in a leadership role and an authority in compliance, training, and support in the field of special education.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	Designated Amount: Mild/Mod: 13 ESN: 7
Speech Pathologist Extended School Year (ESY)	$5,000	Paid to Speech Pathologists assigned to provide services during the extended school year.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of the extended school year.	N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Speech Pathologist Lead	$4,000	Must be in a leadership role and an authority in compliance, training, and support in the field of speech pathology.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on the period of service during the school year.	N/A
Staff Book Club/Podcast Club Leader	$250 per club	Paid to staff members who lead discussion meeting(s) for staff book clubs or podcast clubs.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
Success Squad Teacher	$9,000	Paid to a designated HST who applied and received the position to facilitate online instruction for the Success Squads Program.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A
Summer School Content - Highly Qualified Teacher	$2,500 - $4,000 for 50-100 students	Provided to single subject credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	0-49: $2,500 50-100: $4,000
Summer School - HST	$2,500 - $5,500	Provided to credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	0-29: $2,500 30-59: $4,000 60-89: $5,500
Summer Teacher Work	$360 per day	Paid to certificated teachers in leadership positions who will help develop and plan their respective program(s) for the start of the school year.	Eligibility during the months of June, July, and August.	Paid bimonthly once work is completed.	N/A

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Testing & Data Team Lead	$9,000	Paid to a credentialed teacher who applied and received the position to be the lead for their team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	Designated Amount: HST: 35 HST-SE: 30 Coordinator: 16 SPED: N/A
Training/ Planning	$325 per each day of training	With Director pre-approval, staff involved in full day mandatory training or meetings outside regular work hours will receive this stipend.	Eligibility is earned after training has been completed.	Paid as lump sum after completion of the work.	N/A

Pacific Coast Academy – Salary Schedule
HST-Art in Motion Lead

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$92,300	$92,300	$92,300	$92,300	
2	$92,300	$92,300	$92,300	$92,300	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 35 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$92,300	$92,300	$92,300	$92,300	
4	$92,300	$92,300	$94,500	$95,000	
5	$92,300	$94,500	$94,500	$96,500	
6	$92,300	$94,500	$96,500	$98,600	
7	$92,300	$96,500	$96,500	$101,700	
8	$94,500	$96,500	$98,600	$105,000	
9	$96,500	$98,600	$101,700	$108,500	
10	$98,600	$100,700	$106,100	$112,200	
11	$98,600	$102,900	$110,800	$116,100	
12	$100,700	$105,100	$113,200	$120,200	
14	$102,900	$107,400	$115,700	$122,800	
16	$105,100	$109,700	$118,200	$125,500	
18	$107,400	$112,100	$120,800	$128,300	
20	$109,700	$114,500	$123,500	$131,200	
25	$113,500	$118,500	$127,800	$135,800	

Pacific Coast Academy – Salary Schedule
HST-SE Art in Motion Lead

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$97,300	$97,300	$97,300	$97,300	
2	$97,300	$97,300	$97,300	$97,300	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 30 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$97,300	$97,300	$97,300	$97,300	
4	$97,300	$97,300	$99,500	$100,000	
5	$97,300	$99,500	$99,500	$101,500	
6	$97,300	$99,500	$101,500	$103,600	
7	$97,300	$101,500	$101,500	$106,700	
8	$99,500	$101,500	$103,600	$110,000	
9	$101,500	$103,600	$106,700	$113,500	
10	$103,600	$105,700	$111,100	$117,200	
11	$103,600	$107,900	$115,800	$121,100	
12	$105,700	$110,100	$118,200	$125,200	
14	$107,900	$112,400	$120,700	$127,800	
16	$110,100	$114,700	$123,200	$130,500	
18	$112,400	$117,100	$125,800	$133,300	
20	$114,700	$119,500	$128,500	$136,200	
25	$118,500	$123,500	$132,800	$140,800	

Pacific Coast Academy – Salary Schedule
HST-Art in Motion Instructor

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$83,100	$83,100	$83,100	$83,100	
2	$83,100	$83,100	$83,100	$83,100	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 35 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$83,100	$83,100	$83,100	$83,100	
4	$83,100	$83,100	$85,300	$85,800	
5	$83,100	$85,300	$85,300	$87,300	
6	$83,100	$85,300	$87,300	$89,400	
7	$83,100	$87,300	$87,300	$92,500	
8	$85,300	$87,300	$89,400	$95,800	
9	$87,300	$89,400	$92,500	$99,300	
10	$89,400	$91,500	$96,900	$103,000	
11	$89,400	$93,700	$101,600	$106,900	
12	$91,500	$95,900	$104,000	$111,000	
14	$93,700	$98,200	$106,500	$113,600	
16	$95,900	$100,500	$109,000	$116,300	
18	$98,200	$102,900	$111,600	$119,100	
20	$100,500	$105,300	$114,300	$122,000	
25	$104,300	$109,300	$118,600	$126,600	

Pacific Coast Academy – Salary Schedule
HST-SE Art in Motion Instructor

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$88,100	$88,100	$88,100	$88,100	
2	$88,100	$88,100	$88,100	$88,100	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 30 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$88,100	$88,100	$88,100	$88,100	
4	$88,100	$88,100	$90,300	$90,800	
5	$88,100	$90,300	$90,300	$92,300	
6	$88,100	$90,300	$92,300	$94,400	
7	$88,100	$92,300	$92,300	$97,500	
8	$90,300	$92,300	$94,400	$100,800	
9	$92,300	$94,400	$97,500	$104,300	
10	$94,400	$96,500	$101,900	$108,000	
11	$94,400	$98,700	$106,600	$111,900	
12	$96,500	$100,900	$109,000	$116,000	
14	$98,700	$103,200	$111,500	$118,600	
16	$100,900	$105,500	$114,000	$121,300	
18	$103,200	$107,900	$116,600	$124,100	
20	$105,500	$110,300	$119,300	$127,000	
25	$109,300	$114,300	$123,600	$131,600	

Pacific Coast Academy – Salary Schedule
HST-Special Programs Lead

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	~~$88,700~~	~~$88,700~~	~~$88,700~~	~~$88,700~~	
2	~~$88,700~~	~~$88,700~~	~~$88,700~~	~~$88,700~~	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 35 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	~~$88,700~~	~~$88,700~~	~~$88,700~~	~~$88,700~~	
4	~~$88,700~~	~~$88,700~~	~~$90,900~~	~~$91,400~~	
5	~~$88,700~~	~~$90,900~~	~~$90,900~~	~~$92,900~~	
6	~~$88,700~~	~~$90,900~~	~~$92,900~~	~~$95,000~~	
7	~~$88,700~~	~~$92,900~~	~~$92,900~~	~~$98,100~~	
8	~~$90,900~~	~~$92,900~~	~~$95,000~~	~~$101,400~~	
9	~~$92,900~~	~~$95,000~~	~~$98,100~~	~~$104,900~~	
10	~~$95,000~~	~~$97,100~~	~~$102,500~~	~~$108,600~~	
11	~~$95,000~~	~~$99,300~~	~~$107,200~~	~~$112,500~~	
12	~~$97,100~~	~~$101,500~~	~~$109,600~~	~~$116,600~~	
14	~~$99,300~~	~~$103,800~~	~~$112,100~~	~~$119,200~~	
16	~~$101,500~~	~~$106,100~~	~~$114,600~~	~~$121,900~~	
18	~~$103,800~~	~~$108,500~~	~~$117,200~~	~~$124,700~~	
20	~~$106,100~~	~~$110,900~~	~~$119,900~~	~~$127,600~~	
25	~~$109,900~~	~~$114,900~~	~~$124,200~~	~~$132,200~~	

Pacific Coast Academy – Salary Schedule
HST-Special Programs Lead

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$90,100	$90,100	$90,100	$90,100	
2	$90,100	$90,100	$90,100	$90,100	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 35 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$90,100	$90,100	$90,100	$90,100	
4	$90,100	$90,100	$92,300	$92,800	
5	$90,100	$92,300	$92,300	$94,300	
6	$90,100	$92,300	$94,300	$96,400	
7	$90,100	$94,300	$94,300	$99,500	
8	$92,300	$94,300	$96,400	$102,800	
9	$94,300	$96,400	$99,500	$106,300	
10	$96,400	$98,500	$103,900	$110,000	
11	$96,400	$100,700	$108,600	$113,900	
12	$98,500	$102,900	$111,000	$118,000	
14	$100,700	$105,200	$113,500	$120,600	
16	$102,900	$107,500	$116,000	$123,300	
18	$105,200	$109,900	$118,600	$126,100	
20	$107,500	$112,300	$121,300	$129,000	
25	$90,100	$90,100	$90,100	$90,100	

Pacific Coast Academy – Salary Schedule
HST-Secondary Education-Special Programs Lead

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	~~$93,700~~	~~$93,700~~	~~$93,700~~	~~$93,700~~	
2	~~$93,700~~	~~$93,700~~	~~$93,700~~	~~$93,700~~	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 30 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	~~$93,700~~	~~$93,700~~	~~$93,700~~	~~$93,700~~	
4	~~$93,700~~	~~$93,700~~	~~$95,900~~	~~$96,400~~	
5	~~$93,700~~	~~$95,900~~	~~$95,900~~	~~$97,900~~	
6	~~$93,700~~	~~$95,900~~	~~$97,900~~	~~$100,000~~	
7	~~$93,700~~	~~$97,900~~	~~$97,900~~	~~$103,100~~	
8	~~$95,900~~	~~$97,900~~	~~$100,000~~	~~$106,400~~	
9	~~$97,900~~	~~$100,000~~	~~$103,100~~	~~$109,900~~	
10	~~$100,000~~	~~$102,100~~	~~$107,500~~	~~$113,600~~	
11	~~$100,000~~	~~$104,300~~	~~$112,200~~	~~$117,500~~	
12	~~$102,100~~	~~$106,500~~	~~$114,600~~	~~$121,600~~	
14	~~$104,300~~	~~$108,800~~	~~$117,100~~	~~$124,200~~	
16	~~$106,500~~	~~$111,100~~	~~$119,600~~	~~$126,900~~	
18	~~$108,800~~	~~$113,500~~	~~$122,200~~	~~$129,700~~	
20	~~$111,100~~	~~$115,900~~	~~$124,900~~	~~$132,600~~	
25	~~$114,900~~	~~$119,900~~	~~$129,200~~	~~$137,200~~	

Pacific Coast Academy – Salary Schedule
HST-SE Special Programs Lead

Level	A Minimum	C +28 Points	D +42 Points	E +56 Points	Placement
1	$95,100	$95,100	$95,100	$95,100	
2	$95,100	$95,100	$95,100	$95,100	Annualized salary includes 196 work days. The196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar. Must maintain a roster of 30 students. Staff holding an alternative certification (intern or emergency) are restricted to A1, A2. Annual salary advancements for longevity are not guaranteed and are subject to the School's operational needs and/or budget approved by the School Board.
3	$95,100	$95,100	$95,100	$95,100	
4	$95,100	$95,100	$97,300	$97,800	
5	$95,100	$97,300	$97,300	$99,300	
6	$95,100	$97,300	$99,300	$101,400	
7	$95,100	$99,300	$99,300	$104,500	
8	$97,300	$99,300	$101,400	$107,800	
9	$99,300	$101,400	$104,500	$111,300	
10	$101,400	$103,500	$108,900	$115,000	
11	$101,400	$105,700	$113,600	$118,900	
12	$103,500	$107,900	$116,000	$123,000	
14	$105,700	$110,200	$118,500	$125,600	
16	$107,900	$112,500	$121,000	$128,300	
18	$110,200	$114,900	$123,600	$131,100	
20	$112,500	$117,300	$126,300	$134,000	
25	$116,300	$121,300	$130,600	$138,600	

Coversheet

2026-2027 Staff Contract Template

Section: III. Consent Agenda
Item: E. 2026-2027 Staff Contract Template
Purpose:
Submitted by:
Related Material: PCA (HST or HSST) 26-27.pdf

PACIFIC COAST ACADEMY
AT-WILL EMPLOYMENT AGREEMENT

This At-Will Employment Agreement ("Agreement") is entered into by and between _____ ("Employee") and Pacific Coast Academy ("School"), a California nonprofit public benefit corporation.

A. Recitals

1. The School and Employee understand and acknowledge that state budget shortcomings may significantly impact current operations and that there might be uncertainties that exist as to the ongoing or future impacts the state budget may have on all aspects of school operations.

2. Based on the above and the current anticipated operational needs for the school year beginning July 2026, the School desires to engage the services of Employee as a _____.

3. Based on the above, Employee desires to perform such services for the School on the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the promises and of the mutual agreements set forth herein, the parties hereto agree as follows:

B. Employment Terms and Conditions

1. Duties

Employee is employed to serve as a _____ and shall perform such duties as are consistent with this position either online and in person, as requested, as well as such other duties that the School may assign from time to time. The School may ask Employee to, among other things, attend meetings, supervise field trips, or participate in other extracurricular activities. Employee will devote Employee's utmost knowledge and best skill to the performance of Employee's duties. Employee will perform the duties generally described in the attached job description. These duties may be amended from time to time at the sole discretion of the School. Employee also understands that additional or different duties may be assigned to Employee in the School's sole discretion based on impacts to operational needs and demands.

Employee shall abide by all of the School's policies and procedures as adopted, amended, or modified from time to time. To the extent any of the School's policies and procedures differ from the terms of this Agreement, the terms of this Agreement shall prevail.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the School.

Employee shall inform the School in writing if Employee accepts outside employment. Such notice shall include written assurances that Employee's outside employment shall not interfere with Employee's duties. The School will then determine if a potential or actual conflict of interest exists.

2. Work Year

Generally, the Work Year begins on July 27, 2026. The Employee's first day to report to work is _____. Please refer to the school's academic calendar for school-related holidays and breaks.

Pursuant to the Employment At-Will provision of this Agreement, either the School or Employee has the right to terminate the Employee's employment at any time, with or without advance notice, and with or without cause. The Employee acknowledges and understands that Employee has entered into this employment relationship with Employer voluntarily and acknowledges and understands that there is no specific length or agreed upon period of employment.

3. Work Schedule

_____ are required to work Monday – Friday from 8:30 am – 5:00 pm. In addition, Employee shall attend all of the following: professional development days, parent-teacher conferences, and other school events that may occur on nights and weekends.

Workdays for the Employee shall be consistent with the applicable calendar of workdays for this position. For purposes of CALSTRS only, the work year will consist of a minimum of 196 work days.

If Employee is converted to part-time status, Employee shall work no more than eight (8) hours in any one work day or forty (40) hours in any one work week without obtaining prior written approval from Employee's supervisor. While on part-time status, Employee shall not work more than six (6) consecutive days without obtaining prior written approval from Employee's supervisor. Employee must also keep written records of all start and stop times of work, including the start and stop times of meal periods, if applicable, and provide this written log to Employer on a timely and regular basis. Part-time teachers must take all meal and rest breaks as required and provided for in the Employee Handbook. If, for any reason, Employee is unable to take meal and rest breaks as required, Employee must immediately inform Employee's supervisor in writing.

4. Compensation

Employee is an exempt employee and therefore is not eligible for overtime pay. Employee will be on Level ___, Column ___. Employee will receive an annual salary less applicable withholdings and authorized deductions. Employee's salary will be prorated in accordance with the portion of the Work Year actually worked. Employee's salary will be paid semimonthly in accordance with the School's payroll practices beginning with the first pay period following the Employee's first day of work.

The School may adjust compensation by up to 15% in the form of a salary increase or reduction based on actual enrollment; any salary increase is contingent on enrollment and performance. Generally, salary changes, if any, may be implemented at the end of the 1st three fiscal quarters – namely September 30th, December 31st, and March 31st, although changes to compensation may be made at any time in accordance with the at-will provision in Section C of this Agreement.

The School is solely responsible for assigning students to Employee's roster. Please refer to the Compensation Policy for specific details.

5. Employee Benefits

Employee shall be entitled to participate in designated employee benefit programs and plans established by the School (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by the School in its sole discretion.

6. Sick Leave

Employee shall accrue sick leave as provided in the Employee Handbook.

7. Licensure

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure credentials as well as any other requirements mandated by law (including, but not limited to, background/fingerprinting and tuberculosis clearances). Employee understands that requisite credentials include, but is not limited to, a CLAD credential or a California Commission on Teacher Credentialing recognized equivalent to instruct English language learners. Failure to maintain the credentials and qualifications or satisfy other requirements for the position may result in termination.

8. Confidential Information

All confidential information of the School that Employee has knowledge of or access to shall be the exclusive property of the School both during and after Employee's

employment. Employee shall not, directly or indirectly, disclose or use any confidential information other than for the sole benefit of the School, either during Employee's employment or at any other time thereafter, without the prior written consent of the School, except to the extent that such use or disclosure is made by reason of Employee's job responsibilities.

Employee shall not take any confidential information that is in written form, computerized, machine readable, model, sample, or other form capable of physical delivery, upon or after termination of Employee's employment with the School without the prior written consent of the School. Upon the termination of Employee's employment with the School, Employee shall deliver promptly and return to the School all such materials, along with all other School property in the Employee's possession, custody, or control.

Materials developed by Employee for purposes of Employee's employment at the School shall be the property of the School.

For the purposes of this section, "confidential information" shall mean all information, data, or knowledge regarding the School, its operations, employees, students, parents, contractors, or vendors not known generally to the public, including, but not limited to, research and development, trade secrets, existing or proposed computer or education programs, purchases, sales, student identifying information, financial and marketing information, lesson plans, business plans, fundraising strategies, or benefits information.

Employee shall refer to and agrees to abide by the Confidential Information policy and related policies in the Employee Handbook.

9. Child Abuse and Neglect Reporting

Employee understands and acknowledges that employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is responsible to report to an appropriate agency whenever Employee, in Employee's professional capacity or within the scope of Employee's employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to have been the victim of child abuse or neglect. Employee understands and acknowledges that Employee must follow up on Employee's initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

By executing this Agreement, the Employee acknowledges Employee is a mandated reporter and is certifying that Employee has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. Conflicts of Interest

Employee understands that, while employed by the School, Employee will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other entity or school that will in any way conflict with Employee's employment with the School. Employee agrees that Employee will not enter into any contract(s), or participate in making any contracts, in which Employee has a material financial interest. Employee also specifically agrees that Employee will not refer students to, or encourage students to utilize, any School approved vendor to which the Employee has a familial or marital connection. Employee also specifically agrees that Employee will not recommend that the School enter into a contractual relationship with a vendor to which the Employee has a familial or marital connection.

Employee shall refer to and agrees to abide by the Conflicts of Interest policy and related policies in the Employee Handbook.

11. Residency

Employee understands that, while employed at the School, they will reside and work in the State of California. It is a condition of continued employment that the employee remains a resident of the State of California.

The School is authorized to serve students in the counties of Orange, Riverside, San Diego, and Imperial. The School's primary service area is San Diego County. _____ must live in the School's primary service area unless granted prior permission from the Executive Director. If Employee lives and/or moves outside of the School's serviced counties, travel to school events within the school's primary service area that are part of the Employee's job description will be considered commute time and not reimbursed by the school, unless otherwise approved in advance by the Executive Director.

C. **At-Will Employment**

Employee's employment with the School is at-will. This means that either the School or Employee may terminate this Agreement and Employee's employment at any time with or without cause, and with or without advance notice.

Employee also may be demoted or disciplined and the terms of Employee's employment may be altered at any time, including, but not limited to, a change in duties and/or compensation, with or without cause, and with or without advance notice, at the discretion of the School. In that regard, Employee understands that the School may at any time, in its sole discretion and with or without advance notice or cause, terminate Employee's employment and this Agreement or alter the Employee's duties, compensation and/or other terms or conditions of employment.

D. **General Provisions**

1. Entire Agreement

Except as to subjects covered by separately signed agreements including dispute resolution, this Agreement sets forth the entire understanding of the parties hereto with respect to its subject matter, merges and supersedes any prior or contemporaneous agreements or understandings with respect to its subject matter, and shall not be modified except by another agreement in writing executed by the School.

2. Severability

If any provision of the Agreement is held to be invalid or unenforceable by any court or tribunal of competent jurisdiction, the remainder of this Agreement shall not be affected by such judgment, and such provision shall be carried out as nearly as possible according to its original terms and intent to eliminate such invalidity or unenforceability.

Employee understands that the School is required to inquire with each school district, county office of education, charter school, and state special school ("Prior Employers") that previously employed Employee as to whether Employee was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct, as defined in Education Code section 44932, that were required to be reported to the Commission on Teacher Credentialing. Employee understands that if Employee is hired before the School receives information from any of these Prior Employers, Employee's employment may be terminated based upon the receipt of information from the Prior Employers, in the School's sole discretion. Nothing in this paragraph changes the at-will nature of the employment relationship between the Parties.

3. Governing Law

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. Successors and Assigns

Neither party shall have the right to assign this personal Agreement, or any rights or obligations hereunder, without the consent of the other party.

5. Waiver of Breach

Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive,

in writing, any breach of any term, condition or requirement of this Agreement by the other party. However, in the event that either party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained in such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in the Agreement.

6. Execution in Counterparts

This Agreement may be executed in any number of counterparts, each of which shall be deemed a duplicate original when all counterparts are executed, but all of which constitute a single instrument.

E. **Acceptance of Employment**

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the School on the terms specified herein.

2. All information I have provided to the School related to my employment is true and accurate.

_____ _____

Employee's Signature Date

School's Approval:

_____ _____

Krystin Demofonte, Executive Director Date

Powered by BoardOnTrack

Coversheet

2026-2027 Staff Calendar for Certificated Support, Educational Access Advisor & Student Support Advisor Positions

Section: III. Consent Agenda
Item: F. 2026-2027 Staff Calendar for Certificated Support, Educational Access Advisor & Student Support Advisor Positions
Purpose:
Submitted by:
Related Material:
PCA 2026-27 Certificated Support Calendar_Adopted 01.22.2026_RED 5.10.26.pdf
PCA 2026-27 EdAccess Adv & Stud Supp Calendar_Proposed 5.11.26.pdf

2026-2027 Certificated Support 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

Staff Work Days

Total Staff Work Days - 196 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)

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

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			

Assessment Windows

Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2026-2027 Educational Access Advisor & Student Support Advisor 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
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November 2026

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December 2026

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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

Staff Work Days

Total Staff Work Days - 201 Days

Holidays

July 4	Independence Day
Sep 7	Labor Day
Nov 11	Veterans Day
Nov 23 - 27	Thanksgiving Break
Dec 21 - Jan 1	Winter Break
Jan 18	Martin Luther King, Jr. Day
Feb 15 - 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

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February 2027

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March 2027

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April 2027

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May 2027

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June 2027

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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

2025-2026 School Calendar: Extended School Year

Section: III. Consent Agenda
Item: G. 2025-2026 School Calendar: Extended School Year
Purpose:
Submitted by:
Related Material: PCA 2025-26 Extended School Year Calendar_Adopted 5.10.26.pdf

2025-2026 Extended School Year Calendar



July 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
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27	28	29	30	31		

August 2025

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24	25	26	27	28	29	30
31						

September 2025

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October 2025

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November 2025

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December 2025

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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
June 1-26	Extended School Year
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)

Extended School Year

School Closed

Staff In-Service, No School

First & Last Day of School/Semester

January 2026

S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
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February 2026

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March 2026

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April 2026

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26	27	28	29	30		

May 2026

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June 2026

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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

Assessment Windows

Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

Coversheet

2026-2027 School Calendar: Extended School Year

Section: III. Consent Agenda
Item: H. 2026-2027 School Calendar: Extended School Year
Purpose:
Submitted by:
Related Material: PCA 2026-27 Extended School Year Calendar_Adopted 5.01.2026.pdf

2026-2027 Extended School Year Calendar

July 2026

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5	6	7	8	9	10	11
12	13	14	15	16	17	18
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August 2026

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September 2026

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October 2026

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November 2026

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29	30					

December 2026

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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
May 31 - June 25	Extended School Year

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)

Extended School Year

School Closed

Staff In-Service, No School

First & Last Day of School/Semester

School Accountability

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

January 2027

S	M	T	W	T	F	S
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February 2027

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March 2027

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April 2027

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May 2027

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30	31					

June 2027

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20	21	22	23	24	25	26
27	28	29	30			

Assessment Windows

Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

Coversheet

Resolution Approving Student Awards

Section: III. Consent Agenda
Item: I. Resolution Approving Student Awards
Purpose: Vote
Submitted by:
Related Material:
PCA Resolution 2026-08 APPROVING STUDENT AWARDS__proposed 5.20.26.pdf

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

Resolution of Pacific Coast Academy Board of Directors
2026-08

APPROVING STUDENT AWARDS

WHEREAS, Ed Code 44015 allows for awards to pupils for excellence

WHEREAS, such awards shall not exceed $200 unless a larger award is expressly approved by the governing board.

WHEREAS, The School is not requesting awards larger than $200.

NOW THEREFORE BE IT RESOLVED, the School will provide the following awards for student achievement.

1. National Honor Society and National Junior Honor Society pins and certificates for students newly inducted into National Honor Society or National Junior Honor Society
2. National Honor Society cords for those graduates who successfully participated in National Honor Society
3. Cum Laude, Summa Cum Laude, and Magna Cum Laude recognition cords/medallions
4. Graduation cords for those graduates who qualify for Golden State Merit, State Seal of Biliteracy, and CTE Pathways Completion, as well as those who serve on Student Council
5. Pins and certificates for students who completed requirements for the President’s Volunteer Service Award Program
6. Spelling Bee medals and trophies for the top three participants
7. Science Fair medals and trophies for the top three participants

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 May 20, 2026, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

_____

Secretary of the Board of Directors of

Pacific Coast Academy

Coversheet

Resolution Regarding Staff Uniforms

Section: III. Consent Agenda
Item: J. Resolution Regarding Staff Uniforms
Purpose: Vote
Submitted by:
Related Material:
PCA Resolution 2026-09 EXPENSES RELATING TO STAFF UNIFORMS__proposed 5.20.26.pdf

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

Resolution of Pacific Coast Academy Board of Directors
2026-09

REGARDING EXPENSES RELATING TO STAFF UNIFORMS

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

WHEREAS, the Charter School staff often meet families of students at parks and other outdoor locations. Often times, the staff member present at these meetings is not the teacher of record, so the families and staff do not know who to look for at these meetings;

WHEREAS, in order to reduce the confusion faced by unfamiliar families and staff at meetings, and in order to provide a professional and uniform appearance for the Charter School's staff, the Charter School believes that it serves a public purpose to provide uniforms for Charter School Staff;

WHEREAS, the Charter School recognizes that staff identification and representation may extend beyond traditional shirts to include additional items such as sweatshirts, bags, backpacks, tote bags, organizational gear, mugs, cups, hats, jackets, vests, lanyards, water bottles, notebooks, pens, stationary, tablecloths, banners, logo gear, team specific, theme specific and seasonal gear, and any other materials utilized during meetings, park days, field trips, and school-related events;

WHEREAS, the provision of such items supports staff visibility, accessibility, and professionalism across a variety of environments where Charter School staff engage with families and students;

WHEREAS, the Charter School further finds that consistent branding and shared materials foster a sense of unity, collaboration, and collective identity among staff across departments and regions;

WHEREAS, promoting a unified and recognizable staff presence strengthens the Charter School's community connections and enhances the overall experience for families and students;

NOW, THEREFORE BE IT RESOLVED, that the Pacific Coast Academy Board of Directors: Authorizes the Executive Director, or designee, to work with a uniform vendor to design and develop a staff uniform for use at formal Pacific Coast Academy events. Pacific Coast Academy shall purchase said uniforms, retain ownership of said uniforms and maintain them in accordance with the requirements of the California Labor Code. Uniform expenditures shall align with the Pacific Coast Academy Board adopted budget.

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 May 20, 2026, 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

Parent and Family Engagement Policy

Section: III. Consent Agenda
Item: K. Parent and Family Engagement Policy
Purpose:
Submitted by:
Related Material: PCA Parent & Family Engagement Policy_Rev 03.19.2024.pdf

Pacific Coast Academy

Parent and Family Engagement Policy

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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 purpose of the Pacific Coast Academy's Governing Board approving this Parent and Family Engagement Policy is to accomplish the following:

- Identify the purpose of the policy and define "parent"
- Outline parents and family member involvement in drafting of the School Plan
- Establish the ways the School will provide for coordination, technical assistance, and other supports
- Establish the annual meeting content and timeline
- Outline the content, delivery method, and other details of the Notice to parents
- Establish ways parents will participate in the planning, review, and improvement of Title I Programs
- Establish the ways in which the School will build capacity for parent involvement
- List and describe how the School will coordinate with other programs
- Establish the annual evaluation process for the policy
- Establish the School-Parent Compact
- Establish the means to involve parents of Limited English Proficient Students, Disabled Parents, and Parents of Migratory Children
- Establish the notices that will be provided to parents of participating students
- Ensure that information and materials are provided in ways, so they are accessible to all

INTRODUCTION

Research has shown that the attitudes, behavior, and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the Pacific Coast Academy (the "School") has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for students. Within this policy, the word "parent" is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc. This policy will be incorporated into the School's plan pursuant to federal law and submitted to the California Department of Education with the School's Consolidated Application.

INVOLVEMENT IN DRAFTING THE SCHOOL POLICY

Parents and family members of participating children will be involved in the development of the School policy required by federal law. On an annual basis, the School will submit the School policy to the Governing Board for review and suggested changes after holding a parent meeting and before the policy is submitted to the California Department of Education ("CDE") with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the School policy and submit comments.

If the School policy is not satisfactory to the parents of participating children, the School will submit any comments from parents of participating children with the School policy when it is submitted to the CDE.

COORDINATION, TECHNICAL ASSISTANCE, AND OTHER SUPPORT

The School will ensure the coordination, technical assistance, and other support necessary to planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance in the following ways:

- The School will distribute 95% of the funds reserved pursuant to federal law (20 U.S.C. §6318(a)(3)(A)) to the school for parent involvement activities.
- The School (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.
- The School will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

ANNUAL MEETING

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold two additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

NOTICE

Within 60 days of the beginning of school, the School will send through electronic methods a notice to all parents containing, but not limited to, the following information:

- Information about Title I, Part A programs.
- An explanation of the requirements of Title I, Part A programs.
- A description of the parent rights for participation in Title I, Part A programs.
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy and the schoolwide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards.
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.

- A copy of the most current Parent and Family Engagement Policy and a feedback process for parents to comment on its content.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

TITLE I, PART A PROGRAM INVOLVEMENT

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent engagement policy and the school-wide program plan, the School will involve parents of participating students as follows:

- The School will conduct its Annual Title I Meeting each year where all parents of participating children will be invited to learn about the different Title I, Part A programs, details of this policy and the school-wide program plan. These meetings will be held three separate days at flexible times.
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.
- The School will also hold a Title I and PEP Review Meeting, where parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy and the school-wide program plan and recommend any changes.
- A separate survey will also be sent to parents, requesting feedback on the above-mentioned items.
- Any revised policies or programs will be shared with parents via the school's newsletter and/or other parent communication tool.
- If the school wide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan.

BUILDING CAPACITY FOR INVOLVEMENT

Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the School, parents, and the community to improve student academic achievement, the School will provide the following programs to assist parents in understanding the challenging State academic standards, State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The School will include at least one parent on its board of directors.
- The School will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.

- Regular meetings will be held by the School to discuss how parents can work with educators to improve their child's academic achievement.
- The School will hold a variety of workshops, inservices, and guest speakers on topics such as, but not limited to math strategies, reading and writing strategies, STEM/STEAM workshops, discussion on the School's curriculum options, and workshops to learn about State and local academic assessments and how to take sample tests.

Helping Parents to Work With Their Children

In an effort to foster parental involvement, the School will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- The School will hold workshops for parents and students to learn how to use computers and the internet in accordance with the School's internet use policy. The training will enable parents to access their children's schoolwork, communicate with teachers, and review information posted about the School.
- The School will provide workshops for parents on literacy training that bond families around reading and using the public library.

Education on Parent Involvement

The School will annually educate teachers and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training will take place each year in staff orientations, annual staff development materials, in-service trainings, and/or RC meetings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the School, the education will take place after the following research is done (which shall be accomplished by sending a survey to parents of participating students that solicits information on what skills each parent has to offer the School and what types of parental involvement workshops parents would most likely participate.

COORDINATION WITH OTHER PROGRAMS

The School shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The School will coordinate and integrate parent involvement programs and activities with these programs as follows:

- Requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children.

- Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

ANNUAL EVALUATION

The School, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family engagement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under federal law. The School will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The School will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family engagement policy.

SCHOOL-PARENT COMPACT

At the beginning of each school year, the School will enter into School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The School will seek out input from parents to annually evaluate the effectiveness of the School Parent Compact and provide feedback and suggestions for revision.

INVOLVEMENT OF PARENTS OF LIMITED ENGLISH PROFICIENT STUDENTS, DISABLED PARENTS, AND PARENTS OF MIGRATORY CHILDREN

The School shall implement an effective means of outreach to parents and family members of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the School will do the following:

- The School will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The School will provide language translators at parent meetings to the extent practicable.
- The School will schedule events to share and celebrate families' culture, background, home language, and children's talents and progress.

NOTICES

In accordance with federal law, the School will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card
- A notice regarding the parent's right to request information regarding the following:
    - Professional qualifications of the student's teacher(s)
    - The level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments and timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
    - Information regarding any State or School policy regarding student participation in any assessments mandated by federal law and by the State and School, which shall include a policy, procedure or parental right to opt the child out of such assessment, where applicable.
- The notice regarding language instruction programs to families of English Learners.
- Any other notices required by law.

MISCELLANEOUS

The School shall ensure that all information related to School and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The School will provide other reasonable support for parental involvement and engagement activities as requested by parents.

PCA Parent & Family Engagement Policy_Board Approved 03.14.2024