

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT GOVERNING BOARD

SPECIAL SESSION

Tuesday, January 5, 2021

District Office Conference Room

2755 McKinleyville Avenue; McKinleyville CA 95519

Board members may participate via teleconference.

This location has limited accessibility to members of the public due to guidelines restricting the amount of people that can meet in one room for social distancing. The public also may offer public comment at the public meeting via email. You may email your questions or comments to the Board prior to the meeting at tpires@nohum.k12.ca.us. The Board will read and may address these comments during their meeting.

To access the meeting live on-line, please click on the link that we will make available one-hour prior to the board meeting. To access the link, please go to www.nohum.org

CLOSED SESSION AGENDA

5:00 pm

1.0 ADJOURNMENT TO CLOSED SESSION

ADJOURNMENT TO CLOSED SESSION DURING THIS MEETING TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS

(Indicated by [X]):

1.1 With respect to every item of business to be discussed in closed session pursuant to Section 54957:

[X] *PUBLIC EMPLOYEE PERFORMANCE EVALUATION* – Superintendent

1.2 With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:

[X] *CONFERENCE WITH LABOR NEGOTIATOR*

2.0 RECONVENE TO OPEN SESSION

SPECIAL SESSION AGENDA

5:30 pm

1.0 OPEN SESSION

1.1 Call to Order

1.2 Roll Call

2.0 PUBLIC COMMENTS

2.1 Agenda Items

Individuals will have an opportunity to speak on items on the agenda before Board discussion on that item. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to twenty minutes.

3.0 DISCUSSION/ACTION ITEMS

3.1 Presentation and discussion regarding the Samoa Beach Academy Charter petition

4.0 ADJOURNMENT



SAMOA BEACH
A C A D E M Y

Samoa Beach Academy

Establishment Charter Petition

**Submitted to the Northern Humboldt Union High School District
November 6, 2020**

Charter Term: July 1, 2021 – June 30, 2026

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Affirmations and Declaration

As the authorized lead petitioner, I, Catherine Scott, hereby certify that the information submitted in this petition for a California public charter school to be named Samoa Beach Academy (“SBA” or the “Charter School”), and to be located within the boundaries of the Northern Humboldt Union High School District (the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of SBA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55

of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities
- Education Improvement Act of 2004. The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not

a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

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Date

Introduction

Samoa Beach Academy's Petition Team are parents, teachers, business owners, and community members who are dedicated to bringing a rigorous college preparation and career technical education program to the high school students of our community. The Founding Board members who will serve as the initial Board of Directors include: Patti Britt Campbell, David Lonn, Julianne Eagle, Troy Nicolini, and Chuck Petrusha. Additionally, Samoa Beach Academy has worked with a number of consultants who are recognized as experts in the field, namely: Charter Schools Development Center, Charter Impact, Catherine Scott, and Young, Minney & Corr LLP. Moreover, Samoa Beach Academy has worked with a school administrator and a local businessman with deep educational experience. The Charter petition team is committed to working together to start up a unique Charter School offering a college bound program and a career bound program to students in our community. The Charter School will integrate career technical education in all core content areas in addition to providing students with real-life opportunities to develop skills for college and/or career.

Founding Board Members

Patti Britt Campbell – Board President

Patti Britt Campbell was born and raised in Eureka and is a 6th generation Humboldt County native. She graduated from Eureka High in 1986 and Cal Poly, SLO with a degree in landscape architecture. She worked for land planning and real estate development firms in Vail, Colorado before returning to Humboldt to raise her family.

Patti co-owns Mad River Lumber, a family-run redwood fencing sawmill manufacturing business. She has three grown children – a daughter working as a real estate agent in Nashville, TN, a son pursuing a degree in business, and a son who is a senior in high school.

Patti has been very active in community service over the years including the Rotary Club of Arcata Sunrise, the founding board of the Discovery Museum, the Jacoby Creek Education Foundation Board, the Jacoby Creek Athletic Committee, the First Presbyterian Church Board, St. Bernard's Academy Foundation, the Humboldt Live! Board and many other committees. She has also written grants, chaired charity auctions, launched the Perilous Plunge fundraiser, and been classroom mom and team mom for many years.

Patti is a Court Appointed Special Advocate and has been working with teenage youth in foster care. She is currently in training to become a certified life coach and enjoys real estate investing. In her free time, Patti likes to travel, ski, hike, and be with her family.

David Edwin Lonn – Chief Financial Officer/Treasurer of the Board

Retired Teacher and School Administrator

David was born in Arcata, California and has lived his whole life in the McKinleyville/Arcata area. He attended schools in McKinleyville, graduating from McKinleyville High School in 1973. He attended both College of the Redwoods and Humboldt State University where he received his Liberal Studies Degree and his teaching credential. David taught for three years at Blue Lake Elementary School before moving to the Northern Humboldt Union High School District. In high school, he taught numerous subjects in all four grade levels predominately in the Social Sciences. In addition to his teaching duties, he also served as Department Chairperson for the Social Science Department. David also served as McKinleyville High School's Athletic Director and coached in both baseball and football. In 2000, David began his administrative career serving as MACK High's Dean of Students, before moving to the Assistant Principal position in 2001, and eventually as the Principal in 2004. In 2012, David moved to the District Office serving as the Executive Director for the District until his retirement in 2016. In retirement, he has continued to work in education by serving as an Administrative Coach for local administrators and has served in interim capacities in the Arcata School District and the Klamath Trinity Joint Unified School District. David lives in McKinleyville with his wife Diane, while his two sons, Louis and Riley, continue to live and work in the local area.

Julianne Eagle – Board Secretary

For 10 years Julianne has worked within the Humboldt County community implementing marketing and brand strategy for a variety of businesses. She has extensive experience working within the guidelines of a budget, managing projects, and navigating marketing and advertising campaigns.

Alongside her marketing and branding career, Julianne has two young sons who have their own unique ways of learning. She has seen how hands-on and creative educational models have helped her children excel and build a better foundation for success. It is with this experience that she is pleased to serve on the Samoa Beach Academy Board.

Troy Nicolini – Board Member

Providing students an opportunity to find their own path between college and the trades resonates with Troy because of his own blend of these two paths. While he achieved success in the college arena, earning a bachelor's degree in Computer Science and a master's degree in Civil Engineering from the University of California at Davis, Troy has always been drawn to the trades. As an avocation, Troy is a carpenter, electrician, and plumber, having performed major restorations to three residential properties, one commercial property, and one factory over the past 10 years. Troy also has years of experience in wooden boat restoration, welding and diesel

mechanics. Therefore, Troy speaks the language of college and the language of the trades. Professionally, Troy was a research hydraulic engineer for ten years with the US Army Corps of Engineers. In this capacity, he traveled around the nation teaching continuing education courses to practicing engineers. In 1998, Troy moved to Humboldt County to join the National Weather Service. He now runs the office as the Meteorologist-In-Charge. Throughout Troy's National Weather Service career, he has provided education to community members and schools in the fields of water safety, marine weather, and tsunami preparedness. He has also taught engineering at College of the Redwoods. Troy has been a Board member for the Samoa Fire Department for 18 years and led an effort to reorganize the fire department into the Peninsula Community Services District, of which he is now the Board President.

Chuck Petrusha – Board Member

Charles 'Chuck' Petrusha was born and raised in Haskell, Oklahoma, where he was heavily involved in the farming and ranching communities. With a strong commitment to the Future Farmers of America, he served as a two-term President and was awarded State Farmer Status in his senior year. He was also Student Body President. After high school, he attended St. Gregory's College in Shawnee, Oklahoma, prior to moving to Eureka, California, in 1979.

Chuck began his 41-year career working in his family-owned business, Advanced Security Systems. He has held many roles, including President and CEO since 1992. Advanced Security Systems has the distinction of being named the City of Eureka's Business of the Year in 2013. Additionally, Advanced Security Systems has been listed on the *SDM100*, a ranking of the top 100 alarm companies in the U.S., in 2017, 2018, and 2019. Most recently, the *North Bay Business Journal* recognized Advanced Security Systems as one of Sonoma County's Best Places to Work.

Chuck has been married to Robyn for 31 years, and they have three adult children whom they have raised together. Chuck has coached 26 total seasons of basketball, soccer, and baseball, and enjoyed being "coach" to his children's friends.

Chuck is deeply committed to the community in general and has served on many boards, including ten years on the Humboldt State University Advancement Foundation, more than ten years on the Sacred Heart Church Finance Committee. He is also a Board Member of the Betty Quan Chin Homeless Center, the Founding President of the Saint Bernard's Academy Foundation, two-term President of the Rotary Club of Old Town Eureka, former Board Member of the Humboldt Bay Fire Department, founding President of the Redwood Alarm Association, immediate past President of the California Alarm Association, and a two-year board member of the Electronic Security Association. Chuck is excited about serving on the Board of Samoa Beach Academy.

Lead Petitioner**Catherine Scott**

A Humboldt County native, Catherine Scott has spent her life in education. Her teaching career began in Okayama, Japan where she taught English to children ages 3-18 for two years. This experience cemented Catherine's love and dedication to helping students reach their full potential. Upon returning to the U.S., Catherine pursued her Single Subject Teaching Credential in Social Studies. After five years in the classroom, Catherine earned her Administrative Services Credential from Humboldt State University and began her 15 year career in public school administration. Within four years, Catherine was promoted from Vice Principal at Willits High School to Assistant Superintendent of Willits Unified School District. After 8 years as a district superintendent in two different districts, Catherine found she missed working directly with students. This realization lead to Catherine to return to school to obtain her College Counseling Certificate from the University of California at San Diego and to open her business, Best Route Consulting, where she advises high school juniors and seniors on the college admission process. In addition, Catherine currently teaches for National University in their teaching and administrative credential programs. She also serves St. Bernard's Academy as Director of Student Services on a part-time basis. It has always been Catherine's dream to lead a small school that is student focused.

Consultants**Charter Schools Development Center**

The Charter Schools Development Center (CSDC) provides experienced and expert technical assistance and resources to charter school developers, operators, charter-granting agencies, and policymakers, primarily in California. We support all charter schools, in California and beyond, with our knowledge and expertise in the areas of charter school leadership, finance, operations, governance, accountability, advocacy, and development.

Our mission is to help public education change from a highly regulated, process-based system to one that allows and encourages schools to be more creative, performance-based centers of effective teaching and learning. We aim to achieve this by providing technical assistance to the charter school reform movement in California, nationally, and internationally.

Charter Impact

Charter Impact is a mission-driven business partner dedicated to empowering charter schools and non-profits with professional, personalized financial management and operational support.

Our regular service scope includes not only the accounting, accounts payable and payroll departments, but also assistance with reviewing contracts, ad hoc financial analysis, support with

vendor negotiations, assistance with facility financing, management of lender relationships, and much more. As a general guideline, we provide all of the services that you would expect from an in-house finance and accounting department, plus student data services.

Started in 2010, Charter Impact specializes in providing insight and guidance for complex organizations in a way that only experienced financial advisors and CPAs can. Our Director-level team has an extensive background in finance, public accounting, auditing, grant management and technical consulting, which has helped us understand and identify the challenges facing mission-driven individuals and organizations, and shape and inform how all Charter Impact staff are trained.

Charter Impact has highly developed procedures, practices, and methodologies that can support the mission and vision of independent charter schools, and we customize internal controls and procedures based specifically on individual client needs. Our focus on sound internal controls, with an eye toward incorporating the highest degree of client efficiency and industry best practices provides the utmost security for client assets and financial stability, without overburdening client staff with unnecessary red tape.

We believe that strong financial management is a tool that can give small organizations the confidence and focus of big ones. It is our duty to address changing financial conditions, requirements, and regulations in advance, discuss them with our clients as they happen, and report them in real-time, not a month or two after the fact. By bringing the expertise and expectations gleaned from nonprofit, for-profit and government programs, we help improve and refine the financial process for charters.

We know that what we do here has a positive, measurable impact on the students, families and communities we serve, and we take pride in providing our clients with timely, accurate fiscal information and guidance to enable sound, data-driven decisions for their organizations.

Young, Minney & Corr, LLP

YM&C is proud to be California's most experienced, knowledgeable, and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C represents more than half of the charter schools in the state, offering expertise in every facet of charter school creation, expansion, and operation.

Table i.1: Petition Team and Consultant Expertise Areas

Name	Curriculum	Instructional Methodology	School Administration	Teaching	Special Education	Charter School/ Business Development	Legal	School Finance	School Facilities/ Real Estate	Fundraising/ Grants	School Non-Profit/ Assoc. Governance	Human Resources
Patti Campbell – President/Chairperson						X		X	X	X	X	
Dave Lonn - CFO	X	X	X	X	X							X
Julianne Eagle - Secretary										X	X	X
Troy Nicolini – Board Member	X			X					X	X		
Chuck Petrusa - Board Member						X			X	X	X	X
Catherine Scott	X	X	X	X	X							X
Charter School Development Center			X		X	X	X	X			X	
Charter Impact						X		X	X	X		
Young, Minney & Corr, LLP					X	X	X	X	X	X	X	X

Appendix A includes copies of the Petitioner Team’s resumes.

Samoa Beach Academy Will Serve the Entire Community

SBA will be located in Samoa, in Humboldt County, CA. Samoa is located 1.5 miles northwest of Eureka, CA and sits on the northern peninsula of Humboldt Bay to the east and the Pacific Ocean to the west. Originally a company town known as Brownsville, Samoa is experiencing a transformation in land development which is bringing in new homes and apartments, businesses, parks, and the SBA. There is a strong community need to prepare high school graduates for career meaning they have the knowledge, experience, work ethic, life skills and confidence to begin working upon graduation. Therefore, developing a strong Career Technical Education (“CTE”) program for all students whether they intend to go to college after high school or whether they intend to join the workforce, will serve the entire community.

SBA will not only offer a rigorous standards-based instructional program for all students infused with the tenants of CTE, but it will also offer a college bound program and a career bound program. The college bound program will provide college bound students the opportunity to complete their A-G requirements to be accepted into a University of California (“UC”)/California State University (“CSU”), choosing to take Advanced Placement courses to be prepared for college level work and earning credits while in high school, and acquiring knowledge and experience from completing CTE coursework. The career bound program will provide students the opportunity to choose an area of focus throughout high school while completing California high school graduation requirements, and acquiring knowledge and experience from completing CTE coursework, and an internship. What sets SBA apart from other CTE programs in the area is that all students, regardless of which program they choose, will be prepared in CTE, having acquired the knowledge and experience gleaned from completing CTE coursework.

SBA will begin by offering three CTE pathways (others may be added as the school grows) which are: Building and Construction Trades, Health Science and Medical Technology, and Business and Finance. SBA plans to also work in partnership with College of the Redwoods and Humboldt State University to offer dual enrollment opportunities to students and additional certification opportunities in the CTE pathway.

SBA is demonstrably likely to serve the interests of the entire community in which the school is proposing to locate. First, SBA will provide a new service, academic and programmatic offerings to the community. SBA is different from any other high schools in the community for the following reasons, which are discussed in more detail below:

- small high school
- small class size
- individual student focused
- infused CTE standards into core content areas
- required courses include Financial Literacy
- Career Skills

- practice of mindfulness strategies
- monthly restorative practices Circles to support Social Emotional Learning
- internship opportunity in CTE Pathway
- collaboration with post-secondary institutions like College of the Redwoods and Humboldt State University, and other trade schools
- extracurricular activities to include competitive sports and clubs
- strong English Language Development (“ELD”) program
- intervention and enrichment provided daily through Universal Access
- support from the business community and partnerships

Second, SBA will be a financial benefit to the District because the District will receive a 1% oversight fee for authorizing the Charter School. Students will choose SBA because they are looking for direct access to CTE in the future. The Charter School anticipates serving students from the new community housing development in Samoa, as well as from neighboring districts, private schools, and independent study schools which will have minimal impact on the District. Furthermore, the collaboration with the business community will provide opportunities within the District and potential funding for the Charter School. Most importantly, SBA will provide a direct benefit to the community by providing graduates who have the knowledge, experience, and certification to work in a trade directly out of high school.

Appendix B includes signatures from individuals who are meaningfully interested in teaching at the Charter School during its first year of operation.

Element 1: Educational Program

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).

Mission and Vision

Mission

Samoa Beach Academy provides students a safe, innovative, hands-on, and student-driven trade and college preparatory high school with robust extracurricular and athletic programs. Our collaborative team takes a holistic approach to education to instill our students with integrity, respect, and compassion. Located at our unique, state-of-the-art campus between the Pacific Ocean and Humboldt Bay, we graduate young adults who are both academically prepared and career-ready for their future.

Vision

To provide high school students an authentic, real-life learning environment to be prepared for college and/or career.

Who We Are

We are a Career Technical Institution that focuses on the trades of Humboldt County and beyond. We provide education to high school students in Humboldt County in an emotionally and physically safe environment with a strong emphasis on college and career preparation. We focus on the individual as a whole person using hands-on experiences through robust extracurricular, academic, and athletic programs.

Whom the Charter School is Attempting to Educate

SBA proposes to operate as a public charter school authorized by NHUHSD that will ultimately serve 400 students in grades 9-12, located in Samoa in the zip code of 95564. SBA will serve all students in grade 9-12 regardless of gender, ethnicity, national origin, sexual orientation, religion, ability, language, or other protected class, who seek a high school where college or career readiness is paramount. SBA has been carefully designed to help students graduate from high school ready for college or career. The first step in pursuit of this goal is to increase the number of students graduating from high school. The second step is to provide students with a choice to be college bound or career bound while infusing CTE so they can support themselves financially. The third step is placing them on a track to complete high school ready for a career or ready to also complete their four-year degree, while earning enough money to pay for college as they attend. There are many contributing factors as to why students are unable to complete their high school diploma or bachelor's degree including not having the skills to compete. SBA aims to reduce the more common challenges by providing a high school program with rigorous core academic content infused with CTE that will enable students to transition to college or career to ultimately work in high-demand and high-paying industries. SBA will teach 21st Century Skills in grades 9-12 through alignment with California State Standards including but not limited to, the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, and ELD Standards (hereinafter collectively referred to as the "State Standards") into the core curriculum.

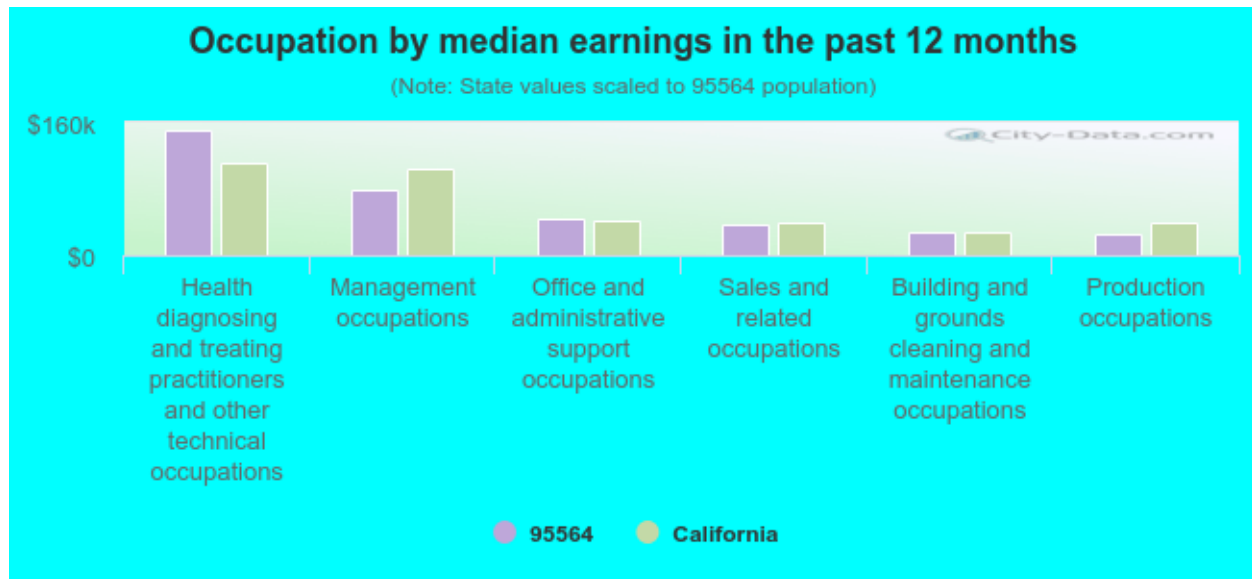
The target student population will mirror the District, which would include the following demographic population: 1% African American, 6% Native American, 2% Asian, 14% Latino, 1% Pacific Islander, 67% White, 9% Two or More Races. Additionally, the demographics are 1% English Learners ("ELs"), 40.1% Socioeconomically Disadvantaged ("SED") students, 0.6% Foster Youth ("FY"), 19.5% Students with Disabilities ("SWD"), and 0.04% Homeless Youth <http://www.ed-data.org/district/Humboldt/Northern-Humboldt-Union-High>; <https://www.caschooldashboard.org/reports/12626870000000/2019>.

SBA is designed to serve the target student population paying close attention to the type of learner who will benefit from a college and career high school. The truth is that most of the students in the community who graduate from high school do not attend college; therefore, without CTE skills, high school graduates are destined to work low skill jobs for low wages which does not support

the community. The goal is to be the Charter School that is designed to support students who need a small learning community, with small class sizes, with the infusion on CTE, individualized student support, flexibility, and most importantly for disenfranchised students, a hands-on, state of the art learning environment. The students who will choose SBA may want to go to college but wants knowledge and experience that comes from working with guidance in choosing a major. The students who will choose SBA may already have parents and families who work in SBA's specific pathways of Building and Construction, Health Science and Medical Technology, and Business and Finance. The students who will choose SBA may be kinesthetic and physical learners who need to be active in class and in extracurricular activities. The students who will choose SBA may need to learn by doing. The students who will choose SBA may have a disability that makes traditional learning more difficult especially when the focus is going to college instead of supporting themselves financially. The students who will choose SBA may speak a language other than English at home and learning by doing will increase their academic vocabulary by utilizing the real-life experiences to increase their English language proficiency. The student who will choose SBA may be socioeconomically disadvantaged and want to get an education and a job to support themselves and their families and break the cycle of poverty. The student who will choose SBA may be living in a foster home or in insecure housing and want to have a future rather than just a diploma. The student who will choose SBA may be from a historically marginalized ethnic group who wants "the American Dream" to raise a family, buy a house, and pursue their own dreams and goals.

In fact, SBA chose the CTE pathways by reviewing the occupations by median earnings in Samoa, CA. The majority of the occupations are health diagnosing and technical occupations (Health Science and Medical Technology), management, office and administrative office, sales, and related occupations (Business and Finance) and building and grounds occupations (Building and Construction).

Chart 1.1: Occupation by median earnings in the past 12 months from <http://www.city-data.com/zips/95564.html>



Enrollment Projections

SBA has developed a five year enrollment roll-out plan that addresses the need in the community. At the beginning of the charter term, SBA will enroll all grades 9-11, with greater emphasis in grade 9, then 10 and 11. SBA will enroll grade 12 in the second year of the charter term. This process will continue rolling up the grade levels adding more students to grade 9 until each grade level serves 100 students for a total of 400 students. Each year beginning with grade 9, new students will be added maintaining maximum enrollment for each grade level. As students matriculate and the Charter School grows, there will be availability for students to transfer into the Charter School and join an existing cohort. SBA is confident that with the growing interest in the Charter School by parents, students, faculty and businesses and the new community development being built in Samoa, that the Charter School will be filled to capacity each year without negative impact on the District. The lead petitioner and the Charter Petition Team will utilize the 2020-21 year for planning and implementation of the Charter School's opening.

Table 1.1: Enrollment Roll-Out Plan 2021-26

Grade	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
9	75	100	100	100	100
10	50	75	100	100	100
11	25	50	75	100	100
12		25	50	75	100
TOTAL	150	250	325	375	400

Community Interests

“The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate.” (Education Code Section 47605(c).)

Humboldt County is known for a rich agricultural history including farming and dairy, forestry, and scenic redwoods, rivers, mountains, and bays. The interests of the community are to develop significant economic development goals which will include creating sustainable industries with living wage jobs. The investments made to the former pulp mill is an example of “the centerpiece of the revitalization of the Samoa Peninsula and overall regional economy” (Oetker, 2019). Therefore, building an innovative, state of the art high school on the Samoa Peninsula that provides students the knowledge and experience of CTE meets the interests of the community. SBA is committed to serving the students, families, and community by providing opportunities for students to graduate from high school with skills to enter a career or to enter college with an opportunity to pay for college while they attend. It is important to note that even with College of the Redwoods and Humboldt State University located in Humboldt County, only 30% of the population have attained a Bachelor’s degree or above (http://www.city-data.com/county/Humboldt_County-CA.html) which means that 70% of the population does not attend college or complete a four-year degree. This level of educational attainment clearly identifies a need for CTE and an avenue for students that does not necessarily include a college degree. Graduates need to be able to make a living wage in the community which is a strong community interest.

What it Means to be an “Educated Person” in the 21st Century

An educated person in the 21st century must have the knowledge and skills to be a life-long learner who can adapt to an increasingly diverse and technologically advanced society. SBA is training students today for jobs that do not yet exist. A life-long learner is an individual who recognizes the importance of education in the continued search for new and exciting ways to accomplish life’s tasks.

An educated person in the 21st century will be one who is:

- A creative thinker: Creates their own solutions/suggestions, brings new insights to the topic, and is able to apply prior learning to new contexts.
- An engaged learner: Applies appropriate learning strategies taught through previous lessons for directly aligned and related situations.
- Constructor of knowledge: Exhibits foundations of knowledge to successfully accomplish unfamiliar tasks and challenges.
- A flexible thinker: Adapts to new learning contexts and tasks by connecting, organizing, and working previous skills and knowledge into new structures.

- A critical thinker: Approaches a task by comparing, refining, and selecting from what he/she knows while considering possible outcomes in order to find the best solution to the problem.
- Transfers information: Makes connections to prior knowledge and determines how the information will be used in the future.
- A sense-maker Re-organizes and extrapolates familiar patterns so that they become meaningful in a new situation.
- College and career ready: Use textual evidence to make claims and support personal opinions, ideas and beliefs while exploring their individual goals to develop targeted skills that apply to 21st century career paths.
- Information Literate: Integrates technology across the curriculum, builds, creates, collaborates, and innovates so that they can tackle any technological challenge.

An educated person in the 21st century is also one who possesses academic and social intelligence, critical thinking, and the interest and capability of contributing positively to the transformation of our world. We define academic and social intelligence as:

Academic Intelligence

- A mastery of the English language (reading, writing, speaking);
- Knowledge and a strong grasp of concepts in the sciences, mathematics, technology, art, and humanities;
- An appreciation for and an ability to make use of a variety of media;
- An ability to think creatively and critically to problem-solve independently or in groups;
- An ability to translate plans into action, use a multitude of resources to gather information, and follow a project to completion;
- A desire to develop understanding through questioning, critical evaluation, thoughtful reflection and the pursuit of new information and alternative viewpoints.

Social Intelligence

- Flexibility in assuming either a leadership role or a collaborative position in order to best explore different lines of inquiry;
- Desire and ability to listen and hear empathetically;
- Consistent demonstration of honest and respectful communication;
- Self-motivated to take responsibility for one's actions, words, learning, deeds;
- Perseverance in the face of difficult challenges and setbacks;
- An appreciation for people with abilities other than one's own.

How Learning Best Occurs

SBA believes that learning best occurs when it is driven by the students. By providing students choice in what they learn and voice in how they demonstrate their learning, students are more

engaged in the curriculum and demonstrating mastery. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. The tenets by which SBA describes how learning best occurs includes authentic learning experiences, holistic approach, extracurricular activities, and athletics, all taking place in a unique, state-of-the-art facility.

Authentic Learning Experiences

SBA believes that in order to be a student-driven high school it has to be rooted in authentic learning experiences. Students need to be involved in planning and executing their own learning experience. The strength of providing students authentic learning experiences gives them the opportunity to control the “what” and “how” of their learning. The assignments have meaning to students, and they have a vested interest in achieving their learning goals. As a result, the students work much harder and longer than they might otherwise.¹ The model of teaching and learning is transferred from the teacher to the student, and the teacher becomes the facilitator of learning. In order to allow time for students to build on their authentic learning experiences, SBA will include two days per month for block scheduling to allow time for students to go deeper into the content area and have time to conduct a laboratory, a project or workshop, or extended activity. At SBA, all students will take a CTE survey class during freshman year, then will choose a CTE pathway to focus on in the remaining years of high school. Students will be guided on the process, but this is an example of a real-life experience. Students will participate in job shadowing, gaining work experience, and serving as an intern in the CTE Pathway of their choosing. Moreover, in the core content areas, authentic learning experiences span all disciplines. Students will investigate, inquire, research, and demonstrate State Standard mastery.

Holistic Approach

SBA is committed to a holistic approach to learning to instill our students with integrity, respect, and compassion. The student-driven model supports the need for a holistic approach to education. For example, the goal is to provide all students an integrated, comprehensive, and universal approach which will develop the students to be the very best person they can be. To this end, SBA has developed a sound social emotional learning program grounded in research and best practice to include the opportunity to learn and practice mindfulness strategies three times per day, every day and the opportunity to participate in restorative practices Circles once per month. Students will have an opportunity to build a school culture and norms and to address any issues that the students or the teacher are experiencing as challenges. All students will also engage in active social emotional learning through restorative justice and practices. All staff will receive training so that they can support students in their daily interactions with others to effectively apply

¹ Stamps, L. (2004). *The Power of Authentic Learning*. Teaching for Meaning: Mississippi.

these skills. The Charter School will provide numerous parent workshops to capacitate parents as facilitators of healthy, young adults.

Putting the students' emotional needs first is important because without feeling safe and understood, no instructional strategy will be effective. By practicing mindfulness together, we will build relationships in the classroom and students will feel comfortable expressing their feelings. Students want to feel valued and a part of a larger school community. By forming bonds with our students and providing a sound educational framework for success, genuine learning will occur.

Extracurricular Activities and Athletics

SBA believes that extracurricular activities are imperative to the development of the whole child. The skills taught through extracurricular activities are vital to success in adulthood. The skills include but are not limited to, fair competition, personal and communal responsibility, effort, preparedness, punctuality, leadership roles, and work toward a common goal. Unfortunately, youth living in low income households participate in activities at lower rates. The number of children left unsupervised after school is increasing for single parent households and dual-earner families.² This time spent with no structure or supervision increases risk behaviors and poorer outcomes for youth.³ It is to this end that SBA is committed to developing a robust extracurricular and athletic programs. The extracurricular activities may include school clubs and organizations to include but not be limited to, Student Council, School Newspaper (digital), National Honor Society, and clubs based on student interest like Drama, Music, Art, Book, Robotics and Gaming. The athletic programs will offer the same number of female and males sports and may include Volleyball, Football, Golf, Tennis, Cross Country, Swim, Water Polo, Basketball, Wrestling, Soccer, Baseball, Softball, and Track.

State-of-the-Art, Modern, Innovative Learning Facility

The location of SBA is environmentally rich with the bay, ocean and marsh literally steps away from the campus. SBA intends to take advantage of this location to provide as many hands-on learning opportunities to students which may include conducting hands-on learning labs for biology in the bay, practicing construction skills on the sand by the beach, examining life cycles and habitats at the marsh. There are also a range of businesses and industry in the area which will provide the opportunities for students to demonstrate their knowledge while shadowing an employee, manager, or director or while completing an internship in preparation for the future. More importantly, the facility, at completion, will be a state-of-the-art, modern, innovative career

² Burkhardt, R. (2016). *The impact of poverty on participation in extracurricular activities*. Maryland: Academic Press.

³ Fredricks, J. A., & Simpkins, S. D. (2012). *Promoting positive youth development through organized after-school activities: taking a closer look at participation of ethnic minority youth*. *Child Development Perspectives*, 6(3), 280-287. doi:10.1111/j.1750-8606.2011.00206.x

technical institution with classrooms, learning laboratories, and hands-on workshops. In addition, technological infrastructure to support learning will include fast wi-fi, access points, firewalls, and the latest technology. Learning best occurs when the students feel safe, comfortable, and valued by their school community, but also when they recognize that the school facility itself was designed and built with student success in mind.

Enabling Students to be Self-Motivated, Competent and Lifelong Learners

SBA aims to enable students to become self-motivated, competent, lifelong learners by creating and maintaining an environment where learning and doing is engaging, supportive, personalized, and meaningful. Students will have a voice in their education, course selection and career pathway, this allowing them to experience both the successes and challenges that they may face as a result of their choices and decisions. An important part of SBA is to learn career skills, financial literacy, and social emotional skills in addition to academic skills and CTE skills.

Framework for Instructional Design

SBA will offer students a program that provides an opportunity for students to choose to be college bound or career bound. Regardless, SBA will have the flexibility to work with students and their families to choose the program that suits each student's skills and interests, and the flexibility to change the program as students grow and develop. The college bound program will provide students the opportunity to meet UC/CSU entrance requirements while taking CTE courses. The career bound program will provide students the opportunity to meet high school graduation requirements and graduate ready for a career. The framework for the instructional design of SBA has been developed with the needs of students in mind. Instruction starts first with the State Standards which drive the creation of lesson plans, interventions, enrichment, and assessments. The following explains the instructional design which will help students master content standards:

- Project Based Learning
- Mindfulness
- Core Content Integration with CTE
- Differentiation Based Upon Multiple Intelligences
- Restorative Practice Circles

Project Based Learning

Project Based Learning ("PBL") is a powerful instructional strategy and will be used across subject areas. PBL is a model for classroom activities and makes the shift away from teacher-centered instruction and puts more attention on student-centered projects. SBA will have two days of block scheduling to allow for students to go deeper. NEA claims that this model is effective in building relevance of content by establishing connections to life outside of school and the classroom, and by creating and relying on real-world experiences. Other research reports that students using PBL demonstrate high-level critical-thinking and problem-solving skills (Mergendoller, Maxwell &

Bellisimo, 2006; Shepherd, 1998; Tretten & Zachariou, 1995). In addition to increasing collaboration among students, research has found that students in classes using PBL show greater engagement (Belland, et al., 2006; Brush & Saye, 2008; Ravitz & Mergendoller, 2005).

Additional research on PBL has demonstrated positive results for engaging students and developing both academic and social skills necessary for success in school and life beyond school. In this framework, students are involved in planning, problem-solving, decision-making, and investigation; they work relatively autonomously as well as cooperatively over extended periods of time; they reflect on their work, self-assess against rubrics, receive feedback and incorporate the feedback; they are guided by teachers' facilitation, not direction, to develop skills; their final product represents the skills and knowledge they gained, which fulfill explicit educational goals (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999; Moursund, 1999; Diehl, Grobe, Lopez, & Cabral, 1999). The effectiveness of this approach has "led to recommendations for shifting the major portion of instruction in schools from teacher-directed, teacher-assigned 'schoolwork' with its emphasis on comprehension, to student-initiated, goal-driven, independent, 'intentional learning' models with an emphasis on knowledge building" (Bereiter & Scardamalia, 1987; Scardamalia & Bereiter, 1991; quoting Thomas, 2000).

For ELs and SED students, PBL takes on additional importance. The collaborative activities inherent to it provide ELs with systematic opportunities to improve their English proficiency in the context of authentic peer communication. Group interactions with the focus on the task rather than the language provides a nonthreatening opportunity for the second language learner to listen to other children's discourse and, once confident, to contribute to the conversation (Amaral et al., 2002; Echevarria et al., 2004). Research also indicates that the use of projects for the education of students living in poverty (1) increases their motivation for learning academic skills and the opportunity to meaningfully practice these skills, (2) helps children see themselves "as learners and problem solvers" and develops their self-esteem, (3) strengthens positive relationships between teachers and families, and (4) helps families become aware of resources available in their communities (Helm and Lang, 2003).

PBL will be implemented in the following ways:

- Subjects are integrated into project themes
- Students mostly work in project teams
- Teachers provide some direct instruction and guide students in a project planning process that defines the work
- Topics, assignments, and student work is mostly guided by the project planning process
- Students interests are usually a determining factor in what they learn
- Uses local community or current events as project themes to apply learning

- Products of student learning are defined during the planning process and student choice results in a variety of products
- 21st Century Skills that are mostly emphasized include collaboration, communication, problem solving and creativity
- Assessment and grades are mostly based on demonstration, project outcomes, and project performance rubrics

Mindfulness

Educators today are looking for alternative approaches to cultivate student attentiveness, concentration, compassion, and awareness. To further promote SBA's mission, the school will be using the practice of mindfulness across all grade levels, every day. Mindfulness is a mental state achieved by focusing one's awareness on the present moment. Research has shown that the practice of mindfulness in schools supports immune function, cognitive development, attention skills, and emotional regulation.⁴ Additionally, students practicing mindfulness have experienced higher test scores, reduced impulsivity, enhanced sense of well-being, and greater executive functioning. These benefits have also been observed in the teachers and parents that work with schools and students that practice mindfulness. Neuroscience has shown that while the neocortex part of the brain has evolved to make up about 80% of the brain's mass, the reptilian and mammalian parts of the brain (these parts control our pleasure and fear and have supported human survival for millennia), can still take over and are responsible for irrational behaviors. Mindfulness is able to create connections between these various parts, allowing the rational, or neocortex, to make decisions or take control. By integrating all parts of the brain through mindfulness and the brain's neural-plasticity, we can generate stronger and healthier neural connections, leading to healthier mental habits.⁵

An important element in successfully implementing a mindfulness program at SBA will be the training of both staff and students. Professional development will take place prior to the start of the school year, with refresher sessions taking place throughout the school year. Teachers will lead their classes in mindfulness, knowing that the first few weeks of school will be a time for practice and learning. Parent workshops will also take place to educate and inform parents on the benefits of mindfulness.

To institute mindfulness in a school setting, it is important to integrate it into the school's schedule. The daily schedule reflects this. Every morning will begin with a dedicated time for this practice.

⁴ Rechtschaffen, D. 2014. *The way of the mindful educator: Cultivating well-being in teachers and students*. New York, NY: Norton Publishers

⁵ Widdit, R. (2014). *Neuroplasticity and mindfulness meditation*. Honors Theses. Paper 2469. Western Michigan University

Together the class will sit quietly for 10 to 15 minutes as they practice mindfulness, starting with breathing and working toward focusing on the present moment. Mindfulness practice does not only include sitting quietly and focusing on the breathing, it also encompasses the use of mindful language and vocabulary. With practice, our students will learn what it means to have a mindful body and to be aware of the space around them. Vocabulary such as anchor breath and heartfulness will be explained and used daily, and throughout all subjects. The techniques of mindfulness should be utilized throughout the day as needed; they do not stay contained in the 10-15 minutes of scheduled practice. Teachers will utilize the language as needed: if class becomes chaotic, if students start to feel overwhelmed or anxious, before a test, and at the end of the day. We do understand that we cannot force students to practice mindfulness, it is our intention that students will want to practice mindfulness once exposed to it and having observed their classmates participating in the program. Whether or not a student joins in the daily practice, there is still the expectation that this period in the day is designed for quiet time and reflection.

Core Content Integration with CTE

SBA will implement University of California Curriculum Integration (“UCCI”) courses, which combine UC approved core content with CTE pathways. SBA will be offering CTE courses which include programs of study that involve a multiyear sequence of courses integrating core academic content with technical and occupational knowledge to give students more direct access to well-established, high paying, and self-fulfilling careers. Dougherty (2016) found that students with greater exposure to CTE courses are more likely to graduate from high school, enroll in a two-year or four-year college, be employed, and earn higher wages. The study also found that students with focused CTE coursework are more likely to graduate from high school by twenty-one percentage points compared to otherwise similar students (a positive impact on other outcomes can be seen as well). Perhaps, most importantly, the study found that CTE provides the greatest boost to the kids who need it most—boys, and students from low-income families. Graduates of SBA will have obtained job training and critical industry certification(s) during their high school career allowing them to become eligible candidates for high-paying jobs in high-demand fields to reduce the financial burden of college. This combination of efforts will provide SBA students an excellent opportunity to provide for themselves and their families in a reputable profession.

Differentiation Based Upon Multiple Intelligences

Individuals learn in different ways and demonstrate certain strengths. It is believed that if students’ learning strengths and preferences are more fully developed, then the learning gap can start to close. Howard Gardner, a researcher and educator, developed multiple intelligence theories to address this belief. The belief at the foundation of these theories is that if students have deficits in specific areas, they will compensate by having strengths in other areas. Gardner’s theory states that there are 7 intelligences that can be found in the brain. They are:

1. linguistic intelligence

2. logical-mathematical intelligence
3. musical intelligence
4. spatial intelligence
5. bodily kinesthetic intelligence
6. interpersonal intelligence
7. intrapersonal intelligence

The theme from Gardner's theories is that if students' strengths can be identified among these intelligences, then educators can accommodate different children more successfully. Studies (Hanson, 2004; Kornhaber, 2004; Nolen, 2003) have shown that multiple intelligence theories have seen positive outcomes in academic achievement. There have been improvements in standardized test scores, improvements in students' behavior, increased parent participation, and improvements with students with learning disabilities. Multiple intelligence theories provide students with different modalities and allow them to express themselves in different ways. SBA will use multiple intelligence theories to advance students' learning by employing learning strategies that resonate with the students' strengths. SBA understands that students need to be understood based on their strengths and weaknesses, thus guided through the weakness, and facilitated through the strengths.

Restorative Practice Circles

SBA believes that students need to learn conflict resolution strategies. Through Restorative Practice Circles, students are supported to become independent and adept at solving conflict among themselves and to speak to each other directly and respectfully. Students will be supported by teachers to manage monthly Circles as an important part of the social emotional learning program at SBA. Through regular Circles, students show appreciation for and resolve conflicts with one another. Circles are scheduled at least once per month in all classrooms, although Circles may occur more often. During Circles, all students sit in a circle, where they can clearly see and be seen by their peers. Behavioral expectations regarding both listening and speaking in these circles are taught early in the year. The activity begins with appreciations: students vocally acknowledge one another for acts of kindness, friendly behavior, or words of encouragement. After a few minutes of appreciations, students are allowed to vocalize problems they have with one another. This starts with an appreciation and is followed by both the concern and what that student needs to make things better. Although monitored by teachers, Circles allow students to orally brainstorm solutions for one another, and students in conflict with each other must explain their perspective to one another and the group.

Curriculum

Curriculum plays a vital role in any educational program. Quality curriculum needs to be relevant, aligned to State Standards, and current in both delivery and instructional methods. For core content

areas, SBA plans to use the Pearson Curriculum Suite which includes Savvas instructional materials.

Additionally, for components of the CTE program, SBA plans on using instructional materials and courses from Pearson and Fuel Education for Business and Finance and Health Science and Medical Technology, and instructional materials and courses from Paxton/Patterson for Building and Construction Trades. These instructional materials and courses and materials engage students with problem-based, real-world technology. They empower students to discover their interests and aptitudes, on the trail to postsecondary success. All of the instructional materials and resources mentioned are subject to be change as the stakeholders will need to play an active role in reviewing and advising the Executive Director on the purchase of instructional materials and resources needed.

English Language Arts

SBA plans on using Pearson's myPerspectives. By combining print and technology in a student-centered, teacher-inspired classroom, students will be provided with next generation learning experiences promote academic achievement, in addition to helping student develop the skills and competencies needed for college and career readiness. Twenty-first century skills such as collaboration and ownership are utilized through relevant lessons, meaningful activities, and purposeful performance tasks. myPerspectives blends online, digital, and traditional materials to create engaging lessons throughout grades 9-12. The digital components include a multilingual glossary, interactive digital student editions, discussion boards, and seamless print to digital access. Teachers will teach students how English Language Arts relates to CTE in participation with UCCI.

Close reading activities help students with annotation and finding textual evidence. Additionally, modeling and support is given to help build meaning with the close reading activities. Students often race through test, and emphasizing close activities slows down the reader, and allows them to deliberate and reflect on the reading.

Both formal and informal writing opportunities are provided within the curriculum. Short, focused assignments encourage students to use evidence and research ideas. QuickWrites and Evidence Logs are used to allow students to express their thinking and write down ideas. These types of writing are not for assessment, but rather for students to feel comfortable with writing down ideas, evidence, and information. Performance Tasks are given and assessed, focusing on the writing mode presented in the unit. SafeAssign is integrated into the writing components, helping assure proper sourcing in writing. Performance based assessments are also provided, aligning to state standards, and modeled from California Assessment of Student Performance and Progress ("CAASPP") questions.

This program also provides extended support to English Learners. All section summaries are in English and Spanish. Also, audio is available for many of the lessons. The curriculum allows for the necessary accommodations for ELs. The ELD support is provided through combined independent, self-paced, and teacher led instruction. There are nine levels of interactive readers to help increase reading performance. The digital library includes over 3000 texts for independent reading. Also, the library includes books in over 46 languages.

Mathematics

SBA plans to use Pearson's enVision and myMathLab. These materials have been written specifically from the State Standards and use technology to deliver lessons, information, and practice and supports student learning, classroom management, assessment, and professional development. The foundation of this type of system is assist all students in receiving college and career readiness skills. This curriculum promotes collaboration, uses devices rather than traditional textbooks, uses conversation guides to frame discussions, and allows teachers and students to interact both individually and in groups.

This curriculum is teacher friendly in that it provides professional development modules that teachers can take either in groups or individually. It also encourages students to take personal responsibility for their learning by providing opportunities to make choices, allows students to work both in and outside of the program, and apply the knowledge and information that they have learned in new and engaging ways.

The curriculum was developed through backwards planning, meaning that the end goal was the driving force for scope and sequence of this program. Because this system is entirely online, it allows teachers to respond in real-time, provide instant feedback, and view student work. The online component also makes the lessons and work accessible to students, and integrates mediums such as social media, animation, simulations, games, and interactive tools to stay relevant with students. Teachers will teach students how mathematics relates to CTE in participation with UCCI.

Mathematics Placement

In accordance with Education Code Section 51224.7, the Mathematics Placement Act of 2015, placement for mathematics courses will be based on the following:

- The current mathematics grades of the student give a good measure of performance and are a good indicator of a student's success in future mathematics courses.
- Input from the current teacher will be used as a measure of the student's progress in mathematics over the course of the year.
- The guidance from future mathematics teachers will help determine if a student can be successful in a particular mathematics course.

- The student's Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP") score, or other math assessment score, and scores on state assessments have proven to be a strong indicator of the current level of understanding of mathematical concepts.
- The student's interests and college and/or career plans after high school will help us place a student in the course that best suits the student's needs.
- Input from the student's parents is also important in determining a student's future decisions and directions with regards to mathematics.

Science

SBA plans to use Pearson/Savvas' collection of science curriculum based on the specific content area. These curricula blend print with digital materials and apply scientific and engineering practices in problem-based scenarios. Students will focus on analysis, critical thinking, and on designing solutions as they explore real-world topics. Teachers will teach students how science relates to CTE in participation with UCCI.

Social Science

SBA plans to use Pearson/Savvas' collection of social science curriculum based on the specific content area. These curricula bring the social science component to relevance in real-life. Through current events, authentic voices, and real-world stories, the curricula connect class lessons with current events. Listen Current provides public radio stories regarding social study topics through the curriculum. Teachers will teach students how social science relates to CTE in participation with UCCI.

CTE Courses

SBA's goal is to ensure that all students will be college and career ready. The SBA college bound program ensures that students complete the A-G requirements in addition to taking a minimum of four semesters of CTE. The SBA career bound program ensures that students will complete a CTE pathway. A CTE Pathway includes three courses: 1. Introductory, 2. Concentrator, 3. Completer (Capstone). A student must complete all three courses within the same CTE Pathway to complete a CTE Pathway. The students may choose the CTE Pathway from Building and Construction Trades, Business and Finance, or Health Science and Medical Technology. In addition, students who are career bound will also complete a Job Shadow course and an internship. All students, regardless if they are college bound or career bound, will be exposed to these three pathways during the freshman CTE Survey course.

Technology

Technology is an integral part of the SBA program, each student will be given a tablet or Chromebook to be used both in school and at home, throughout their time at the school.

Technology is no longer an enrichment class or option, but rather a necessary tool in the education of students. Technology will be used for teaching, learning, textbooks, practice, writing, drafting, testing, and completing laboratories. SBA will follow the International Society for Technology in Education's ("ISTE") Student Standards.

ISTE Student Standards

1. Creativity and Innovation
 - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
2. Communication and Collaboration
 - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
3. Research and Information Fluency
 - Students apply digital tools to gather, evaluate, and use information
4. Critical Thinking, Problem Solving, and Decision Making
 - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources
5. Digital Citizenship
 - Students understand human, cultural, and social issues related to technology and practice legal and ethical behavior
6. Technology Operations and Concepts
 - Students demonstrate a sound understanding of technology concepts, systems, and operations

Table 1.2: Instructional Materials (Subject to Change)

Core Curriculum Area	Textbooks and Instructional Materials
English Language Arts	Pearson myPerspectives
English Language Development	Pearson myPerspectives

Mathematics	Pearson enVision myMathLab Precalculus: Graphical, Numerical, Algebraic Calculus: Graphical, Numerical, Algebraic Stats Modeling the World
Science	Pearson/Savvas Miller & Levine Biology Experience Chemistry Physical Science Concepts in Action Marine Science: The Dynamic Ocean Savvas Chemistry Savvas Physics Physics for Scientists and Engineers
History-Social Science	Pearson/Savvas World History United States History Magruder's American Government Economics
Foreign Language	Pearson/Savvas Encuentros Maravillosos AP Spanish Preparing for Spanish Language Exam
Health/Physical Education	Savvas Health
Visual and Performing Arts	Learning Graphic Design and Illustration
Career Technical Education	Paxton Patterson Pearson Fuel Education

Course Descriptions

Course Descriptions are subject to change based on teacher input, student choice, and course offerings each year.

English

English 9- The 9th Grade English course focuses on literature that highlights the theme of Coming of Age. Building on their knowledge of literary elements in traditional literary genres, students study the relationship between narrative voice and style, while also analyzing literary and stylistic elements in literature. They develop persuasive writing skills by using rhetorical appeals. Performance and oral interpretation of literature build students' speaking and listening skills. Research plays an important role as students evaluate social, cultural, and historical influences on texts.

English 10- With a focus on the concept of culture and community, 10th Grade English examines how these influences shape identity and perspective. Students read and analyze works of world literature, with emphasis on analysis of how stylistic choices and rhetorical elements shape tone in persuasive and argumentative texts, both print and nonprint. Students deconstruct writing prompts and write a synthesis essay that incorporates perspectives from multiple sources, an important skill in our most rigorous courses. Students develop their independent learning skills as they respond to opportunities for self-evaluation.

English 11- In junior year, students will focus on American fiction and nonfiction, using literary and other texts to present the iconic idea of the American dream. They will research historical and contemporary texts as they articulate the origins and impact of the ideals and realities of the American dream on life today and on personal thinking. Students are expected to articulate personal convictions and propose solutions to social issues. Writing in a variety of modes – personal essays, opinions and editorials, credos, reflective self-evaluation, speeches, satire, dramatic scripts, surveys, literary analyses, and research projects – students expand their skills in communicating well through written language.

English 12- Senior English capitalizes on the confidence and expertise students have gained as interpreters and analyzers of texts by introducing them to multiple lenses through which to view text. They are asked to broaden their understanding and their interpretive skills by thinking deeply about themes and ideas from multiple perspectives. Using Historical and Cultural Criticism, students learn to view texts through some of the filters that result in multiple interpretations of the same text or media story. Students apply the theories of criticism to their own reading and interpretation of both fiction and nonfiction texts.

AP Language & Composition- This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming writers who compose for a variety of purposes. The course enables students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. A wide range of literature from various genres and historical periods will be read.

AP Literature & Composition- This course engages students in the careful reading and critical analysis of literature. Through close reading and critical analysis of selected texts, they will deepen their understanding of the way writers use language to provide both meaning and pleasure to the readers. The course includes an intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. A variety of writing experiences are incorporated into the course.

Mathematics

Algebra I- This course covers modeling with functions, linear functions, linear equations & inequalities, traffic, working with expressions, quadratic functions, quadratic equations, pricing for profit, and categorical and quantitative data.

Geometry- This course covers tools & constructions, congruence & rigid motion, geometric relationships & properties, similarity, modeling, coordinate geometry, circles & conics, similarity, right triangles & trigonometry, and geometric measurement & dimensions.

Algebra II- This course covers exponential functions, trigonometric functions, polynomials & rational expressions, the rising tide, probability, statistics, functions, and math & sports.

Pre-Calculus- This course continues the development of the fundamental skills of algebra, geometry, trigonometry, analytic geometry, and elementary functions, and prepares students for the study of Calculus. The course emphasizes functions, including those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined. The properties of functions, the algebra of functions, the graphs of functions, and the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts) will also be covered. The course also emphasizes the unit circle and values of important trigonometric functions and their multiples.

Calculus- This class will be covering the following broad topics: A review of Pre-Calculus; limits and their properties; continuity; differentiation and applications thereof; integration and applications thereof; and differential equations. Logarithmic, exponential, and other transcendental

functions will be integrated into the topics. Additional topics may include: advanced integration techniques, cylindrical shells, and parametric equations.

AP Calculus AB- AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. students will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and how to make connections amongst these representations. They will learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Statistics- Develop analytical and critical thinking skills as the student learns to describe data patterns and departures from patterns, plan and conduct studies, use probability and simulation to explore random phenomena, estimate population parameters, test hypotheses, and make statistical inferences.

Science

Physical Science/Earth Science- This course examines the earth's structure, plate tectonics, structure and composition of the atmosphere, energy exchanges within the earth and their effects on climate, the earth's place in the universe including structure, scale and changes in stars, galaxies, and the universe over time.

Marine Science - Marine Science builds on the physical science and life science concepts learned in previous science courses and applies that knowledge to the exploration of the living and nonliving environments of our bays and oceans. The first semester focuses on various aspects of oceanography: chemistry, plate tectonics, sediments, ocean and atmospheric circulation, waves, tides, and coastal processes. The second semester will focus on marine biology: plankton, algae, plants, animals, marine ecosystems, and ecology. Students will participate in a variety of learning experiences, including laboratory experiments, discussions, field trips, projects, independent research, and appropriate use of community resources. Ethical and social issues related to the marine environment and anthropogenic-induced climate change will be addressed.

Biology- The major purpose of this laboratory-based college preparatory course is to provide understanding of the basic biological concepts: the diversity of organisms; the cell; heredity; matter, energy, and organization of living systems; evolution of living systems; physiology; the biosphere and interdependence of abiotic and biotic factors. Focus is on active participation in laboratory investigations and the development of critical-thinking skills.

Chemistry- Chemistry is a laboratory-based college-preparatory course. Laboratory experiments provide the empirical basis for understanding and confirming concepts. This course emphasizes discussions, activities, and laboratory exercises, which promote the understanding of the behavior of matter at the macroscopic and the molecular-atomic levels. Chemical principles are introduced so that students will be able to explain the composition and chemical behavior of their world.

Physics- Physics is a laboratory-based college preparatory course. Laboratory experiments provide the empirical basis for understanding and confirming concepts. This course emphasizes study of the basic properties and interactions of matter, force, and energy. In this course, methods used by physicists as they construct a consistent picture of the universe are emphasized. Students learn the principles of physics through laboratory investigations, problem solving, teacher-led demonstrations, lectures, discussions, and individual and group study.

AP Biology- Students will understand key science practices they can use to develop explanations and predictions of natural phenomena, which they will test and refine through laboratory investigations. Develop advanced reasoning and inquiry skills as they design experiments, collect, and analyze data using mathematics and other methods, and interpret that data to draw conclusions.

AP Chemistry- Students will develop their ability to think clearly and express their ideas with clarity and logic, both orally and in writing. They will work with classmates to conduct meaningful laboratory investigations that let them observe chemical reactions and substances, interpret their findings, and communicate their results.

AP Physics B or C- The “B” course covers all of the major topics in physics and is intended for students who do not intend to major in science at the university; whereas the Physics “C” course covers in depth only the two areas of mechanics and electricity, and magnetism. The “C” course is designed for students who intend to major in science at the university.

Social Science

World History- World History is an examination of the ideas and events that have shaped the modern world since the 18th century. students begin by studying the political ideas of the Enlightenment and both the positive and negative effects of the economic transformation brought about by the Industrial Revolution. They then study imperialism during the 19th and early 20th centuries, World War I, World War II, and the Cold War to understand the historical, geographical, political, economic, and social context of current issues in Europe, North America, South America, Africa, and Asia.

U.S. History- A review of the history of the United States from the 17th centuries to present and a thorough study of the political, economic, and social history of the nation in the 20th century.

Themes include economic expansion, movements for social change and reactions against such movements, and foreign relations.

AP U.S. History- Students will learn to weigh evidence and interpretations as they build their factual knowledge of U.S. history. They will develop their ability to draw conclusions and use informed reasoning to present their arguments clearly and persuasively in essay form.

Government- American Democracy is a course that develops an understanding of the institutions of American government, including the founding principles established in the Constitution; the relationship between citizens and the government; the nature of civil society in a democracy; the three branches of government and the checks and balances between them; the relationships between federal, state, and local governments; landmark Supreme Court decisions that have shaped these principles and institutions; the nature of electoral contests; and the role of communications media in civic life.

Economics- Students will learn economic reasoning and how to apply it to their daily lives. Students understand the role of the market in the contemporary world economy, the role of government in the economy, the role of labor in the economy, the nature of aggregate economic behavior, how to interpret economic indicators, and the impacts of globalization both within the United States and around the world. students explore the role of economics with regard to social issues (such as income distribution, poverty, and the environment) and issues of the global economy (such as international trade and the globalization of corporate ownership).

AP Government- AP American Government examines the foundations and workings of government in the United States. It will follow the College Board standards for AP Government while also covering the California State Content Standards for 12th grade Social Science. The course will be taught at a collegiate pace and requires significant amounts of additional reading. An intense focus will also be placed on essay writing, and a significant amount of writing will also be assigned.

Physical Education and Health

Physical Education- Physical education covers the importance of a healthy lifestyle, ways to stay active, conditioning and fitness, team sports, and various sports.

Health- Health education provides students with basic knowledge and specific skills upon which to build healthy behaviors. Health instruction provides them with learning experiences to empower them to engage in and value the importance of healthy lifelong practices.

Foreign Language

Spanish I- This course emphasizes developing the students' comprehension of the spoken language. They are given opportunities to speak at the appropriate level. Vocabulary specific to basic survival situations is developed (socializing, exchanging information, expressing preferences, etc.)

Spanish II- This course further develops the receptive skills of listening and reading as well as the productive skills of speaking and writing. Vocabulary includes topics beyond basic needs, involving such functions as describing, expressing opinions, and persuading.

Spanish III/AP- This course further develops skills in listening, reading, and writing sufficiently to allow for spontaneity and access to authentic material. Vocabulary includes special interest topics and areas well beyond basic needs.

Other Required Courses

Career skills – This course include the life skills necessary to be successful in college, career and in life. The soft skills include introducing yourself, shaking hands, making eye contact, knowing what to wear, how to speak with appropriate tone, volume, language, how to listen to another and build a conversation, follow directions, advocate for yourself, disagree appropriately, and participating in a class, team, or club. The hard skills include writing a cover letter, a resume, and “thank you” notes. Additional skills will be modeled and taught to include work ethic, setting personal and career goals, community service and civic responsibility. Students will initiate a service project and will run a Career and Education Fair focused on the trades. These career skills are necessary to ensure that students become lifelong learners with a sense of confidence, mindfulness, leadership, and teamwork.

Financial Skills – This course includes teaching the important life and employability skills which include personal finance. Students will develop decision making skills to set career and personal goals. Students will learn how to manage a bank account, write checks, save money, pay taxes, understand interest rates, rent or buy a home, buy or repair a car, ensure adequate insurance, make credit decisions and use personal income to develop personal financial success.

Microsoft Office – This course prepares students for internationally recognized beginning level professional skills. Students will analyze, design, and manage information. Students utilize Microsoft Word, Excel, and PowerPoint and work with others to develop clear communication skills. Students are prepared to work in an office setting or in other industries where technology skills are required.

CTE Survey-This is an exploratory course that helps students identify their skills and interests while also providing direction toward possible career choices within the sixteen career clusters.

The specific CTE pathways offered at SBA will be investigated in depth: Building and Construction Trades, Health Science and Medical Technology, and Business and Finance. This course will help students develop personal learning plans/career learning plans through experiential learning and hands on activities.

Career Technical Education

Building and Construction Trades

Building Trades I- This is an introductory course designed to teach the basics of carpentry. Areas of study include the following: Basic safety, orientation to the trade, intro to materials handling, fasteners & adhesives, intro to hand and power tools, construction drawings, specifications, and layout, floor and wall framing systems, ceiling joist and roof framing, roofing materials and methods, cabinetmaking, basic communication skills, basic employability skills, rigging, building envelope systems.

Construction Technology I - This introductory course is designed to provide entry-level skills through classroom and hands-on experience in construction and construction related occupations, including construction, remodeling, maintenance and repair of building and structures. Students will use an assortment of materials such as wood, stone, brick, glass, concrete, metal, and composition substances. Instructional activities include: cutting, fitting, fastening, and finishing various common construction materials; the safe use of a variety of hand and power tools; installation of plumbing and electrical fixtures; blueprint reading; the use of squaring and leveling tools; and safety and job readiness-training for entrance into construction and construction-related occupations.

Building Trades II – This course is designed for students wishing to enter one of the building trades such as carpentry, sheet rocking, formwork, concrete work, painting, or other related trades.

Computer Aided Construction Design and Blueprint Development - This course introduces students to the technical craft of drawing illustrations to represent and analyze design specifications for the construction industry of residential and commercial buildings. Students will use computer software to design blueprints and drawings that would represent the needed skills in planning and designing of construction projects. Using computers to develop the techniques that are essential in technical drafting and architectural design students will prepare for the construction, architectural and engineering fields.

Business and Finance

Microsoft Tools Level II- This course prepares students for internationally recognized intermediate and advanced level professional skills in Microsoft Word, Excel, PowerPoint, and Access. Students learn and practice computer operations, file management, data and text entry and

editing, spreadsheet creation and manipulation, presentation creation and modification, and database management. Students will be prepared to work in an office setting or in other industries where technology skills are required.

Introduction to Finance -This course provides students with the foundational knowledge and skills to make effective financial decisions, use career information, and manage career plans. Within this course, students practice the essential knowledge and skills common to all pathways in the Business and Finance Industry Sector, including cash management techniques; the role of managerial accounting and use of planning and control principles to evaluate the performance of an organization; and examining and using technological services to achieve objectives and make decisions in accounting and finance. Communication skills and basic mathematical concepts are reinforced in this course.

Introduction to Banking - This course prepares students to master marketing foundations and apply principles to the unique characteristics of the banking industry and prepares them to perform the teller tasks in financial institutions such as commercial banks, credit unions, and savings and loans associations.

Health Science and Medical Technology

Health Science-This course provides students with knowledge and skills related to the basic content areas as defined in the Health Framework. This course builds the skills students need to recognize and resist negative influences. It includes decision-making, goal setting, communication, and interpersonal skills. This course provides the information needed for defining career choices that culminate in a career plan in health care; and includes a basic set of skills and knowledge necessary for all health care employees.

Anatomy and Physiology of the Health Profession - This is a rigorous biological science course designed around the framework of the Health Profession in general and patient contact and care applications specifically. It provides a solid foundation for understanding the human body's structure and systems, and how these systems interact to maintain homeostasis, as well as how it responds to disruptions in homeostasis as a result of illness and disease (e.g. diabetes, dehydration, or hypoglycemia). The clinical material and labs are designed to bridge the concepts presented in labs and lecture to real-life applications and scenarios, with expectations and practice for making reasonable predictions and analyses. It has been specifically designed to help prepare students for advanced Health Science and Medical Technology coursework and internship experiences, as well as postsecondary studies in related fields.

Medical Assisting Administrative - This course prepares students for entry level employment in the medical field as a clerical assistant to a physician, to work in a medical facility, billing service, or the potential of starting their own billing service. The course covers medical terminology,

preparation of claims for reimbursement, electronic and manual claim submission for various types of health insurance. The students will learn scheduling of appointments, telephone techniques, billing of patients, insurance, handling mail and maintaining financial records. The students will learn secretarial tasks such as typing letters and filing.

Medical Assisting Clinical - Students successfully completing this course will be prepared for employment as a medical assistant to assist the health care provider in an office, clinic, or health care center. Topics include communication skills, ethics and confidentiality, anatomy, vital signs, assisting with exams, pharmacology and administration of medications including injections, venipuncture, medical terminology, metrics, EKG, and proper medical documentation.

High School Graduation Requirements

SBA's educational program provides students the opportunity to be college bound or career bound. The SBA college bound program will ensure that students will acquire the number and type of credits required and recommended by the UC/CSU. The SBA career bound program will ensure that students will meet and exceed California high school graduation requirements but will also graduate ready to pursue a career. SBA will require a minimum of 220 credits for graduation. All students will take at least one semester of Financial Literacy, four semesters of CTE to include CTE Survey, Microsoft Office, and Career Skills, and two semesters of Graphic Arts. These courses are required to graduate from SBA regardless of the program the student pursues.

Table 1.3: SBA College Bound and Career Bound Requirements (Subject to Change)

SUBJECT CATEGORY	CA High School Graduation Requirements	SBA College Bound/ A-G Requirements 220 credits	SBA Career Bound 220 credits
B) English	30 credits	40 credits	40 credits
English 9 A/B	10 Credits	10 Credits	10 Credits
English 10 A/B	10 Credits	10 Credits	10 Credits
English 11 A/B	10 Credits	10 Credits	10 Credits
English 12 A/B		10 Credits	10 Credits

C) Mathematics	20 credits	35 credits (must include Algebra II) (40 recommended)	30 credits
Algebra I A/B	10 credits	10 credits	10 credits
Geometry A/B	10 credits	10 credits	10 credits
Algebra II A/B		10 credits	
Financial Literacy (CR Math 10)		5 credits	10 credits
Pre-Calculus		10 credits	
A) Social Science	30 credits	30 credits	30 credits
World History A/B (grade 10)	10 credits	10 credits	10 credits
US History A/B (grade 11)	10 credits	10 credits	10 credits
Civics/Am. Government (grade 12)	5 credits	5 credits	5 credits
Economics (grade 12)	5 credits	5 credits	5 credits
D) Science	20 credits	20 credits (30 recommended)	20 credits
Biological/Marine Science	10 credits	10 credits –Biology Lab	10 credits

Chemistry/Physical Science	10 credits	10 credits-Chemistry Lab	10 credits
Physics/Physical Science	10 credits	10 credits-Physics	
Physical Education	20 credits	20 credits	20 credits
PE 1	10 credits	10 credits	10 credits
PE 2	10 credits	10 credits OR	10 credits OR
Sport (2 seasons per sport in lieu of PE 2)		5 credits per season per sport	5 credits per season per sport
Health	5 credits *Substitute for elective if previous school has health embedded in another course.	5 credits	5 credits
E) Foreign Language	10 credits One year of either visual and performing arts, foreign language, or career technical education.	20 credits Two years same Foreign Language. (30 recommended)	0 credits One year of either visual and performing arts or career technical education.

Spanish I		10 credits	
Spanish II		10 credits	
Spanish III or AP Spanish Language		10 credits	
F) Visual and Performing Arts	10 credits One year of either visual and performing arts, foreign language, or career technical education.	10 credits One year of visual or performing arts.	10 credits One year of visual or performing arts.
Career Technical Education	10 credits One year of either visual and performing arts, foreign language, or career technical education.	20 credits 20 credits of career technical education.	65 credits 65 credits of career technical education (College Preparatory Elective) or 45 credits of career technical education and 1 year of math and 1 year of science or 55 credits of career technical education and 1 year of math or science.
G) College Preparatory Elective	Not Applicable	20 credits One year (or two semesters) of a course approved specifically in the “g” subject area, including	0 credits See above

		<p>courses that combine any of the “a-f” subject areas in an interdisciplinary fashion; and</p> <p>One year (or two semesters) of an additional approved “a-f” course beyond the minimum required for that subject area (May include additional career technical education).</p>	
TOTAL CREDITS	135	220	220

Course Sequences

SBA has developed course sequences for students who are college bound, focused on Advanced Placement, and career bound. There are many options for students to include physical education, sports, and internships. SBA is committed to flexibility for students.

Table 1.4: Course Sequence – College Bound with Physical Education and Internship

Grade 9	Grade 10	Grade 11	Grade 12
English 9 with CTE	English 10 with CTE	English 11 with CTE	English 12 with CTE
Algebra I with CTE	Geometry with CTE	Algebra II with CTE	Gov’t/Econ with CTE
Health/Microsoft Office	World History with CTE	US History with CTE	Fin. Lit/Career Skills
CTE Survey	Biology with CTE	Chemistry with CTE	Internship
PE 1	PE 2	Graphic Design	
Spanish I	Spanish II	CTE Pathway I	
60 Credits	60 Credits	60 Credits	40 Credits
			220 Credits

Table 1.5: Course Sequence – College Bound with Sports and Internship

Grade 9	Grade 10	Grade 11	Grade 12
English 9 with CTE	English 10 with CTE	English 11 with CTE	English 12 with CTE
Algebra I with CTE	Geometry with CTE	Algebra II with CTE	Gov’t/Econ with CTE

Health/Microsoft Office	World History with CTE	US History with CTE	CTE Pathway II
CTE Survey	Biology with CTE	Chemistry with CTE	Internship
PE 1	Graphic Design	CTE Pathway I	
Spanish I	Spanish II	Fin. Lit/Career Skills	
Sport	Sport	Sport	Sport
60 +5 PE Credit/Sem.	60 +5 PE Credit/Sem.	60 +5 PE Credit/Sem.	40+5 PE Credit/Sem
			220 Credits + PE/Sport Credits

Table 1.6: Course Sequence – College Bound with Advanced Placement and Physical Education

Grade 9	Grade 10	Grade 11	Grade 12
English 9 H with CTE	English 10 H with CTE	AP English Language	AP English Literature
Geometry H with CTE	Algebra II H with CTE	Pre-Calculus H with CTE	AP Calculus A/B
Health/Microsoft Office	World History with CTE	AP US History	AP Govt/Econ
CTE Survey	Biology with CTE	AP Chemistry	AP Physics
PE 1	PE 2	Graphic Design	Fin. Lit/Career Skills
Spanish I	Spanish II	AP Spanish Language	AP Statistics
60 Credits	60 Credits	60 Credits	60 Credits
			240 Credits

Table 1.7: Course Sequence – College Bound with Advanced Placement and Sports

Grade 9	Grade 10	Grade 11	Grade 12
English 9 H with CTE	English 10 H with CTE	AP English Language	AP English Literature
Geometry H with CTE	Algebra II H with CTE	Pre-Calculus H with CTE	AP Calculus A/B
Health/Microsoft Office	World History with CTE	AP US History	AP Govt/Econ
CTE Survey	Biology with CTE	AP Chemistry	AP Physics
PE 1	Graphic Design	CTE Pathway I	Fin. Lit/Career Skills
Spanish I	Spanish II	AP Spanish Language	AP Statistics
Sport	Sport	Sport	Sport
60 +5 PE Credit/Sem.	60 +5 PE Credit/Sem.	60 +5 PE Credit/Sem.	60+5 PE Credit/Sem.
			240 Credits + PE/Sport Credits

Table 1.8: Course Sequence – Career Bound with Physical Education and Internship

Grade 9	Grade 10	Grade 11	Grade 12
English 9 with CTE	English 10 with CTE	English 11 with CTE	English 12 with CTE
Algebra I with CTE	Geometry with CTE	Financial Literacy	Internship
Health/Microsoft Office	World History with CTE	US History with CTE	Gov't/Econ with CTE
CTE Survey	CTE Pathway I	CTE Pathway II	CTE Pathway III
PE 1	PE 2	Graphic Design	
Marine Science with CTE	Physical Science with CTE	Career Skills	
60	60	60	40
			220 Credits

Table 1.9: Course Sequence – Career Bound with Sports and Internship

Grade 9	Grade 10	Grade 11	Grade 12
English 9 with CTE	English 10 with CTE	English 11 with CTE	English 12 with CTE
Algebra I with CTE	Geometry with CTE	Financial Literacy	Internship
Health/Microsoft Office	World History with CTE	US History with CTE	Gov't/Econ with CTE
CTE Survey	CTE Pathway I	CTE Pathway II	CTE Pathway III
PE 1	Graphic Design	Job Shadow	
Marine Science	Physical Science	Career Skills	
Sport	Sport	Sport	Sport
60 +5 PE Credit/Sem.	60 +5 PE Credit/Sem.	60 +5 PE Credit/Sem.	40+5 PE Credit/Sem
			220 Credits + PE/Sport Credits

College and Career Readiness

College and Career Readiness is the heart of SBA. Educating students on the possibilities of college and career can offer hope and present choices for their futures. Starting in grade 9, students are provided at CTE Survey course to learn about career opportunities. Electives will be offered to allow students to experience various forms of visual arts, CTE, Career Skills, Financial Literacy, and foreign language. By giving students a variety of options and exposure, students can focus on the area that interests them the most, allowing them to build a deeper appreciation and understanding for their area of interest and future career.

SBA intends to hire its own CTE teachers, but based on the availability of high quality teachers, SBA will contract with Fuel Education who provide courses with California certified teachers. Fuel Education and Paxton/Patterson offer National Career Readiness Certificate (“NCRC”) Exam Preparation.

Meeting the CDE's College/Career Indicator

SBA's educational program will provide several options to ensure all high school students meet at least one of the measures in the prepared level of the CDE's College/Career Indicator.

Table 1.10: CDE's College/Career Indicator

Prepared Level Indicator	Instructional Program Support
Smarter Balance Assessment Consortium ("SBAC") – Score of Level 3 "Standard Met" or higher on ELA and Math	SBA will use standards-based curriculum and will provide interventions to students who are not meeting standards daily.
AP – Score of 3 or higher on two AP exams	SBA will encourage students to take AP courses and will receive intervention during Universal Access time to help them pass at least two AP exams.
International Baccalaureate ("IB") -Score of 4 or higher on two IB exams	SBA will not offer IB.
Dual Enrollment – 2 semesters or 3 quarters of college coursework with grade of C- or better	SBA will encourage students to take courses at the community college and the school counselor will monitor their grades.
A-G courses – complete requirements with grade of C- or better, PLUS ONE following:	SBA developed high school graduation requirements for college bound students that align with the A-G requirements. The school counselor will monitor students' grades and establish plans to recover any credits.
SBAC – Score of Level 3 "Standard Met" or higher on ELA and Score of Level 2 "Nearly Met" on Math; or Level 3 or higher on Math and Level 2 or higher on English	SBA will use standards-based curriculum and will provide interventions to students who are not meeting standards daily.
Dual Enrollment – 1 semester or 2 quarters of college coursework with grade of C- or better	SBA will encourage students to take courses at the community college and the school counselor will monitor their grades.
AP – Score of 3 or higher on one AP exam	SBA will encourage students to take AP courses and will receive intervention during Universal Access time to help them pass at least one AP exams.

CTE Pathway – Completion of CTE Pathway	SBA requires all students to complete at least one CTE Pathway and developed multiple opportunities for students to take CTE courses as part of graduation requirements.
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Credit Recovery

The Executive Director in Year 1 and the School Counselor beginning in Year 2 will meet with each student each year. The School Counselor will monitor the grades of all students each semester. If a student is credit deficient, the School Counselor will conference with the student and parent to develop a plan for the student for credit recovery. SBA will purchase licenses in a credit recovery program like Fuel Education to ensure that students will have the opportunity to make up the credits. The School Counselor will monitor all students taking credit recovery courses on a credit recovery program monthly and report the student's progress to the Executive Director and/or Principal, the parent, and the student. If a student fails to make progress the following month, the School Counselor will conference with the student and parent to review the plan for credit recovery and make necessary adjustments to the student's schedule.

Dual Enrollment

SBA plans to offer an opportunity for students to participate in a dual enrollment program with the College of the Redwoods. College courses will provide students with college credits. Students will receive a transcript from the College of the Redwoods upon request. Courses may take place on the SBA campus or at the College of the Redwoods.

Advanced Placement Courses

SBA will offer Advanced Placement courses for any student who wishes to take them. Advanced Placement courses are college level courses for which students may receive college credits if they pass the test with a score of 3, 4, or 5. It is up to the college or university if they will accept the credit. If there are not enough students to fill a class of students for an Advanced Placement course, students will take online courses. All students who take Advanced Placement courses will be provided with enrichment during Universal Access time daily regardless if they take the class in person or online.

Extracurricular Activities

SBA is committed to providing robust extracurricular and athletic programs. Students will have opportunities to participate in activities and sports that they may not otherwise be able to participate in due to lack of transportation, access, and cost. Frederick in 2012 noted that time spent with no structure or supervision increases risk behaviors and poorer outcomes for youth. SBA recognizes the power of expression through clubs, organizations, and sports, most importantly because it helps students feel more connected to the school and more engaged in the

school community. The extracurricular activities may include school clubs and organizations to include but not limited to Student Council, School Newspaper (Digital), National Honor Society and clubs based on student interest like Drama, Music, Art, Book, Robotics and Gaming. The athletic programs will offer the same number of female and males sports and may include Volleyball, Football, Golf, Tennis, Cross Country, Swim, Water Polo, Basketball, Wrestling, Soccer, Baseball, Softball, and Track.

Field Trips

Field trips and participation in the community are an important part of SBA in order to expose the students to CTE in action as well as taking the students to areas that they may have visited but have not learned to appreciate. All students will visit the area to include the ocean, the bay, the redwoods, and the marshes. Many activities can be conducted in these areas to include science laboratories, building projects, history realia, and written inspiration. College bound students will visit College of the Redwoods, Humboldt State University, University of California at Davis or at Berkeley. Career bound students will visit construction sites, medical facilities and hospitals, businesses, and banks. Students who will participate in a Job Shadow or Internship will also do so through the field trip, age, and work permit requirements. Families will be encouraged to take their children to work with them, festivals, museums, performances and cultural, artistic or science related events.

Accreditation

Upon approval, the Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (“WASC”) accreditation. The Charter School will ensure that the first graduating class will have courses that are transferable to college or to other high schools. If this is not possible, SBA will provide verification that SBA is in the process of being WASC accredited to any colleges requesting proof of WASC accreditation status.

Transferability of Courses

During the initial enrollment process, Back to School Night, and included in the Parent/Teacher/Student Handbook (provided in English, Spanish and other languages as necessary), SBA will inform parents about the transferability of courses to colleges and universities and to other public high schools. If a student is transferring into or out of SBA and the transfer might result in the inability to obtain the credits needed to graduate, the parents or guardians will be advised about credit recovery options and what is required to meet graduation requirements. The Charter School will explain which course requirements the student is missing and suggest avenues by which the necessary credits can be obtained. SBA will ensure that course will be approved by the University of California during the annual A-G course submission process. Beginning in February prior to the opening of the Charter School, A-G courses will be submitted to the University of California through the A-G Course Management Portal (CMP), and annually

thereafter to update the A-G Course List following the A-G Policy Resource Guide and bulletins containing policies and criteria.

SBA Goals and Actions to Achieve the State Priorities

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the State Priorities” in Element 2 of the charter for a description of the Charter School’s annual goals to be achieved in the State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Academic Calendar and Schedules

Proposed School Calendar 2021-22

The proposed school calendar has been developed to mirror the District’s calendar. The school calendar is 180 days. There are six full days for professional development in addition to one day per month which is an early release day allowing for two hours for in-depth professional development. On early release days, students will also participate in classroom Circles. The regular daily schedule includes six periods per day, but there are also two days per month which allow for block scheduling. At the end of each semester, there are three days for finals including two finals per day.

Table 1.11: Proposed 2021-2022 School Calendar

Samoa Beach Academy

2021-2022 School Calendar

July 2021						
Su	M	Tu	W	Th	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 2021						
Su	M	Tu	W	Th	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 2021						
Su	M	Tu	W	Th	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 2021						
Su	M	Tu	W	Th	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 2021						
Su	M	Tu	W	Th	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 2021						
Su	M	Tu	W	Th	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	

January 2022						
Su	M	Tu	W	Th	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 2022						
Su	M	Tu	W	Th	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 2022						
Su	M	Tu	W	Th	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 2022						
Su	M	Tu	W	Th	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 2022						
Su	M	Tu	W	Th	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 2022						
Su	M	Tu	W	Th	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		

	Holidays/School Closed		
	Unassigned Days/School Closed		Professional Development Day/No School for Students
	Early Release Day		First Day of Instruction
	Block Schedule Days		Final Schedule – Minimum Days

Key to Proposed School Calendar 2021-2022

Professional Development Days:

August 16-20, 2021

June 10, 2022

First Day of School:

August 23, 2021 First Day of Semester 1

Local/Legal Holidays:

July 5, 2021	Independence Day
September 6, 2021	Labor Day
November 11, 2021	Veterans' Day
November 25, 2021	Thanksgiving Holiday
December 24, 2021	Christmas Holiday
December 31, 2021	New Year's Holiday
January 17, 2022	Dr. Martin Luther King's Birthday
February 21, 2022	Presidents' Day
May 30, 2022	Memorial Day

Early Release Days for Students/Professional Development:

September 1, 2021; October 6, 2021; November 3, 2021; December 1, 2021; January 5, 2022; February 2, 2022; March 2, 2022; April 6, 2022; May 4, 2022

Block Schedule Days

August 26-27, 2021; September 23-24, 2021; October 21-22, 2021; November 18-19, 2021; January 20-21, 2022; February 17-18, 2022; March 24-25, 2022; April 28-29, 2022; May 26-27, 2022

Final Schedule

Semester 1 – December 15-17, 2021

Semester 2 – June 7-9, 2022

Unassigned Days-No School for Students/Teachers:

Fall Break:

November 22-26, 2021

Winter Break:

December 20-31, 2021

Presidents' Week:

February 21-25, 2022

Spring Break:

April 18-22, 2022

Last Day of School:

June 9, 2022

End of Quarters*:

End of Quarter 1: October 15, 2021

End of Quarter 2, Semester 1: December 17, 2021

End of Quarter 3: March 18, 2022

End of Quarter 4, Semester 2: June 9, 2022

Proposed Daily Schedules

The daily schedules have been developed to provide daily core instruction, but also a Universal Access period. ELs and Long Term English Learners ("LTELs") students will have integrated ELD in all core content areas and will also have 30 minutes of designated ELD taught by an appropriately credentialed teacher. Students who are not ELs or LTELs will receive a period of Universal Access where students who are academically low achieving will receive targeted interventions daily and students who are academically high achieving will receive enrichment and/or additional support on advanced courses like Advanced Placement courses. This model is built into each day for all 180 days including minimum/early release days. The Regular Day schedule allows for six solid instructional periods with fifteen minutes for mindfulness practice each day. Student will practice mindfulness as they arrive in the morning to set the tone for the day, and again after nutrition and lunch to clear the mind and put students back in the mindful learning space. The Block Day schedule will allow students to go deeper into the content area and have time to conduct a laboratory, workshop, or extended activity. The Minimum Day/Early Release schedule allows for a thirty minute Social Emotional Learning time for students to practice restorative practice Circles, then the teachers and staff will have time for a two-hour professional development session. The Final schedule will occur over three days at the end of each semester

so that students will have time to study and participate in final exams which may be performance tasks, written exams, and/or presentations of projects.

Table 1.12: Proposed Regular Day Schedule

Regular Day			
Time	Period	Instructional Minutes without Passing	Instructional Minutes with Passing
8:30-9:27	Period 1	57	60
9:30-10:22	Period 2	52	52
10:21-10:31	Nutrition	0	0
10:31-11:28	Period 3	57	60
11:31-12:23	Period 4	52	52
12:23-12:53	Lunch	0	0
12:56-1:30	ELD/UA	34	37
1:33-2:25	Period 5	52	55
2:28-3:25	Period 6	57	57
		361	373

Table 1.13: Proposed Block Day Schedule

Block Days			
Time	Period	Instructional Minutes without Passing	Instructional Minutes with Passing
8:30-10:20	Period 1/4	110	110
10:20-10:30	Nutrition	0	0
10:35-12:25	Period 2/5	110	110
12:25-12:55	Lunch	0	0
1:00-1:30	ELD/UA	30	35
1:35-3:25	Period 3/6	110	110
		360	365

*Table 1.14: Proposed Minimum Day/Early Release Schedule***Minimum Day/Early Release**

Time	Period	Instructional Minutes without Passing	Instructional Minutes with Passing
8:30-8:25	Period 1	25	30
9:00-9:25	Period 2	25	30
9:30-9:55	Period 3	25	30
10:00-10:25	Period 4	25	25
10:25-10:35	Nutrition	0	0
10:40-11:10	ELD/UA	30	35
11:15-11:45	SEL	30	35
11:50-12:20	Period 5	25	30
12:25-12:50	Period 6	25	25
12:50	Lunch	0	0
		210	240

*Table 1.15: Proposed Final Day Schedule***Final Schedule**

Time	Period	Instructional Minutes without Passing	Instructional Minutes with Passing
8:30-10:30	Period 1/3/5	120	120
10:30-10:40	Nutrition	0	0
10:45-12:45	Period 2/4/6	120	120
12:45	Lunch	0	0
		240	240

The Charter school will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, the following number of minutes of instruction:

- (A) To pupils in grades 9 to 12, inclusive, 64,800 minutes.

Table 1.16: Instructional Minutes Calculator

Grades	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
9	156	373	9	240	6	240	9	365	180	64800	65073	273
10	156	373	9	240	6	240	9	365	180	64800	65073	273
11	156	373	9	240	6	240	9	365	180	64800	65073	273
12	156	373	9	240	6	240	9	365	180	64800	65073	273

Professional Development

SBA has developed a strong professional development plan to support and address the needs of teachers to ensure that the highest quality instruction and support is offered to the students. The primary areas of focus for professional development include understanding the vision and mission of the school, understanding college and career readiness and integrating career technical education, school safety, curriculum and differentiated instruction, supporting all students including EL, SED, SWD, interventions, social emotional learning, data analysis, parent partnerships and participating in shared decision making to include contributions to the Local Control Accountability Plan (“LCAP”).

SBA has created a professional development calendar for the first year of the charter term. There will be 6 full days of professional development sessions and 9 minimum days once per month to support new and veteran teachers throughout the year. The majority of the professional development sessions will be provided by the Executive Director in the early years, then provided also by the Principal and Counselor. There may be some topics that SBA will choose to bring in an educational consultant or curriculum company to provide the needed training.

Teachers and administrators will begin with a review of the end of the year data to determine student strengths and areas of opportunity. Sources of data will include NWEA MAP assessment data, SBAC, and English Language Proficiency Assessments for California (“ELPAC”) data paying special attention to SWD, ELs, and SED students by reviewing grades and cumulative folders to determine which students need intervention, ELD and/or enrichment. This process will be facilitated by the Executive Director and later by the Principal. The teachers will have a strong understanding of the data and will develop personal, annual SMART goals to increase student achievement, especially for students in significant subgroups.

- S – specific, significant, and stretching

- M – measurable, meaningful, and motivational
- A – agreed upon, attainable, achievable, acceptable, and action-oriented
- R – realistic, relevant, reasonable, rewarding and results-oriented
- T – time-based, timely, tangible, and trackable

The SMART goals will have quarterly benchmarks and be aligned to the Charter School’s LCAP goals. The Executive Director or Principal will pay close attention to the SMART goals and hold conferences quarterly with the teachers to discuss progress toward meeting the goals. The SMART goals will be tied to the teacher’s annual evaluations so there is a commitment on the part of the teacher to improve as teachers and to improve student achievement. If a teacher begins the school year late, the Executive Director or Principal will meet with the teacher within the first 30 days of the teacher’s employment to set the SMART goals.

After the SMART goals are developed, starting with the end in mind, the long-range plans will be developed strictly following the educational program and approved curriculum. After the long-range plans are developed, then the weekly lesson plans can be created. Of course, lesson plans will be developed weekly and adjusted based on informal data and formative and summative assessment results. Professional development will be facilitated by the Executive Director or Designee, lead teachers or educational consultants.

Key components of professional development will include integration of CTE, mindfulness, Multi-Tier System of Supports (“MTSS”) interventions and enrichment, instructional differentiation, project base learning, data analysis, planning for Universal Access time and ELD time. The implementation of these strategies will be monitored by sign-in sheets, classroom observation, lesson plans and increase in student achievement.

The following proposed professional development calendar is for Year 1. As enrollment, staffing and programming needs change, so will the professional development topics in upcoming years.

Table 1.17: 2021-2022 Professional Development Calendar (Subject to Change)

Date	Time	Type	Topic
8-16-21	8:30 AM–4:30 PM	All Staff	Welcome & Introductions Vision and Mission Dedicating Self to SBA Local Control Accountability Plan Goals Parents as Partners Required Trainings: Mandated Reporter, Sexual Harassment Prevention, Blood Borne Pathogens, Comprehensive School Safety Plan
8-17-21	8:30 AM–4:30 PM	Teachers	Mindfulness Training Restorative Practice Circles
8-18-21	8:30 AM–4:30 PM	Teachers	Review of Annual Data Career Technical Education Training (UCCI) and Core Content Curriculum Integration Lesson Planning Long Range Plans
8-19-21	8:30 AM–4:30 PM	Teachers	MTSS: Planning Intervention and Universal Access time Instructional Differentiation EL, SWD, SED Project Based Learning
8-20-21	8:30 AM–4:30 PM	Teachers	School Operations and First Day Specifics SMART Goal Setting for Teachers Prepare Classrooms

9-1-21	1:30-3:30 PM	Teachers	Review of Formative Assessments Understanding Data from Assessments Informing Instruction
10-6-21	1:30-3:30 PM	Teachers	Best Practices of UCCI integration of Career Technical Education Training and Core Content Curriculum Integration Project Based Learning
11-3-21	1:30-3:30 PM	Teachers	Review of Mindfulness Strategies IEP and SST Accommodations and Supports
12-1-21	1:30-3:30 PM	Teachers	MTSS Developing Behavior Data and Develop Strategies
1-5-22	1:30-3:30 PM	Teachers	Review of Formative Assessments Using SBAC Practice Tests, ICAs and IABs Preparing Students for Performance Tasks
2-2-22	1:30-3:30 PM	Teachers	Update Pacing Guides and Lesson Plans with integrated CTE and Core Content Review SMART Goals and Adjust
3-2-22	1:30-3:30 PM	Teachers	Project-Based Learning LCAP Goal Setting

4-6-22	1:30-3:30 PM	Teachers	CAASPP Administration Training and Schedule Mindfulness
5-4-22	1:30-3:30 PM	Teachers	Review of Formative and Summative Assessments MTSS and Interventions
6-10-22	8:30 AM–4:30 PM	Teachers	Planning for Next Year Filling out Student Records Review of Achievement Data Review of Year’s Successes and Challenges Goal Setting for School

Special Populations

SBA is an inclusive Charter School and will offer services for all students in special populations. This includes, but is not limited to, students who qualify for Free or Reduced-Price Lunch; students who are designated as English Learners; and students who receive Special Education services. SBA will serve all students with an Individualized Education Program (“IEP”), regardless of their eligibility. SBA will follow the applicable laws regulations of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act. The students who are designated as ELs will receive daily instruction in ELD during the Universal Access time. In addition, teachers will use Specially Designed Academic Instruction in English (“SDAIE”) strategies including accessing prior knowledge, cooperative learning, hands-on instruction, student communication, explicit vocabulary instruction, multicultural education and checking for understanding.

In order to meet the needs of all learners, teachers will utilize differentiated instructional strategies to meet the needs of each student during core content periods and during Universal Access. Instruction is differentiated according to learning styles, strengths, abilities, and interests to support all learners. students receive actionable and timely feedback, which empowers them to succeed by building on what they know. All students receive a rigorous, standards-based, CTE infused educational experience. Students who experience problems with achieving academically or who demonstrate the need for behavior support are referred to interventions and/or the Student Success Team for further discussion on additional interventions.

SBA maintains a culture of high expectations for all students and promotes success for all. The Charter School believes that all students can attain high standards, regardless of their strengths, challenges, and life experiences, and therefore, all students should be offered opportunities to engage in a rigorous curriculum.

Students who are not meeting grade level benchmarks will be provided additional interventions during Universal Access and possibly beyond the regular school day. The interventions will focus on building and supporting reading, writing and math skills for success in the regular grade level appropriate curriculum. Students will be identified for interventions based on the following assessments/performances:

- Students performing well below proficiency or not approaching mastery of standards, especially in English and Mathematics.
- Progress reports sent home by teachers
- Fall Universal Testing (NWEA MAP)
- ELPAC Test
- Student score on SBAC
- Formative and summative assessments given by classroom teachers
- Student Request
- Parent Request

SBA teachers will address the needs of academically low-performing students, including appropriate modifications in any of the following program components.

Multi-Tier System of Supports

SBA will utilize the MTSS which encompasses a Response to Intervention (“RtI”) program and goes beyond the student interventions. MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to graduation. It provides multiple levels of support for all learners (struggling through advanced). SBA will align resources and support for students receiving instruction and for teachers and other support staff who are delivering the instruction. This model is an educational paradigm shift that ensures that overall school improvement is sustainable. SBA



will provide continued support for teachers in delivering instruction, utilizing, and developing effective curriculum, administering assessment, and using data to guide instruction. This process requires greater collaboration between general education teachers, special education teachers and paraprofessionals which SBA has built into the monthly schedule. The greatest difference is that MTSS at SBA includes a focus on intervention but has a stronger goal of prevention. The key is the professional development that is included for all staff which creates a more collaborative and cohesive culture for the betterment of students (Hurst, 2014).

SST Process

The Student Success Team (“SST”) is a positive school-wide early intervention process to support students who are not making satisfactory academic progress or to support students when their behaviors are impeding their own progress or the progress of others. SBA will set up an SST, which will be comprised of parents/guardians, teachers, administrators, and other professionals and the student as they are in high school. The SST will meet regularly to highlight a student’s strengths upon which a plan for improvement can be based. Concerns are viewed as obstacles to student performance, and not indicative of the student or the student’s character. The SST designs a practical support plan that all team members agree to implement. Follow-up meetings may take place to monitor student progress with the interventions in place. The SST may determine to refer a student for a special education evaluation after one meeting based on the severity of student need or may monitor the student through the SST Protocol.

SST Protocol

Step 1. The Charter School personnel (teacher, support staff, administrator) or the parent requests a referral to the Student Success Team. This referral includes information regarding specific concerns and previously attempted interventions and accommodations. Parent is contacted and informed of referral.

Step 2. The team members review and collect information relevant to the student’s performance. This information could include: information provided in student’s cumulative file, parent/teacher/administrator observations, grade reports, tests, homework, attendance, parent information regarding the student’s academic and health history, teacher reports, results of academic assessments and a list of modifications or interventions previously attempted.

Step 3. The team establishes a meeting time when all members can participate and be actively involved in the problem-solving process. A translator is arranged if needed.

Step 4. The SST meeting representatives summarize strengths and concerns, then discuss and develop an action plan with academic or behavioral interventions. Modified interventions are then

documented and monitored for success. The team brings: 1) completed evaluation forms, 2) appropriate work samples, 3) list of interventions attempted, 4) and the student's cumulative file.

Step 5. If plan is unsuccessful, a follow up meeting is held within 4-6 weeks to discuss alternatives for accommodations. The SST process may be repeated. If the revised plan remains unsuccessful, the student may qualify for more structured modifications or a 504 plan. An unsuccessful SST process could lead to a determination of qualification for special education evaluation and services.

All throughout the SST process, clear lines of communication are in place between SBA administration, staff, and special education staff (as appropriate) as the SST process is implemented.

Supporting Academically Low-Performing students

Assessment

All SBA students will participate in and benefit from an academically rigorous and standards-based curriculum. Academically Low-Performing students are identified by meeting any of the following criteria: performs at least two (2) grades below grade level, does not meet standards on state testing, and answers sixty-percent (60%) or more incorrectly on school benchmarks or multiple measures assessments, receives a score of one (1) or zero (0) which is the lowest score a student may receive. Academically Low-Performing students will be identified by teachers, who will notify parents/guardians of their child's academic levels before the end of the first quarter, develop a Personal Learning Plan, and refer the student to the SST process if necessary.

Interventions

SBA will take a systematic approach to closing the achievement gap by allocating multiple resources to academically low-performing students. All students will have the benefit of a longer school day, access to an individual computer or Chromebook, individualized instruction, small class sizes, and CTE courses. One key intervention for academically low-performing students is the Universal Access period where students will have weekly grade checks, binder checks, and will be taught to use Cornell notes as a tool in note-taking and organization. Academically low-performing students will be placed in a Universal Access period based on the student's greatest need whether it is ELD, English, or Mathematics. The students will receive tailored instruction for 30 minutes a day during Universal Access.

Progress Monitoring

SBA is also committed to monitoring the progress of academically low-performing students as part of prevention and interventions. As part of the MTSS, SBA will utilize RtI and will monitor the progress of each academically low-performing through the following processes:

Tier 1 – Foundational Program: a) all teachers instruct to the standards on a daily basis; b) all student work aligns to standards; and c) all students are able to describe what they are learning and why, reflecting on their learning. Small group instruction and individualized differentiation are used at this level.

As part of the Tier 1 foundation, all students participate in Universal Access (UA). Data mined from beginning of the year to include the benchmarks, NWEA MAP assessments, previous year ELPAC and SBAC assessments are used to determine students' strengths and challenges. During Universal Access, students will receive individualized instruction and activities to strengthen their progress toward standards mastery. The differentiated instruction and work will allow for all students to access both the curriculum and subject content at various academic levels. A student's specific need may change as interventions are put into place, which is why SBA will utilize progress monitoring to adjust the interventions to assure standard mastery. Students will also take part in small group instruction during this time, and work both individually and collaboratively, depending on the assignment or the activity. For 80% of students, this individualized protected time should offer the assistance needed to be academically successful. For the 20% of students that this does not help in making significant gains, they will take part in Tier 2 of RtI.

Tier 2 – Strategic Intervention: Identified students will receive strategic intervention for 30 minutes within the instructional day in the areas of English and/or Mathematics in a small-group (five or fewer students) setting. Through a small group setting, standard and concept specific lessons will be administered. Teachers will be able to observe and assess students, both formally and informally, and differentiate as needed. Strategic intervention allows students to practice and develop skills. On-going benchmark and progress monitoring will be used to adjust interventions. Tier 2 groupings are flexible and can be changed, as necessary. The groupings' fluidity allows for students making progress to assess out of this tier, while other students can participate if warranted.

Tier 3 – Intensive Intervention: Identified students will receive intensive intervention for at least 30 minutes within the instructional day in the areas of English and/or Mathematics in a very small-group (two or three students or 1-on-1) setting. Intensive intervention allows students to receive explicit instruction and focus on only one skill until proficient and prepared to move on. Highly flexible grouping will allow teachers to reorganize students, including multi-age grouping when appropriate.

Student progress will be monitored on an ongoing basis through a combination of teacher observation, checklists, classroom assessments, intervention assessments and benchmark assessments to determine the effectiveness of interventions. Student progress will be communicated to the parent or guardian every six weeks. If after the intervention session, the

strategies in place are deemed unsuccessful, the student may repeat an intervention or move up a Tier. If the student is not making adequate progress at Tier 3, he/she will be referred to the SST process.

In addition to implementing an RtI program to help academically low-achieving students, teachers will work with the student and parent in developing a Personal Learning Plan. A Personal Learning Plan is an intervention plan created by the teachers describing how he/she is going to help a student who is not meeting standards in class. This Personal Learning Plan will be content specific, goal specific, and provide strategies and timelines to assist in helping the student make academic progress. Strategies will include individualized instruction, peer-to-peer tutoring, close reading, and increasing the student's self-confidence. Parents will be part of the process in developing the Personal Learning Plan by meeting or communicating with the teachers regarding the actions needed. Weekly homework logs, reading logs, and activity logs will be a part of the Personal Learning Plan and will need the parents' involvement at home. Personal Learning Plan will be reviewed every six weeks by staff and administrators, and decisions regarding effectiveness will be determined by the student's improvements in targeted areas.

During daily Universal Access time, in addition to small group instruction, teachers will address the specific areas identified in students' Personal Learning Plans by providing targeted instruction individually, in small groups, through guided practice, and by providing feedback. Additionally, teachers will work with academically low-achieving students by setting weekly and monthly goals in specific content areas. Teachers will also send home weekly reports recognizing student strengths and targeted goal for the following week.

Supporting Academically High-Performing students

The mission of SBA includes ensuring that all students' educational experiences are rigorous, teachers are prepared to provide additional challenges for these academically high-performing students. SBA recognizes that students may be academically high-achieving in either the college bound program or the CTE program.

Teachers will be taught how to extend student learning by doing pre-assessments of concepts/skills previously mastered and students are able to engage in and share the products of accelerated learning activities, such as PowerPoint presentations, independent projects or projects with peers who have similar interests. PBL is an effective strategy for high-performing students as they can take the projects to a deeper level of research and refinement.

Assessment

The Charter School administrator or designee will screen students by collecting data from existing sources, such as, the cumulative record, SBAC data, quarterly benchmark results, grades,

interviews with advisors from Student Council, National Honor Society, or club and parent questionnaire.

SBA's administrator or designee will identify academically high-performing students from varying linguistic, economic, and cultural backgrounds. These students will have the opportunity to participate in Honors classes, Advanced Placement courses, CTE courses, and other student leadership roles such as president of a club or captain of a team. The administrator and later counselor will be responsible for keeping parents abreast of internships, specialized programs, and other extracurricular activities directly relating to academically high-performing students.

Throughout the school year, evidence of learning is collected and showcased to share the deeper and broader understanding and application of content.

Enrichment

SBA will provide growth and enrichment opportunities for excellence for students who demonstrate an ability to achieve beyond their grade level. The Charter School is committed to providing academically high-performing students with opportunities to study the curriculum in more depth and imprint on them higher order thinking skills. Teachers will use differentiated instructional strategies to provide challenging assignments to academically high-performing students to bring out the originality in them.

SBA encourages academically high-performing students to become leaders in student government, tutoring younger students, running events like bake sales, emceeding events, becoming Ambassadors for Charter School tours, entering the talent show, representing SBA in outside events like fundraisers, and TV or radio interviews. Academically high-performing students may also compete in school contests and competitions, and work with the Executive Director to form other activities to engage all their peers in the SBA community.

Flexible academic groupings within and out of the classroom, along with the extracurricular enrichment opportunities like book club and student government, are designed and implemented to fully serve academically high-performing students as well as students working toward academic, behavioral success. SBA teachers will provide a qualitatively differentiated curriculum that stress higher order thinking, concept learning, and cross-curricular study according to the academic content standards to prepare for SBAC testing, to infuse CTE, to promote brain development, and to engage learners of all levels.

Web Projects

Web projects provide students opportunities to independently research topics of their interest that are closely linked to an area of study in which rest of the class is participating. The teacher will

provide guidelines and web resources for such projects. The teacher also gives the student the rubric for the assessment of such projects. All students will have access to an individual computer or Chromebook for the workspace to explore and research.

Small Group Research Projects

Teachers can arrange for a group of high-performing, self-directed students to work together exploring a topic. students assign themselves roles such as report writer, PowerPoint creator, or poster designer. Each student will specialize in one area of expertise. The teacher will allow these academically high-performing students class time to work on their research project when the other students are practicing skills the small group has already mastered. The teacher will schedule a time for this group to present the research project to the class and present to other classes as well. Such activities by students encourage cooperative learning among academically high-performing students and raises expectations for all students.

Independent Projects

The teachers will allow a student to research a topic based on the student's own inquiry or based on the curriculum in the classroom. The teacher will encourage the student to use resources at home, in the library, on an internship, and in the classroom. The independent project can be completed in the form of a report written by the student, a PowerPoint presentation, a poster showcasing the knowledge gained, or a simple product.

Supporting Socioeconomically Disadvantaged students

Samoa has a poverty rate of 43.5% (<http://www.city-data.com/city/Samoa-California.html>), and the percent of students who are identified as socioeconomically disadvantaged students in the District is 40.1%. SBA has developed strategies to address the needs of SED students. The school day is lengthened to provide students more access to quality instruction and CTE opportunities. SBA will provide free or reduced lunch to students who qualify even on Early Release Days and Minimum Days. Tailored instruction is provided for 30 minutes a day during Universal Access for ELD, tutoring or enrichment. The availability to have an individual computer or Chromebook will help close the digital divide. The access to extracurricular activities during the school day to include CTE courses will seek to close the achievement gap and make the students competitive in college and career. The Charter School will establish a dress code that promotes a safe and respectful environment for the students and staff. If students are unable to afford appropriate clothes, shoes or coats for students, the Charter School will provide these items.

Supporting the Social Emotional Needs of students

SBA understands that meeting the social and emotional needs of students is as important as meeting the academic needs. SBA's commitment to having a school counselor is imperative to students' success. A school counselor will help to mitigate the effects of the complex and

complicated society on the youth. In addition to helping students and their families navigate the academic, financial, and social aspects of graduating from high school and determining the appropriate program for each student be it college bound, or career bound. The school counselor will also support the social emotional needs of students. Students need comprehensive social emotional and mental health supports and trauma-informed care which can be provided by the school counselor.

To support the students' social emotional learning and behavioral interventions, SBA will be using Restorative Practices and Circles. The use of Restorative Practices promotes inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution. Students are encouraged to reflect on and take responsible for their actions and make amends (Porter, 2007). The use of Restorative Practices will fulfill the mission of taking "a holistic approach to education to instill our students with integrity, respect, and compassion." The school climate must be one where students feel safe, where student behavior is handled in an effective and fair manner by promoting positive solutions like Restorative Practices and Circles, taking responsibility for the behavior, learning from the mistakes, making amends, and returning to the school community. Alternatives to Suspensions are paramount since the suspension rate in the District is 6.1% based on the 2019 California School Dashboard. SBA is committed to using suspension as a last resort to correct student behavior. This commitment comes from the understanding that students cannot learn how to change their behavior when they are not held accountable and play an active role in making amends.

A key component in maintaining a positive school climate is the implementation of Restorative Justice tools. Restorative Justice is a tool SBA will be using to meet the social emotional needs of its students. Restorative Justice empowers students to resolve conflicts on their own and in small groups. Through the use of peer-mediated groups, students are able to talk, ask questions, and air grievances. This program has been beneficial in schools around the country and has helped in strengthening school communities, improving social skills, preventing bullying, reducing suspension and expulsion rates, and reducing the number of student conflicts.

Restorative justice works by bringing all affected parties together, both the wrong-doers and those that have been wronged, as well as any other peers or adults that were involved in the incident being discussed. As a group, the incident in question is discussed and amends are made. If suspension of a student is involved, student reintegration into the school community is also addressed.

Circles also known as classroom meetings are facilitated by trained teachers in the process of conversation and participation of and by students. Circles will take place once per month for 30 minutes on early release days. Circles can be added if urgent issues arise. Circles promote truly meaningful communication where the students can focus on topics of diversity, equity, inclusion,

and safety. As the students work through the process of Circles, it teaches students how to communicate, builds the school community, and fosters powerful relationship. It allows students to address difficult topics in a safe manner.

In addition to using Restorative Justice and Circles, partnerships with local colleges and universities will be forged to provide therapy and group sessions for students under the direct supervision of the school counselor. We will emphasize the need for quiet reflection, model meditation to live a positive life, and usher in a healthy mindfulness.

SBA will acknowledge students by holding quarterly awards assemblies. Awards will be given to students for improvement and excellence in conduct, citizenship, attendance, and academic achievement. The Honor Roll will be used to honor those Students with a 3.5 grade point average or higher.

In addition to the above-mentioned items, SBA will have an Ambassador Program. Every class will have students identified as “Ambassadors.” These students will be responsible for greeting guests and visitors, both in the classroom and on campus tours. Ambassadors will explain classroom procedures and give guests a tour of the room, explaining work displayed and lessons and activities currently in progress. Having students take responsibility for greeting and interacting with guests and visitors illustrate the SBA belief in developing young adults who are ready for their future. Students bestowed with this honor will be chosen based on character, behavior, and citizenship rather than by academic achievement. This is an opportunity for students that might not be academically gifted to be acknowledged for being a responsible citizen and member of the SBA family. Teachers will nominate potential students, and the staff will decide together. New Ambassadors will be chosen each semester.

Plan for English Learners

ELD/ELA Framework

The Circle of Implementation graphic below illustrates the general picture of English Language Arts (“ELA”)/Literacy and ELD instruction. The outer ring shows the overarching goals of California education. According to the California Department of Education, upon graduation from a California public school, students should have:

- Developed the readiness for college, careers, and civic life
- Attained the capacities of literate individuals
- Become broadly literate
- Acquired 21st Century skills for living and learning.

The inside white area describes the context in which instruction occurs. According to the ELA/ELD Framework, effective instruction should be integrated, motivating, engaging, respectful, and intellectually challenging for all students of all grade levels.

The blue circles surrounding the standards are key cross cutting themes of Common Core State Standards' English Language Arts/literacy and ELD. The standards include the strands of Reading, Writing, Speaking and Listening, and Language. They focus on Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These themes connect ELA with ELD standards and expectations. ELD standards exist within the ELA standards.

California ELD standards focus on the why, or the purpose; the how, or the process; and the what, or the resources. The purpose of ELD instruction is to teach and ensure students use English purposefully, interact in meaningful ways with others, and to learn how English works.

Specifics

At SBA, teachers will work with ELs to engage with others through discussion, sharing, analyzing text, and speaking during a dedicated 30-minute period in Universal Access, daily. ELs with lower performance levels will learn through practice, recitation, and teacher-directed instruction. Reading aloud and storytelling to increase verbal usage will also be present in lower levels of ELD performance. As students become more fluent, independent reading and rich subject matter become more apparent in ELD instruction. Students give more attention to reading material in SBA and identifying purpose and settings in literature. They utilize their emerging skills and apply them in all content areas.



In higher levels of ELD instruction, autonomy, relevance, and meaning making takes precedence. ELD instruction focuses on expanding cognitive abilities and moves beyond detailed reading. ELs learn about citing of textual evidence to support analysis, and skills to debate through the use of text analysis is introduced. ELs are tasked with analyzing text and information across all core subject areas.

Specific attention will be paid to LTELs who will be grouped together and given the specific tools to be reclassified. Close reading of non-fiction text will be mastered to include fluency and comprehension. Specific writing tasks including citations and analysis will be mastered to increase writing skills. The teachers of LTELs will monitor their grade in English to assure that they are completing the course at the standard necessary for reclassification. Listening and Speaking skills will be increased through paideia seminars, speeches, presentations, and debate.

SBA's program, as with ELA/ELD, instruction is integrated, motivating, engaging, respectful, and intellectually challenging for all students of all grade levels. Both SBA coursework and ELD coursework needs to include Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills.

Many students at SBA will be ELs, and SBA will specifically support the ELs with daily ELD during Universal Access. Based on the learning environment at SBA, students will learn about each other's language and culture while in a safe, linguistically diverse environment. Language Acquisition is a strength of our 21st Century learning environment.

SBA will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, ELD, core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. SBA will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

SBA will administer the home language survey upon a student's initial enrollment into SBA (in enrollment packets).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

- The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades TK–12 whose primary language is not English to determine their English proficiency status.
- Summative Assessment (“SA”)
- ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

SBA will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Students who have met the criteria to be reclassified from English Learner to Fluent English Proficient will be monitored for four years. Documentation will be completed by classroom teachers and filed in the students' cumulative folders.

Strategies for English Learner Instruction and Intervention

SBA core teachers will have either a CLAD or BCLAD certification with a teacher credential and will have the ability to provide instruction to ELs. Every EL will receive integrated ELD in all core content areas through the use of Specially Designed Academic Instruction in English. Every EL will receive designated ELD for 30 minutes per day during Universal Access taught by a credentialed teacher utilizing specialized ELD curriculum. Some teachers will also be trained in Guided Language Acquisition Design ("GLAD"). Total Physical Response ("TPR") will integrate the coordination of language and physical movements to develop language pathways between words in one language and actions in another. Multiple mediums such as audio, electronic, visual, realia, and art will be relied upon to present information to ELs, since research shows that students acquire language faster when presented through various models (Clancy, M. & Hruska, B., 2005).

Additional instructional strategies that may be used to help support ELs include:

- Frontloading vocabulary;
- Models, demonstrations, visuals, and realia;
- Manipulative materials and hands-on materials;
- Repetition and review of concept and vocabulary;
- Choice of resources, tasks, language production options;
- Active participation in various individual and group configurations;
- Print-rich environment;
- Authentic and meaningful tasks, making connections between learning, and real-life experience;
- Opportunities for reflection and verbalizing thoughts through academic talk;
- Standards-based unit organization;
- Integration of listening, speaking, reading, and writing with content areas;
- Assessment and monitoring of progress toward standards and check for understanding;
- Development of metacognition and goal setting;
- Total Physical Response; and
- Explicit instruction in key skills (e.g., preview, scanning, skimming).

Monitoring and Evaluation of Program Effectiveness

SBA shall evaluate the effectiveness of its education program for ELs by:

- Adhering to SBA-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Plan for Students with Disabilities

A. Overview

The SBA shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

SBA intends to initially be categorized as a public school of the District in accordance with Education Code Section 47641(b). SBA proposes what is commonly referred to as a “pass-through” model under this designation, whereby the Charter School is responsible for all special education and related services, the Charter School maintains all liability for its services, the District passes through SBA’s share of special education apportionment to the Charter School, and the Charter School is responsible for covering any costs overages with its own general fund. The Charter School proposes this model for the first year or possibly two years of its operation.

Subsequently, SBA shall be its own local educational agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School will consider membership in the following SELPAs: Humboldt/Del Norte SELPA and El Dorado County Charter SELPA. Upon acceptance in a SELPA, SBA shall provide the District evidence of membership. SBA’s application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter.

The language that follows describes the special education program at SBA as a public school of the District with a pass-through agreement, and also as an LEA.

SBA shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

B. Section 504 of the Rehabilitation Act

SBA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will

review the student's existing records; including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

C. Services for Students under the IDEA

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU").

SBA shall be solely responsible for providing services for special education students enrolled in the Charter School. The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the District or SELPA.

SBA will provide services for special education students enrolled in the Charter School. The Charter School will follow District or SELPA policies and procedures, and shall utilize District or SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

SBA agrees to promptly respond to District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment, and records as required to or imposed by law.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in District or SELPA in-service training relating to special education.

SBA will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to District or SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

SBA shall follow District or SELPA policies as they apply to all District or SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

SBA shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement District or SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School will follow District or SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

SBA shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

SBA understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services, and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District or SELPA and State and Federal law.

IEP Implementation

SBA shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

SBA shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services

comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of the student's disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

SBA shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

SBA may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

As a school of the District for purposes of special education, it is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

As its own LEA for purposes of special education, SBA understands that it shall represent itself at all SELPA meetings.

Funding

As a school of the District for purposes of special education, SBA understands that it will enter into a MOU with the District regarding the pass-through of special education funding.

As its own LEA for purposes of special education, SBA understands that it will be subject to the allocation plan of the SELPA.

Element 2: Measurable Pupil Outcomes**Element 3: Methods of Assessment**

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), SBA has established goals, actions, and outcomes, both schoolwide and for each subgroup of pupils, which address and align with the State Priorities identified in Education Code Section 52060(d).

Local Control and Accountability Plan

In accordance with, and using the procedures prescribed by, Education Code Section 47606.5, SBA shall comply with all applicable requirements of the LCAP including any applicable regulations promulgated, and the template adopted, by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. SBA shall submit the LCAP to the District and the Humboldt County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including goals and actions listed below, shall not be considered a material revision to the charter, and shall be maintained by SBA at the school site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, SBA Charter School has separated out the state priorities into “subpriorities.”

Table 2/3.1: Eight State Priorities Table

CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES	
<u>STATE PRIORITY #1— BASIC SERVICES</u>	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will be appropriately placed according to credential and expertise.
ACTIONS TO ACHIEVE GOAL	Annual review of all credential will be conducted.
MEASURABLE OUTCOME	100% of teachers will be appropriately credentialed and assigned.
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of teachers will be appropriately credentialed and assigned.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of teachers will be appropriately credentialed and assigned.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of teachers will be appropriately credentialed and assigned.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of teachers will be appropriately credentialed and assigned.
METHODS OF MEASUREMENT	Review credentials on the Commission on Teacher Credentialing website.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	All students will have equal access to standards-aligned instructional materials.
ACTIONS TO ACHIEVE GOAL	Core content curriculum will be standards-aligned and provided to all students.
MEASURABLE OUTCOME	100% of all students will have standards-aligned instructional materials in all core classes.

GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of all students will have standards-aligned instructional materials in all core classes.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of all students will have standards-aligned instructional materials in all core classes.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of all students will have standards-aligned instructional materials in all core classes.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of all students will have standards-aligned instructional materials in all core classes.
METHODS OF MEASUREMENT	Inventory or core curriculum materials Verification of state-approved and standard aligned on the California Department of Education's website.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	School facilities will be well-kept and well-maintained.
ACTIONS TO ACHIEVE GOAL	School facilities are maintained and repaired with janitorial services and immediate response for maintenance concerns.
MEASURABLE OUTCOME	Maintenance requests will be addressed within 24 hours of its receipt by administration. Classrooms will be cleaned at least three days a week. Bathrooms will be cleaned five days a week.
GOAL AND OUTCOMES FOR LATINO STUDENTS	School facilities will be well-kept and well-maintained.
GOAL AND OUTCOMES FOR WHITE STUDENTS	School facilities will be well-kept and well-maintained.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	School facilities will be well-kept and well-maintained.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	School facilities will be well-kept and well-maintained.

METHODS OF MEASUREMENT	Maintenance request logs Visual observations of classrooms Cleaning schedules
<u>STATE PRIORITY #2— IMPLEMENTATION OF STATE STANDARDS</u>	
<i>Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – STATE STANDARD IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will be taught by appropriately credentialed teachers and with State Standards aligned curriculum.
ACTIONS TO ACHIEVE GOAL	Curriculum will be reviewed to ensure State Standard alignment. Teacher credentials will be verified.
MEASURABLE OUTCOME	100% of students will have State Standards aligned materials and will be taught by appropriately credentialed teachers.
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students will have State Standards aligned materials and will be taught by appropriately credentialed teachers.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students will have State Standards aligned materials and will be taught by appropriately credentialed teachers.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students will have State Standards aligned materials and will be taught by appropriately credentialed teachers.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students will have State Standards aligned materials and will be taught by appropriately credentialed teachers.
METHODS OF MEASUREMENT	Staff rosters Curriculum inventory Pacing plans
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	EL students will receive designated ELD instruction daily for 30 minutes and integrated ELD instruction in core content areas to assist in language acquisition and access to academic content knowledge, taught by an appropriately credentialed teacher.

<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Students identified by Home Language Survey will be given the ELPAC within the first 30 days of school.</p> <p>EL students learn age-appropriate content knowledge that reflects the content learning in the mainstream.</p> <p>EL students will read authentic texts, not simplified or contrived text.</p> <p>EL students will learn to use the language in context in addition to the mechanics, which can accelerate second language acquisition: essay writing, CTE, science experiments.</p> <p>EL students will learn technical and academic vocabulary.</p> <p>Classroom teacher will assign the core/essential concepts related to the specific content for the ELD teacher to teach to the EL student.</p>
<p>MEASURABLE OUTCOME</p>	<p>All EL students will receive designated ELD instruction daily for 30 minutes and integrated ELD instruction in core content areas daily.</p> <p>80% of EL students will advance by at least one ELPAC level yearly.</p> <p>LTEL students will advance at the same rate as newly classified EL students.</p> <p>100% of students will return the Home Language Survey.</p>
<p>GOAL AND OUTCOMES FOR LATINO STUDENTS</p>	<p>All EL students will receive designated ELD instruction daily for 30 minutes and integrated ELD instruction in core content areas daily.</p> <p>80% of EL students will advance by at least one ELPAC level yearly.</p> <p>LTEL students will advance at the same rate as newly classified EL students.</p> <p>100% of students will return the Home Language Survey.</p>
<p>GOAL AND OUTCOMES FOR WHITE STUDENTS</p>	<p>All EL students will receive designated ELD instruction daily for 30 minutes and integrated ELD instruction in core content areas daily.</p> <p>80% of EL students will advance by at least one ELPAC level yearly.</p>

	<p>LTEL students will advance at the same rate as newly classified EL students.</p> <p>100% of students will return the Home Language Survey.</p>
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	<p>All EL students will receive designated ELD instruction daily for 30 minutes and integrated ELD instruction in core content areas daily.</p> <p>80% of EL students will advance by at least one ELPAC level yearly.</p> <p>LTEL students will advance at the same rate as newly classified EL students.</p> <p>100% of students will return the Home Language Survey.</p>
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>All EL students will receive designated ELD instruction daily for 30 minutes and integrated ELD instruction in core content areas daily.</p> <p>80% of EL students will advance by at least one ELPAC level yearly.</p> <p>LTEL students will advance at the same rate as newly classified EL students.</p> <p>100% of students will return the Home Language Survey.</p>
METHODS OF MEASUREMENT	<p>Lesson Plans</p> <p>Classroom Observation</p> <p>EL Level Roster</p> <p>Roster of returned Home Language Surveys</p>
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	<p>Support will be provided to all EL students to gain proficiency in the English language.</p>
ACTIONS TO ACHIEVE GOAL	<p>Students identified by the Home Language Survey will be given the ELPAC within the first 30 days of school.</p> <p>Instructional strategies such as Total Physical Response and Specially Designed Academic Instruction in English will be used during content area lessons daily.</p> <p>EL progress will be monitored.</p> <p>Professional development will be provided to teachers on ELD best practices.</p>

MEASURABLE OUTCOME	<p>100% of teachers will be trained on ELD best practices.</p> <p>All identified students will be given the ELPAC within the first 30 days of school.</p> <p>100% of teachers will use TPR and/or SDAIE during content area lessons daily.</p>
GOAL AND OUTCOMES FOR LATINO STUDENTS	<p>100% of teachers will be trained on ELD best practices.</p> <p>All identified students will be given the ELPAC within the first 30 days of school.</p> <p>100% of teachers will use TPR and/or SDAIE during content area lessons daily.</p>
GOAL AND OUTCOMES FOR WHITE STUDENTS	<p>100% of teachers will be trained on ELD best practices.</p> <p>All identified students will be given the ELPAC within the first 30 days of school.</p> <p>100% of teachers will use TPR and/or SDAIE during content area lessons daily.</p>
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	<p>100% of teachers will be trained on ELD best practices.</p> <p>All identified students will be given the ELPAC within the first 30 days of school.</p> <p>100% of teachers will use TPR and/or SDAIE during content area lessons daily.</p>
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>100% of teachers will be trained on ELD best practices.</p> <p>All identified students will be given the ELPAC within the first 30 days of school.</p> <p>100% of teachers will use TPR and/or SDAIE during content area lessons daily.</p>
METHODS OF MEASUREMENT	<p>Professional Development sign-in sheets</p> <p>ELPAC testing roster/reports</p> <p>Teacher observations</p>
<p align="center"><u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u></p> <p><i>Parental involvement, including efforts the Charter School makes to seek parent input for making decisions for the Charter School, and including how the Charter School will promote parent participation in programs for unduplicated pupils and pupils with exceptional needs.</i></p>	
<p align="center">SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</p>	

GOAL TO ACHIEVE SUBPRIORITY	The Charter School will create an inclusive environment by including parents in activities and communications.
ACTIONS TO ACHIEVE GOAL	<p>The Charter School will provide opportunities for regular meetings that will allow parents to be partners in their child's education.</p> <p>Parents will be encouraged to volunteer at the Charter School or by attending school events and activities.</p> <p>The Charter School will seek input for the development of the LCAP through annual survey and meeting.</p>
MEASURABLE OUTCOME	The goal for parental involvement is at least 60% and includes the percentage of parents who volunteer, attend scheduled meetings and school sponsored family events, and/or workshops. Parent involvement will increase by 2% each year of the charter until a total of 70% of parent involvement is reached.
GOAL AND OUTCOMES FOR LATINO STUDENTS	The goal for parental involvement is at least 60% and includes the percentage of parents who volunteer, attend scheduled meetings and school sponsored family events, and/or workshops. Parent involvement will increase by 2% each year of the charter until a total of 70% of parent involvement is reached.
GOAL AND OUTCOMES FOR WHITE STUDENTS	The goal for parental involvement is at least 60% and includes the percentage of parents who volunteer, attend scheduled meetings and school sponsored family events, and/or workshops. Parent involvement will increase by 2% each year of the charter until a total of 70% of parent involvement is reached.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	The goal for parental involvement is at least 60% and includes the percentage of parents who volunteer, attend scheduled meetings and school sponsored family events, and/or workshops. Parent involvement will increase by 2% each year of the charter until a total of 70% of parent involvement is reached.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The goal for parental involvement is at least 60% and includes the percentage of parents who volunteer, attend scheduled meetings and school sponsored family events,

	and/or workshops. Parent involvement will increase by 2% each year of the charter until a total of 70% of parent involvement is reached.
METHODS OF MEASUREMENT	Parent workshop sign-in sheets Parent/Teacher Conference sign-in sheets Calendar Flyers for school events
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	At least 60% of parents will be involved in activities supported by or sponsored by the Charter School.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide constant and consistent communication with families through monthly newsletters, emails, and phone calls. The Charter School will encourage volunteer opportunities and will post the information on the school website.
MEASURABLE OUTCOME	Information regarding school activities will be sent out weekly via email. The Charter School will send out monthly newsletter via email.
GOAL AND OUTCOMES FOR LATINO STUDENTS	At least 60% of parents will be involved in activities supported by or sponsored by the Charter School.
GOAL AND OUTCOMES FOR WHITE STUDENTS	At least 60% of parents will be involved in activities supported by or sponsored by the Charter School.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	At least 60% of parents will be involved in activities supported by or sponsored by the Charter School.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	At least 60% of parents will be involved in activities supported by or sponsored by the Charter School.
METHODS OF MEASUREMENT	Sent email report Copy of weekly monthly school newsletter Website log
SUBPRIORITY C – PROMOTING PARENT PARTICIPATION FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS	

GOAL TO ACHIEVE SUBPRIORITY	At least 60% of parents will be involved in activities supported by or sponsored by the Charter School.
ACTIONS TO ACHIEVE GOAL	<p>The Charter School will provide constant and consistent communication with families through monthly newsletters, emails, and phone calls in English and Spanish.</p> <p>The Charter School will provide accommodations to parents with disabilities, as necessary.</p> <p>The Charter School will hold parent meetings with parents of students with exceptional needs prior to stating school, during IEP meetings, and as necessary to provide support.</p> <p>The Charter School will encourage volunteer opportunities and will post the information on the school website.</p>
MEASURABLE OUTCOME	<p>Information regarding school activities will be sent out weekly via email in English and Spanish, other languages will be added, as necessary.</p> <p>The Charter School will send out monthly newsletter via email in English and Spanish, other languages will be added, as necessary.</p>
GOAL AND OUTCOMES FOR LATINO STUDENTS	At least 60% of parents will be involved in activities supported by or sponsored by the Charter School.
GOAL AND OUTCOMES FOR WHITE STUDENTS	At least 60% of parents will be involved in activities supported by or sponsored by the Charter School.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	At least 60% of parents will be involved in activities supported by or sponsored by the Charter School.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	At least 60% of parents will be involved in activities supported by or sponsored by the Charter School.
METHODS OF MEASUREMENT	<p>Sent email report</p> <p>Parent Workshop sign-in sheets</p> <p>Copy of monthly school newsletter</p> <p>Website Log</p>
<p align="center"><u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u></p> <p><i>Pupil achievement, as measured by all of the following, as applicable:</i></p>	

- a. *California Assessment of Student Performance and Progress statewide assessment*
- b. *Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education.*
- c. *Percentage of ELs who make progress toward English language proficiency as measured by English Language Proficiency Assessment for California.*
- d. *EL reclassification rate*
- e. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- f. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUBPRIORITY A – CAASPP

GOAL TO ACHIEVE SUBPRIORITY	The students will score at Met Standard or Exceeded Standard Mastery at the same level as Humboldt County or higher (2019 - Math 32.47%, ELA – 44.72%) on the CAASPP in the areas of English Language Arts/Literacy and Mathematics. The anticipated significant subgroups are Latino students, White students, SWD, and SED students.
ACTIONS TO ACHIEVE GOAL	<p>Classroom instruction will be conducive to student learning. Adequate learning environments will be provided to all students.</p> <p>Appropriate State Standards-aligned instructional materials will be provided to all students.</p> <p>Implement a tiered intervention program during Universal Access.</p>
MEASURABLE OUTCOME	<p>There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2021-2022 ELA and Math SBAC Scores over the county's 2020-2021 scores for All students, Latino students, White students, SWD, and SED students.</p> <p>In 2022-2023, scores will increase by 2% over the scores of 2021-2022. In 2023-2024, scores will increase by 2% of the scores of 2022-2023. In 2024-2025, scores will increase by</p>

	2% over the 2023-2024 scores. In 2025-2026, scores will increase by 2% over the scores of 2024-2025. Scores will increase 10% between 2020-2021 and 2025-2026.
GOAL AND OUTCOMES FOR LATINO STUDENTS	There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2021-2022 ELA and Math SBAC Scores over the county's 2020-2021 scores. In 2022-2023, scores will increase by 2% over the scores of 2021-2022. In 2023-2024, scores will increase by 2% of the scores of 2022-2023. In 2024-2025, scores will increase by 2% over the 2023-2024 scores. In 2025-2026, scores will increase by 2% over the scores of 2024-2025. Scores will increase 10% between 2020-2021 and 2025-2026.
GOAL AND OUTCOMES FOR WHITE STUDENTS	There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2021-2022 ELA and Math SBAC Scores over the county's 2020-2021 scores. In 2022-2023, scores will increase by 2% over the scores of 2021-2022. In 2023-2024, scores will increase by 2% of the scores of 2022-2023. In 2024-2025, scores will increase by 2% over the 2023-2024 scores. In 2025-2026, scores will increase by 2% over the scores of 2024-2025. Scores will increase 10% between 2020-2021 and 2025-2026.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2021-2022 ELA and Math SBAC Scores over the county's 2020-2021 scores. In 2022-2023, scores will increase by 2% over the scores of 2021-2022. In 2023-2024, scores will increase by 2% of the scores of 2022-2023. In 2024-2025, scores will increase by 2% over the 2023-2024 scores. In 2025-2026, scores will increase by 2% over the scores of 2024-2025. Scores will increase 10% between 2020-2021 and 2025-2026.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2021-2022 ELA and Math SBAC Scores over the county's 2020-2021 scores. In 2022-2023, scores will increase by 2% over the scores of 2021-2022. In 2023-2024, scores will increase by 2% of the scores of 2022-2023. In 2024-2025, scores will increase by

	2% over the 2023-2024 scores. In 2025-2026, scores will increase by 2% over the scores of 2024-2025. Scores will increase 10% between 2020-2021 and 2025-2026.
METHODS OF MEASUREMENT	CAASPP reports
SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	Course catalog will be submitted for a-g approval and every student will take at least one CTE course during their high school years.
ACTIONS TO ACHIEVE GOAL	Submit courses for a-g approval. Review and track all high school students' schedules for requirements
MEASURABLE OUTCOME	Courses will be a-g approved. 50% of high school students will be in a-g approved courses 100% of seniors will have taken at least one CTE course.
GOAL AND OUTCOMES FOR LATINO STUDENTS	Courses will be a-g approved. 50% of high school students will be in a-g approved courses 100% of seniors will have taken at least one CTE course.
GOAL AND OUTCOMES FOR WHITE STUDENTS	Courses will be a-g approved. 50% of high school students will be in a-g approved courses 100% of seniors will have taken at least one CTE course.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	Courses will be a-g approved. 50% of high school students will be in a-g approved courses 100% of seniors will have taken at least one CTE course.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Courses will be a-g approved. 50% of high school students will be in a-g approved courses 100% of seniors will have taken at least one CTE course.
METHODS OF MEASUREMENT	a-g approval list Student course tracking
SUBPRIORITY C – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the ELPAC each academic year.

ACTIONS TO ACHIEVE GOAL	Utilize TPR and SDAIE in daily instruction. ELD reports will be given to parents with regular report cards Provide Professional Development on ELD instructional Strategies
MEASURABLE OUTCOME	There will be an increase of 2% over baseline established in 2020-2021 in the number of EL students who are reclassified as RFEP and will exceed the District's reclassification rate. At least 80% of EL students will advance at least one performance level per the ELPAC each year.
GOAL AND OUTCOMES FOR LATINO STUDENTS	There will be an increase of 2% over baseline established in 2020-2021 in the number of EL students who are reclassified as RFEP and will exceed the District's reclassification rate.
GOAL AND OUTCOMES FOR WHITE STUDENTS	At least 80% of EL students will advance at least one performance level per the ELPAC each year.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	There will be an increase of 2% over baseline established in 2020-2021 in the number of EL students who are reclassified as RFEP and will exceed the District's reclassification rate.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	At least 80% of EL students will advance at least one performance level per the ELPAC each year.
METHODS OF MEASUREMENT	Lesson plans, classroom observations RFEP report EL roster Copies of the ELD reports to be put in students' cumulative files
SUBPRIORITY D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class ELD instructional support which includes small group instruction, usage of SDAIE and ELD instructional strategies and curriculum. Parents will be informed of student progress through ELPAC scores, ELD report card, and assessment scores.

MEASURABLE OUTCOME	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
GOAL AND OUTCOMES FOR LATINO STUDENTS	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
GOAL AND OUTCOMES FOR WHITE STUDENTS	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
METHODS OF MEASUREMENT	ELPAC scores Daily Schedules Lesson Observation
SUBPRIORITY E – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	AP courses will be available to those students interested.
ACTIONS TO ACHIEVE GOAL	Provide information regarding the benefits of AP courses to all high school students.
MEASURABLE OUTCOME	100% of students wishing to take AP courses will have access to desired courses.
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students wishing to take AP courses will have access to desired courses.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students wishing to take AP courses will have access to desired courses.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students wishing to take AP courses will have access to desired courses.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students wishing to take AP courses will have access to desired courses.

METHODS OF MEASUREMENT	Roster of students enrolled in AP courses
SUBPRIORITY F – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Create a culture of college prepared students by teaching college readiness skills.
ACTIONS TO ACHIEVE GOAL	Provide classes on organizational skills Provide AP courses Provide college counseling
MEASURABLE OUTCOME	95% of seniors who have been at the Charter School for all four years of high school will graduate.
GOAL AND OUTCOMES FOR LATINO STUDENTS	95% of seniors who have been at the Charter School for all four years of high school will graduate.
GOAL AND OUTCOMES FOR WHITE STUDENTS	95% of seniors who have been at the Charter School for all four years of high school will graduate.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	95% of seniors who have been at the Charter School for all four years of high school will graduate.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	95% of seniors who have been at the Charter School for all four years of high school will graduate.
METHODS OF MEASUREMENT	Published CDE graduation rates
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i> <ol style="list-style-type: none"> <i>School attendance rates</i> <i>Chronic absenteeism rates</i> <i>High school dropout rates</i> <i>High school graduation rates</i> 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain a three year average attendance rate of 95%.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families, including those of the various subgroups enrolled.

	<p>Attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.</p> <p>The Charter School will recognize students with perfect or improved attendance.</p>
MEASURABLE OUTCOME	Baseline attendance rate to be established in 2020-2021. Attendance rate will be increased incrementally until the goal of 95% is reached.
GOAL AND OUTCOMES FOR LATINO STUDENTS	Attendance rate will be 95% over a three year average.
GOAL AND OUTCOMES FOR WHITE STUDENTS	Attendance rate will be 95% over a three year average.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	Attendance rate will be 95% over a three year average.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Attendance rate will be 95% over a three year average.
METHODS OF MEASUREMENT	<p>Daily/monthly attendance reports</p> <p>P1/P2 reports</p>
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will establish the chronic student absenteeism rate in the 2020-2021 school year. This rate will not exceed 10%.
ACTIONS TO ACHIEVE GOAL	<p>Students with improved or perfect attendance will be recognized during monthly awards ceremonies.</p> <p>Parents of students with more than 5 unexcused absences per semester will be meet with Charter School administration.</p>
MEASURABLE OUTCOME	10% or fewer students will be decertified as chronically absent meaning they miss 15 or more days of school per year.
GOAL AND OUTCOMES FOR LATINO STUDENTS	10% or fewer students will be decertified as chronically absent meaning they miss 15 or more days of school per year.
GOAL AND OUTCOMES FOR WHITE STUDENTS	10% or fewer students will be decertified as chronically absent meaning they miss 15 or more days of school per year.

GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	10% or fewer students will be decertified as chronically absent meaning they miss 15 or more days of school per year.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	10% or fewer students will be decertified as chronically absent meaning they miss 15 or more days of school per year.
METHODS OF MEASUREMENT	Attendance reports
SUBPRIORITY C – HIGH SCHOOL DROP OUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will have a less than 5% drop out rate.
ACTIONS TO ACHIEVE GOAL	The administration will monitor at-risk and credit-deficient students. Interventions such as tutoring and credit recovery classes will be offered to at-risk students.
MEASURABLE OUTCOME	The Charter School will have a less than 5% drop out rate.
GOAL AND OUTCOMES FOR LATINO STUDENTS	The Charter School will have a less than 5% drop out rate.
GOAL AND OUTCOMES FOR WHITE STUDENTS	The Charter School will have a less than 5% drop out rate.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	The Charter School will have a less than 5% drop out rate.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The Charter School will have a less than 5% drop out rate.
METHODS OF MEASUREMENT	CDE published drop-out rates.
SUBPRIORITY D – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	95% of seniors who have been at the Charter School for all four years of high school will graduate.
ACTIONS TO ACHIEVE GOAL	Administration will monitor at-risk and credit-deficient students. Interventions such as tutoring and credit recovery classes will be offered to at-risk students.
MEASURABLE OUTCOME	95% of seniors who have been at the Charter School for all four years of high school will graduate.

GOAL AND OUTCOMES FOR LATINO STUDENTS	95% of seniors who have been at the Charter School for all four years of high school will graduate.
GOAL AND OUTCOMES FOR WHITE STUDENTS	95% of seniors who have been at the Charter School for all four years of high school will graduate.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	95% of seniors who have been at the Charter School for all four years of high school will graduate.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	95% of seniors who have been at the Charter School for all four years of high school will graduate.
METHODS OF MEASUREMENT	Published CDE graduation rates
<p align="center"><u>STATE PRIORITY #6— SCHOOL CLIMATE</u></p> <p><i>a. School climate, as measured by all of the following, as applicable:</i></p> <p><i>b. Pupil suspension rates</i></p> <p><i>c. Pupil expulsion rates</i></p> <p><i>d. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i></p>	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will have a 5% or lower suspension rate.
ACTIONS TO ACHIEVE GOAL	<p>The Charter School implement positive student behavior program including restorative practices and mindfulness practices.</p> <p>The Charter School will incorporate alternatives to suspension.</p>
MEASURABLE OUTCOME	<p>Baseline for suspension rate will be set at 2020-2021.</p> <p>The Charter School will have a 5% or lower suspension rate.</p>
GOAL AND OUTCOMES FOR LATINO STUDENTS	The Charter School will have a 5% or lower suspension rate.
GOAL AND OUTCOMES FOR WHITE STUDENTS	The Charter School will have a 5% or lower suspension rate.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	The Charter School will have a 5% or lower suspension rate.

GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The Charter School will have a 5% or lower suspension rate.
METHODS OF MEASUREMENT	Suspension Reports Office referral reports Alternatives to suspension evidence
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will have less than a 1% expulsion rate.
ACTIONS TO ACHIEVE GOAL	The Charter School will implement a positive student behavior program including restorative practices and mindfulness practices.
MEASURABLE OUTCOME	The Charter School will have a less than 1% expulsion rate.
GOAL AND OUTCOMES FOR LATINO STUDENTS	The Charter School will have a less than 1% expulsion rate.
GOAL AND OUTCOMES FOR WHITE STUDENTS	The Charter School will have a less than 1% expulsion rate.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	The Charter School will have a less than 1% expulsion rate.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The Charter School will have a less than 1% expulsion rate.
METHODS OF MEASUREMENT	Expulsion report
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents, and teachers will feel a sense of community and connectedness.
ACTIONS TO ACHIEVE GOAL	Annual school surveys will be sent to parents, students, staff, and community members. Parents and community members will be encouraged to participate in programs focusing on the students and school.
MEASURABLE OUTCOME	A baseline for completed and returned Annual Family Surveys will be established in 2021-2022. Initial and ongoing parent and family satisfaction rates will be greater 70%.

	Completed and returned survey rates will increase by 3% in 2022-2023 and then each following year will see an additional increase of 2% over the preceding year's rate.
GOAL AND OUTCOMES FOR LATINO STUDENTS	A baseline for completed and returned Annual Family Surveys will be established in 2021-2022. Initial and ongoing parent and family satisfaction rates will be greater 70%. Completed and returned survey rates will increase by 3% in 2022-2023 and then each following year will see an additional increase of 2% over the preceding year's rate.
GOAL AND OUTCOMES FOR WHITE STUDENTS	A baseline for completed and returned Annual Family Surveys will be established in 2021-2022. Initial and ongoing parent and family satisfaction rates will be greater 70%. Completed and returned survey rates will increase by 3% in 2022-2023 and then each following year will see an additional increase of 2% over the preceding year's rate.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	A baseline for completed and returned Annual Family Surveys will be established in 2021-2022. Initial and ongoing parent and family satisfaction rates will be greater 70%. Completed and returned survey rates will increase by 3% in 2022-2023 and then each following year will see an additional increase of 2% over the preceding year's rate.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	A baseline for completed and returned Annual Family Surveys will be established in 2021-2022. Initial and ongoing parent and family satisfaction rates will be greater 70%. Completed and returned survey rates will increase by 3% in 2022-2023 and then each following year will see an additional increase of 2% over the preceding year's rate.
METHODS OF MEASUREMENT	Survey results
<p align="center"><u>STATE PRIORITY #7— COURSE ACCESS</u></p> <p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i><u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science,</i></p>	

<i>mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will have access to an education program that maximizes their learning opportunities with multiple entry points that meets their current level of knowledge and skill.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
MEASURABLE OUTCOME	100% of students will have access to a broad course of study.
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students will have access to a broad course of study.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students will have access to a broad course of study.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students will have access to a broad course of study.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students will have access to a broad course of study.
METHODS OF MEASUREMENT	Course catalog Student schedules
<u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u>	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	The students will make progress toward the Met Standard or Exceeded Standard mastery on the CAASPP in English. The anticipated significant subgroups are Latino students, White students, SWD, and SED students.
ACTIONS TO ACHIEVE GOAL	The Charter School will utilize instructional strategies that include: small group work, reading intervention, speaking skills to present information, narrative and response to literature, collaboration with colleagues to support learning goals, PBL and direct instruction.

MEASURABLE OUTCOME	Baseline will be set in the 2021-2022 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
GOAL AND OUTCOMES FOR LATINO STUDENTS	Baseline will be set in the 2021-2022 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
GOAL AND OUTCOMES FOR WHITE STUDENTS	Baseline will be set in the 2021-2022 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	Baseline will be set in the 2021-2022 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Baseline will be set in the 2021-2022 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
METHODS OF MEASUREMENT	CAASPP Annual Report NWEA School Report
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	The students will make progress toward the Met Standard or Exceeded Standard mastery on the CAASPP in Mathematics. The anticipated significant subgroups are Latino students, White students, SWD, and SED students.
ACTIONS TO ACHIEVE GOAL	The Charter School will utilize instructional strategies that include: small group work, math intervention, online tools and resources, collaboration with colleagues to support learning goals, PBL and direct instruction.
MEASURABLE OUTCOME	Baseline will be set in the 2021-2022 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
GOAL AND OUTCOMES FOR LATINO STUDENTS	Baseline will be set in the 2021-2022 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.

GOAL AND OUTCOMES FOR WHITE STUDENTS	Baseline will be set in the 2021-2022 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	Baseline will be set in the 2021-2022 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Baseline will be set in the 2021-2022 CAASPP year. The percentage of students scoring Met Standard or Exceeded Standard mastery will increase 2% per year.
METHODS OF MEASUREMENT	CAASPP Annual Report NWEA School Report
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	The students will demonstrate grade level skills and content knowledge of grade level appropriate social science. The anticipated significant subgroups are Latino students, White students, SWD, and SED students.
ACTIONS TO ACHIEVE GOAL	Through an integrated approach with CTE Framework, students will study the area of social sciences congruent with Social Science Content Standards. Strategies included in an integrated approach are: PBL, non-fiction, and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands on projects. Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence, and point of view.
MEASURABLE OUTCOME	70% or more of students will pass social science courses.
GOAL AND OUTCOMES FOR LATINO STUDENTS	70% or more of students will pass social science courses.
GOAL AND OUTCOMES FOR WHITE STUDENTS	70% or more of students will pass social science courses.

GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	70% or more of students will pass social science courses.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	70% or more of students will pass social science courses.
METHODS OF MEASUREMENT	Rubrics for Projects Curriculum-Based Measurements Grades/Report Cards
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	The students will demonstrate grade level skills and content knowledge of grade level appropriate science. The anticipated significant subgroups are Latino students, White students, SWD, and SED students.
ACTIONS TO ACHIEVE GOAL	Through an integrated approach with CTE Framework, students will study the area of science congruent with Next Generation Science Standards. Utilizing inquiry based approach and experiential activities and projects, students will develop an understanding of science disciplinary core ideas and practices. Strategies include: hands on learning, PBL, gathering, and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	70% or more of students will pass science courses.
GOAL AND OUTCOMES FOR LATINO STUDENTS	70% or more of students will pass science courses.
GOAL AND OUTCOMES FOR WHITE STUDENTS	70% or more of students will pass science courses.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	70% or more of students will pass science courses.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	70% or more of students will pass science courses.
METHODS OF MEASUREMENT	Rubrics for Projects

	Curriculum-Based Measurements Grades/Report Cards
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will recognize the importance of visual arts as it relates to CTE by completing a course in Graphic Arts to expose students to marketing and advertising and develop an appreciation of visual arts.
ACTIONS TO ACHIEVE GOAL	Students will study the area of visual arts as it relates to CTE.
MEASURABLE OUTCOME	100% of students will take one year of Graphic Arts.
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students will take one year of Graphic Arts.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students will take one year of Graphic Arts.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students will take one year of Graphic Arts.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students will take one year of Graphic Arts.
METHODS OF MEASUREMENT	Course catalog Student schedules
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors toward their own well-being through healthy physical, social, and mental habits.
ACTIONS TO ACHIEVE GOAL	PE Courses and competitive sports will be available to all students, including student subgroups, at all grade levels.
MEASURABLE OUTCOME	100% of students will earn 20 credits of PE through taking PE classes or PE (1 year) and Sports (2 sport seasons, 1 year).
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students will earn 20 credits of PE through taking PE classes or PE (1 year) and Sports (2 sport seasons, 1 year).
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students will earn 20 credits of PE through taking PE classes or PE (1 year) and Sports (2 sport seasons, 1 year).

GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students will earn 20 credits of PE through taking PE classes or PE (1 year) and Sports (2 sport seasons, 1 year).
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students will earn 20 credits of PE through taking PE classes or PE (1 year) and Sports (2 sport seasons, 1 year).
METHODS OF MEASUREMENT	Grades/Report Cards Student Schedules Course Catalog Athletic Rosters
SUBPRIORITY G – FOREIGN LANGUAGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of students wishing to take foreign language courses will have access to Spanish language instruction.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer foreign language courses from beginning levels to AP level
MEASURABLE OUTCOME	100% of students wishing to take foreign language courses will have access to Spanish language instruction.
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students wishing to take foreign language courses will have access to Spanish language instruction.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students wishing to take foreign language courses will have access to Spanish language instruction.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students wishing to take foreign language courses will have access to Spanish language instruction.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students wishing to take foreign language courses will have access to Spanish language instruction.
METHODS OF MEASUREMENT	Course Catalog Student Schedules
SUBPRIORITY H – APPLIED ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will take courses that qualify as part of Design or Applied Arts.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer design or applied arts courses.

MEASURABLE OUTCOME	100% of students will actively participate in Graphic Arts class. 80% or more of students will pass assigned Graphic Arts class.
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students will actively participate in Graphic Arts class. 80% or more of students will pass assigned Graphic Arts class.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students will actively participate in Graphic Arts class. 80% or more of students will pass assigned Graphic Arts class.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students will actively participate in Graphic Arts class. 80% or more of students will pass assigned Graphic Arts class.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students will actively participate in Graphic Arts class. 80% or more of students will pass assigned Graphic Arts class.
METHODS OF MEASUREMENT	Course Catalog Student Schedules Grades/Report Cards
SUBPRIORITY I – CAREER TECHNICAL EDUCATION (CTE)	
GOAL TO ACHIEVE SUBPRIORITY	Students will take courses that qualify as part of the CTE requirement.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer CTE courses in Building and Construction Trades, Health Science and Medical Technology, and Business and Finance.
MEASURABLE OUTCOME	100% of students will actively participate in CTE classes. 80% or more of students will pass assigned CTE classes.
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students will actively participate in CTE classes. 80% or more of students will pass assigned CTE classes.

GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students will actively participate in CTE classes. 80% or more of students will pass assigned CTE classes.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students will actively participate in CTE classes. 80% or more of students will pass assigned CTE classes.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students will actively participate in CTE classes. 80% or more of students will pass assigned CTE classes.
METHODS OF MEASUREMENT	Course Catalog Student Schedules Grades/Report Cards

Methods for Measuring Pupil Progress Toward Outcomes: Formative and Summative Assessments

The Charter School will incorporate a variety of assessments to measure student progress. Measurable outcomes and assessment tools provide key data about the efficacy of the program, which in turns helps the administration and Board make key decisions about program development and modifications, while also monitoring individual, subgroup, and schoolwide student achievement.

At the beginning of the school year, students will be assessed using tools and systems that identify current learning levels. Students will submit a writing sample that will assist in determining current writing levels.

The Charter Schools affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Throughout the year, the students will take multiple assessments as prescribed in the Assessment Schedule.

Table 2/3.2: Assessment Schedule (Subject to Change)

Assessment	Purpose	Grade	Timeline/ Frequency	Expectation
ELPAC Initial Assessment	The ELPAC IA is used to identify students as either an English Learner, or as fluent in English.	9-12 As prescribed	First 30 days of enrollment	Students are identified as either scoring Initially Fluent or English Learner.
ELPAC Summative Assessment	The ELPAC SA is to measure how well ELs are progressing with English development in each of the four domains.	9-12 Every year until Reclassified as Fluent English Proficient	Once a year	The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.
CAASPP	State criterion-based assessment in ELA and Math	11	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.

EAP	Embedded CAASPP in	11	Spring/Once a year	The exam covers High School standards and California State University placement standards.
CAST	State criterion-based assessment in Science	10	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
CAA	State alternative assessment in ELA, Math, and Science for qualified students	11 for qualified students	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.

Internally created test and performance tasks (presentations, papers, projects)	Measure standards mastery across all courses/subjects	9-12	Daily/ Weekly	Students show mastery and proficiency in content knowledge.
Curriculum Based Assessments	Assess mastery of unit/lesson content	9-12	End of unit/end of semester/end of year	Students show mastery and proficiency in content knowledge.
Curriculum Based Benchmarks	Determine progress toward Standard Mastery in grade level core curriculum	9-12	Quarterly	Students demonstrate progress toward Standards Mastery
NWEA Assessment	Assesses student abilities at the beginning of the year and then tracks growth	9-12	Three times per year	Students demonstrate progress toward Standards Mastery
PSAT	Preparation for AP Courses	9-11	As prescribed	Students demonstrate aptitude for HS AP Courses.
CPFT	State criterion-based assessment in Physical Fitness	9	Spring/Once a year	Students demonstrate levels of health-related fitness

Smarter Balanced Practice Test	Practice the Smarter Balanced Assessment to familiarize the students with the structure of the SBAC Test	11	Once per year	Students will become familiar with the test format.
Smarter Balanced Interim Comprehensive Assessment (ICAs)	Provide students with the same item types and formats of the SBAC to include performance tasks Provide teachers with overall scale score and performance level of each student	11	Twice per year	The number of students scoring as having met or exceeded standard mastery on the SBAC will increase annually as per goals listed in the current year's LCAP.
Smarter Balanced Interim Assessment Blocks	Provide students an opportunity to show standard mastery on smaller targets for instruction	11	As assigned by teacher	The number of students scoring as having met or exceeded standard mastery on the SBAC will increase annually as per goals listed in the current year's LCAP.

SAT/ACT	Preparation for College Entrance	11, 12	As prescribed	Students will determine aptitude for success in college. Also, it is a college entrance requirement for many colleges and universities.
AP Exams	Provide students opportunity to take a college level course while still in high school and receive credit from college	10-12	As prescribed in May	Students will be exposed to a college level course while still in high school. Any student scoring a 3, 4 or 5 will receive credit from college.

Data Analysis and Reporting

SBA will use performance data to establish strong goals for student achievement and to develop strong interventions for students. SBA's Board of Directors will set annual goals to address the achievement of all students and of significant subgroups based on the CAASPP data in English Language Arts and Mathematics and the ELPAC for all ELs to ensure they are making progress toward English language proficiency to be reclassified as Fluent English Proficient.

SBA will most commonly use internally created assessments and curriculum-based assessments to inform instruction to assure standard mastery. The use of the NWEA MAP assessments will provide formative data to show progress toward standard mastery throughout the school year. The NWEA MAP Suite is an assessment tool to help educators tailor education to individual students based on scores.

All students will take the NWEA MAP assessment three times per year to measure their academic progress in ELA and Math. In addition, SBA will review the ICA and curriculum based assessments to ensure continuous improvement is occurring for each student. Teachers and administrators will analyze the results of these assessments and use the results to tailor lessons specific to the needs of the students. The assessment results will also inform the teachers and

administration on the interventions students need to meet standards mastery. Staff and grade level meetings will be dedicated to aggregating and understanding the data to help guide instruction and adjust pacing.

The Executive Director will perform an intensive analysis on significant subgroups. The results of the NWEA MAP assessments as well as the progress toward grades will be provided to students and parents quarterly. Professional development sessions will be incorporated to address the trends identified in the intensive analysis and to adjust instruction to meet the needs of the students. The Executive Director will present the summary data overall and by significant subgroups to the Board quarterly. The Board will use the data to make informed decisions about goals, curriculum, resources and interventions (reporting of student achievement data includes the annual Student Accountability Report Card (SARC) and reflection and analysis as part of the annual LCAP goal setting process).

SBA will gather input from its stakeholders on its educational program and operations. In addition to regular parent meetings including Parent Advisory Council, SBA will use an annual survey to gather feedback from students, parents, teachers, and staff. The teachers and administrators, as well as the Parent Advisory Council, will evaluate the results of the surveys and complete a needs assessment based on the results. The needs assessment informs the SARC and the LCAP annually. SBA will also use surveys to assess parent support for the school, and the reports will be prepared for the Board of Directors and the school community.

Use of Data

SBA will use a student information system like School Pathways or the equivalent which will include a comprehensive platform designed to support a range of assessments, to store assessment results and to communicate to parents about their child's progress. Reports can also be generated from the student information system to provide information to stakeholders, CDE, California School Dashboard, CBEDS, CALPADS and to respond to requests from the chartering authority.

Grading

SBA seeks to develop systems and policies to give all students equitable access to the curriculum and programs. As a result, it is important that we have a grading system that provides maximum benefit to the student and aligns with a GPA scale. In agreement with the Doug Reeves 2004 article "The Case Against Zero," SBA finds the classic 100 point grading scale flawed and oriented toward failure as a 90-100 is an A, 80-89 is a B, 70-79 is a C, and a 60-69 is a D, but 0-59% is an F. This differentiates the top 41% is passing, but the bottom 59% is failing. A more equitable grading system is the six point scale where each assignment, quiz, test, task, paper, presentation, or project is given a rubric score of 5, 4, 3, 2, 1, or 0. These scores translate to the classic grades of A, B, C, D, F, and 0, but the difference is that a student who receives one 0, one 3, and one 4

can still receive an average “grade” of C or a 2; rather than a student who receives one 0%, one 73%, and one 82% who will receive an average “grade” of F or 51%. With these factors in mind, SBA is adopting the six point grading scale. Another benefit of this grading system is that there is still a simple conversion for Grade Point Average (“GPA”) which can be used for college applications, scholarship applications, and NCAA eligibility for student athletes.

Six Point Rubric Grading Scale

- 5 – Exceeded Standards
- 4 – Meets Standards
- 3 – Most Standards Met
- 2 – Some Standards Met
- 1 – Few Standards Met
- 0 – Standard Not Attempted or Evidenced

Progress Reporting

Students and parents will receive quarter progress reports and semester report card. The SIS grading scale will be set up with the six point rubric based grading scale.

Promotion

SBA students will be promoted to the next grade level once they have earned a sufficient number of credits. Students who are deficient in credits will be provided with opportunities to make up credits with credit recovery courses. Teachers and administrators will make every effort to work with students and their families to ensure students obtain the required number of credits to graduate.

Graduation

SBA will proudly host a Graduation ceremony for all students meeting graduation requirements. The goal is to maintain a 95% graduation rate or higher.

Element 4: Governance Structure

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

Non-Profit Public Benefit Corporation

SBA will be a directly funded independent charter school and will be operated as a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendices C, D, and E, please find the Charter School Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Board of Directors

SBA will be governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than five (5) and no more than nine (9) directors. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation’s annual meeting of the Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with the Bylaws for two (2) years and until a successor director has been appointed or elected as required by the position as described below.

Terms for the initial Board of Directors shall be five (5) seats for a term of either two (2) or three years. The terms of the initial Board of Directors shall be staggered, with three (3) members serving for two (2) years and two (2) members serving for three (3) years. The staggering of the initial directors’ terms of service will be drawn by lot. The initial Board of Directors is as follows:

Table 4.1: Initial Board of Directors

Name	Position	Term Expiration
Patti Britt Campbell	President/Chairperson	3
David Edwin Lonn	Chief Financial Officer/Treasurer	2
Julianne Eagle	Secretary	2
Troy Nicolini	Board Member	3
Chuck Petrusha	Board Member	2

Pursuant to Education Code Section 47605(h), the names and relevant qualifications of all persons whom the petitioner nominates to serve on the initial Board of Directors are described in the Introduction.

Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. No Charter School employees shall serve on the Board.

In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Board Meetings and Duties

The Board of Directors of SBA will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director of the Charter School;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;

- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit; and
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Charter School shall comply with the Brown Act and Education Code Section 47604.1.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix D. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The SBA Board of Directors will attend annual training for the purposes of individual board members understanding their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

The Executive Director

The Executive Director will be the leader of the Charter School. The Executive Director will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director must report directly to the Charter School Board of Directors and is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Executive Director shall perform assigned tasks as directed by the Charter School Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School enacts its mission;
- Hire, promote, develop, supervise, and evaluate all employees of the Charter School;
- Communicate and report to the Charter School Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;

- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report, the SARC, and the LCAP;
- Present independent fiscal audit to the Charter School Board of Directors and, after review by the Board of Directors, submit audit to the District Board of Education and the County Superintendent of Schools, the State Controller, and the California Department of Education;
- Manage student discipline, and as necessary participate in the suspension and expulsion process; and
- Participate in IEP meetings, as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School, other appropriate employee, or third-party provider.

Parent Advisory Council

Parents will be encouraged to form a Parent Advisory Council (“PAC”) to be responsible for parent involvement in school activities, fundraising, and advising the Charter School Board of Directors on any and all matters related to the strengthening of the Charter School community to include advisement on the LCAP and Perkins Funding as it relates to the CTE Program. To the extent that the Charter School has 21 identified English Learners, the Charter School will add an English Learner PAC to advise the Charter School on programs offered to English Learners as well as the LCAP. Parent participation will play a vital role in the effectiveness of our program. We would encourage the parents to continue the efforts of the PAC at the same level of support to the Charter School in terms of program enhancement and fundraising.

Sports Booster

Parents will be encouraged to form a Sports Booster organization to participate in supporting the robust athletic program through fundraising, volunteering, and advising the Charter School on any and all matters related to strengthening the athletic program.

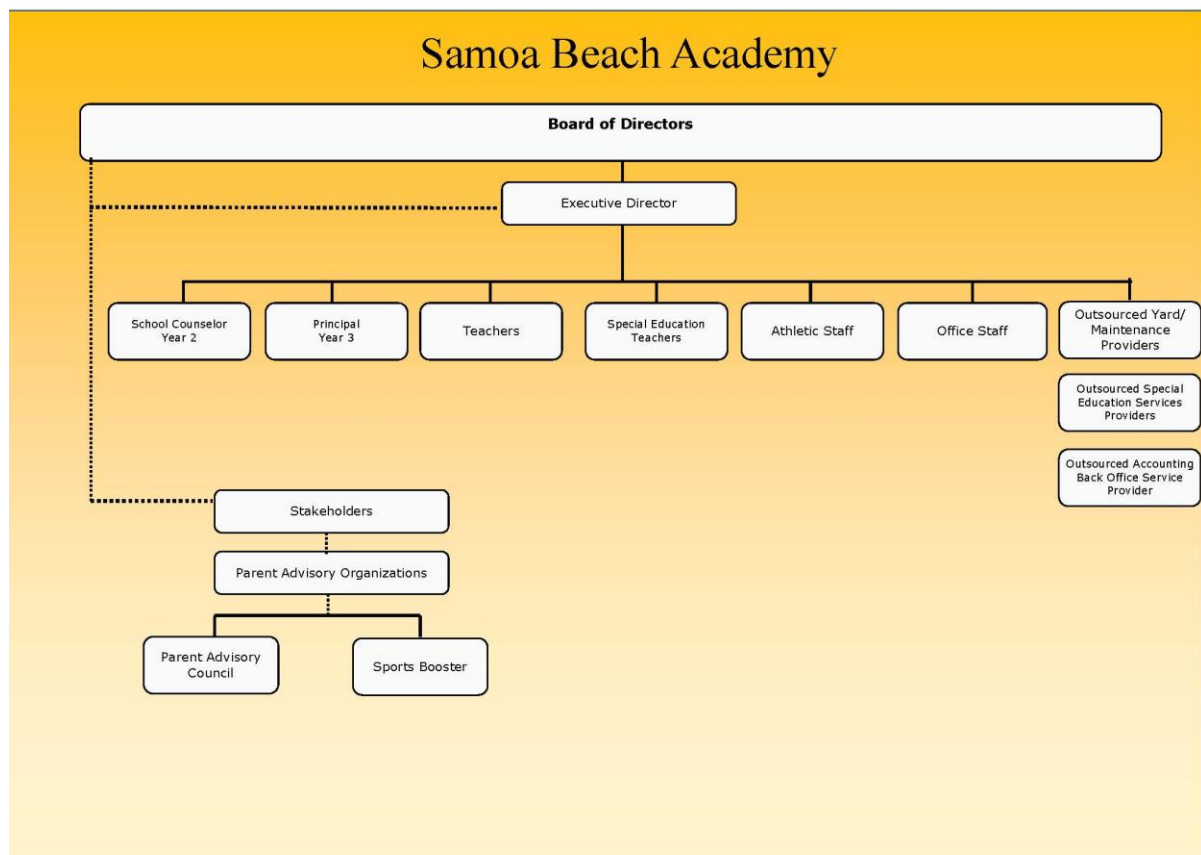
Parent Involvement in Governance

In addition to maintaining the parent participation on the Parent Advisory Council, parents will be encouraged to volunteer a minimum of 20 hours per family, per academic year to the Charter School. The Executive Director shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home

assistance); tutoring, attending parent-teacher conferences; attendance at Charter School Board meetings; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities. No child will be excluded from the Charter School or school activities due to the failure of the child’s parent or legal guardian to fulfill the encouraged 20 hours of participation. SBA shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, SBA, in compliance with Education Code Section 47605(n).

Organizational Chart

Table 4.2: Organizational Chart



Element 5: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

Overview

SBA is committed to attracting, training, and retaining staff who are committed to supporting high school students who are college bound or career bound. SBA will maintain high expectations for all staff and will expect that staff will commitment to the mission and vision of the school, integrate and incorporate CTE into their instruction, and support and value the student choice for college bound or career bound.

Equal Employment Opportunity

SBA acknowledges and agrees that all persons are entitled to equal employment opportunity. SBA shall not discriminate against applicants or employees on the basis of the characteristic listed in Education Code Section 220 or protected by other California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA and Credentialing Requirements

SBA shall adhere to all requirements of ESSA that are applicable to teachers and paraprofessional employees in charter schools. SBA shall ensure that all teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment, pursuant to Education Code sections 47605(l) and 47065.4(a). SBA shall maintain current copies of all teacher credentials and make them readily available for inspection. Upon the hiring of any teacher, if requested by the District, the Charter School shall provide a copy of that teacher's credentials documentation to the District.

Employee Qualifications

The staffing needs for SBA will be identified by the Executive Director and will be consistent with the Charter School budget. Before any employee can begin service at SBA, they must provide evidence of fingerprinting/background screening and tuberculosis (TB) risk assessment or examination. These documents must be checked and verified by administrative staff. The Charter School will maintain a current copy of all employee records, which will be available for audit along with a record of their teaching credentials, fingerprinting/background screening, professional development hours, and a current tuberculosis risk assessment or examination. SBA will comply with all state and federal laws concerning the maintenance and disclosure of employee records. See Element 6 of this charter for additional information.

Within the provisions of applicable law, SBA reserves the right to recruit, interview and hire anyone at any time who has the best qualifications to fill any of its position vacancies so long as the credentialing requirements are met for teachers. Additionally, SBA will ensure the Charter School is a school of choice and that no employee will be required to work here. Below is a description of the qualifications of the key employee positions proposed at the Charter School.

Executive Director

The Charter School's Executive Director will be responsible for the Charter School operations.

Qualifications:

- Bachelor's degree required; Master's degree or higher preferred;
- California Teaching Credential; Administrative Services Credential preferred;
- Minimum of three (3) years teaching experience, minimum three (3) years of school administrative experience preferred;
- Experience coaching, evaluating, and developing staff;
- Clear and effective oral and written communication to key stakeholders;
- Ability to establish and maintain cooperative and effective working relationships with students, families, staff, and the Board; and,
- Commitment to SBA's Mission and Vision.

Principal

The Charter School's Principal will be responsible for supporting the Executive Director beginning in Year 3 and will also be responsible for teacher and staff evaluations, student discipline, and student activities and athletics.

Qualifications:

- Bachelor's degree required; Master's degree or higher preferred;
- California Teaching Credential; Administrative Services Credential preferred;
- Minimum of three (3) years teaching experience, minimum three (3) years of school administrative experience preferred;
- Experience coaching and developing staff;
- Clear and effective oral and written communication to key stakeholders;
- Ability to establish and maintain cooperative and effective working relationships with students, families, staff, and the Board; and,
- Commitment to SBA's Mission and Vision.

Certificated Staff Qualifications

The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.

Teachers are responsible for overseeing the students' academic progress and for issuing credits and grades, facilitating, reporting, and making matriculation decisions. Teachers are expected to differentiate instruction for each student focusing on hands-on instruction and CTE integration. Teachers should be willing to actively participate in professional development opportunities to enhance their professional practice.

Teacher Qualifications:

- Bachelor's degree required; Master's degree preferred;
- Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment;
- Minimum of three (3) years teaching experience preferred;
- Communicating clearly and effectively with key stakeholders;
- Ability to foster rapport and relationships with colleagues, students, families, and supervisors; and,
- Commitment to SBA's Mission and Vision.

Special Education Teacher/Coordinator Qualifications:

- Bachelor's degree required; Master's degree preferred;
- Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment;
- Minimum of three (3) years teaching experience preferred;
- Communicating clearly and effectively with key stakeholders;
- Ability to foster rapport and relationships with colleagues, students, families, and supervisors; and,
- Commitment to SBA's Mission and Vision.

School Counselor (beginning in Year 2) Qualifications:

- Bachelor's degree; Master's degree or higher preferred;
- Pupil Personnel Credential preferred;
- Minimum two (2) years High School Counseling experience preferred;
- Minimum two (2) years Therapeutic Counseling experience preferred;
- Ability to communicate clearly and effectively with key stakeholders;

- Ability to foster rapport and relationships with colleagues, students, families, and supervisors; and,
- Commitment to SBA's Mission and Vision.

Classified Staff Qualifications

Classified Staff will support the Charter School and will meet all applicable legal requirements for their respective positions.

Office Manager Qualifications:

- Articulate communication skills in both oral and written language;
- Possess an excellent record of dependability;
- Ability to multi-task, take initiative, and work well under pressure;
- Demonstrate evidence of skills such as word processing, record keeping and other office skills as required for the specific position;
- Computer skills to report data, track information and keep confidential records;
- Communicating clearly and effectively with key stakeholders;
- Minimum two year administrative experience required; experience in a school setting preferred;
- Proficient in Spanish preferred;
- Ability to foster rapport and relationships with colleagues, students, families, and supervisors; and,
- Commitment to SBA's Mission and Vision.

Office Staff Qualifications:

- Articulate communication skills in both oral and written language;
- Possess an excellent record of dependability;
- Demonstrate evidence of skills such as word processing, record keeping and other office skills as required for the specific position;
- Computer skills to report data, track information and keep confidential records;
- Communicating clearly and effectively with key stakeholders;
- Ability to foster rapport and relationships with colleagues, students, families, and supervisors; and,
- Commitment to SBA's Mission and Vision.

Other Classified Staff and Athletic Staff Qualifications:

- Strong communications skills;

- Be trained in and willing to continue learning how to manage student behavior, food safety, cleaning, athletic safety, or implement instructional strategies;
- Communicating clearly and effectively with key stakeholders; and,
- Commitment to SBA’s Mission and Vision.

Recruitment and Selection Process

SBA believes that all of its employees play an important role in creating a positive, successful learning environment. SBA will recruit professionals to fill administrative, instructional, and non-instructional roles based on a demonstrated commitment to excellence and shared belief in SBA's mission and vision. SBA is dedicated to excellence, a key to which is the selection of well-trained individuals who can exert every effort to raise standards, to improve service, to promote a climate in which the exercise of sound personal and professional judgment is encouraged, and to provide working conditions, which attract persons worthy of trust to careers in education.

The recruitment process will consist of a variety of announcements to attract a diverse teaching staff, such as sharing at teacher recruitment fairs, email networks, graduate schools of education, and website postings (Ed-Join, the Charter School website, California Charter Schools Association, Charter Schools Development Center, etc.). SBA may also advertise in community and regional newspapers. SBA intends to explore partnerships with other university credential or graduate programs.

Staff Evaluations

All SBA staff members will be evaluated annually. SBA will utilize the California Standards for the Teaching Profession as the evaluation tools for evaluating teachers to enhance professional practice to meet student needs, raise student achievement, and ensure students are on track for college or career. Evaluations and observations will be conducted by the Executive Director. The Executive Director will be evaluated annually by the Board of Directors.

Element 6: Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F)*

In order to provide safety for all students and staff, the Board of Directors will adopt and implement full health and safety procedures and risk management policies at the school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into SBA's student and employee handbooks and will be reviewed on an ongoing basis by the Executive Director and Board of Directors. SBA shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies and procedures of SBA:

Procedures for Background Checks

Employees and contractors of SBA will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board Chairperson shall monitor the fingerprinting and background clearance of the Executive Director. The Executive Director will serve as the Custodian of Records per the California Department of Justice requirements. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction employees will be required to provide records documenting immunizations as is required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

SBA will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. SBA will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by SBA.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Access to Mental Health Services

The Charter School will comply with the requirements of AB 2022 (Education Code Section 49428). At least twice every school year, the Charter School will notify parents and students about how to access mental health services on campus or in the community.

Immigration Policy

The Charter School will comply with the requirements of AB 699. The Charter School will adopt policies that align with guidance issued by the California Attorney General.

Prevention of Human Trafficking

SBA shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Feminine Hygiene Products

If SBA meets the 40% federal pupil poverty threshold, the Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 9-12, at least once pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School

- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Section 35291, 35291.5, 47605, and 47605.6.
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

SBA shall adhere to an Emergency Preparedness Handbook/School Safety Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall be provided training on emergency response, including appropriate “first-responder” training or its equivalent.

Bloodborne Pathogens

SBA shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including HIV and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free, Alcohol Free, Smoke Free Environment

SBA shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

SBA shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the Building Standards Code. SBA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. SBA shall conduct fire drills as required under Education Code Section 32001.

Sports Injuries

SBA shall comply with the requirements of Education Code Section 49475 regarding concussions/head injuries with respect to any athletic program offered by or on behalf of SBA.

Comprehensive Discrimination and Harassment Policies and Procedures

SBA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. SBA shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at SBA (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with SBA's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Element 7: Student Population Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

SBA anticipates that the Charter School will attract many students from all sectors of society. To create a school community that reflects the diversity of the general population residing within the District, SBA will strive to recruit students from a range of racial, ethnic, ability, linguistic, and socioeconomic backgrounds. SBA will bring a sense of validation and encouragement to families from diverse and multicultural backgrounds seeking a unique educational experience. This mindset will assist us in our overall recruiting efforts. SBA is committed to designing measurable approaches to underscore our dedication in establishing a diverse student body. The Charter School will maintain an accurate accounting of the racial and ethnic balance, special education students and English Learner students, including redesignated fluent English Learner students enrolled in the Charter School and will use this information to determine where additional outreach efforts are needed. In order to recruit students who are English Learners, all materials will be developed in English and Spanish as well as other languages as the need arises. In order to recruit students who are historically underserved, recruitment activities will focus on groups and gatherings. SBA is committed to being racially, ethnically, linguistically (including English Learners), ability, and socioeconomically diverse.

SBA plans to serve students with disabilities which reflects the proportion of persons with disabilities in the general public and the District, which is about 19%. SBA will make efforts in its student recruitment process to ensure that the Charter School will attract a comparable enrollment of students with disabilities as compared to the District. Recruitment efforts toward this special population of students and their families will include:

1. Open-house informational sessions that are held in the community will address parents of students with disabilities and provide accommodations if needed.

2. One-on-one meetings between the Charter School and parents of students with disabilities who express interest in learning more about how SBA can meet the particular needs of their child.
3. Parents of students with disabilities will be encouraged to bring IEP or 504 Plans to the school site after admission, and prior to the school year starting so staff can be notified, have a copy of the plans, discuss needs with parents and prepare for the first day of school for the student(s).

SBA will engage in the following outreach activities.

Marketing Materials

Designed flyers and distributed informational materials to appeal to various racial and ethnic groups within the District. Flyers will be distributed at local markets, coffee shops, libraries, churches, middle schools, and businesses. Materials will be developed in English, Spanish, and any other common languages in the target neighborhood.

Host Community Events

SBA will host 3 – 5 community events to promote the Charter School. Events will be inclusive of online presentations, interactive parent meetings, informational sessions, and other similar promotional activities.

Advertising

SBA will advertise in the local newspapers including North Coast Journal and the Times Standard. The Charter School will update its website and digital newsletter. SBA to issue a press release and invite every news organization in Humboldt County to cover proposed community events. The Charter School will continue to issue press releases, advertise in newspaper publications, and radio stations as funding allows. SBA will also advertise in local publications specific to the target community. SBA is in the process of identifying a possible area in the target community where we can hang a sign or banner advertising the Charter School.

Attend and Establish Presence at Community Events

SBA will make significant efforts to establish visibility in the community. The Charter School founding team members plan to attend upcoming community events, such as Fourth of July Festival in Eureka, Pastels on the Plaza in Arcata, Farmer's Market in Arcata, Fortuna Rodeo, Arts Nights in McKinleyville, and Oyster Festival in Arcata to ignite interest about the Charter School. SBA also set up information tables/booths in high traffic and high visibility areas during well – attended local and regional community events in Samoa, Eureka, Arcata, McKinleyville, Freshwater, Fortuna, Blue Lake, Trinidad, South Bay, and Big Lagoon.

Establish Partnerships with Community Organizations

SBA will explore potential partnerships within the local and regional communities inclusive of College of the Redwoods, Humboldt State University, and the business sector.

Social Media and Online Advertising

SBA will design a website for interested parents and community members to visit to learn more about the Charter School. Charter School will also have a Facebook page, and will stay up to date with social media platforms.

In addition, the Charter School intends to establish an enrollment and recruitment timeline that is aligned with the diverse needs and composition of the prospective population.

Ongoing Recruitment Efforts

Following the first year of enrollment, SBA will continue to engage in ongoing recruitment and outreach efforts as described above with the continued development of: marketing materials, advertising, online and social media presence, hosting and attendance of community events, and continued efforts to establish community partnerships. The budget includes financial resources allocated to outreach efforts. If requested, SBA will furnish the District annual documentation of ongoing recruitment and outreach efforts.

Element 8: Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

SBA will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

SBA shall admit all pupils who wish to attend SBA. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. SBA will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or the pupil's parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), SBA shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. In accordance with Section 47605(e)(4)(C), SBA shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the school website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents/guardians.

SBA shall require students who wish to attend the Charter School to complete an application form. After admission, students are required to submit an enrollment packet, which shall include the following:

- Student enrollment form
- Proof of immunization

- Proof of withdrawal from previous school (if applicable)
- Home Language Survey
- Completion of emergency medical information form
- Proof of minimum age requirements
- Release of records⁶

Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, SBA will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending SBA
2. Children of SBA teachers, staff, Board, and founders identified in the initial charter (not to exceed 10% of SBA's enrollment)
3. Students who are currently enrolled in or who reside in the elementary school attendance area of the local public elementary school where the Charter School is located (for purposes of the SB 740 Charter School Facility Grant Program)
4. Residents of the District
5. All other students

SBA and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Public random drawing rules, deadlines, dates, and times will be communicated in the application form and on SBA's website.

⁶ SBTMCS shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Public Random Drawing Procedures

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates, and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

SBA will conduct the lottery in the spring for enrollment in fall of that year.

Element 9: Annual, Independent Financial Audits

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Board of Directors will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10: Pupil Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).*

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at SBA. In creating this policy, SBA has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those

suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* SBA is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as SBA's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. SBA staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the student handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

The SBA administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Executive Director's office.

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

A student identified as an individual with disabilities or for whom SBA has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. SBA will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom SBA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the

native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

Discretionary Suspension Offenses

Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This policy does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This policy shall apply to students in any grade of 9 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the

- threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
 - s) Caused, attempted to cause, threaten to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.
 - t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
 - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offense

Students may be recommended for expulsion when it is determined the student:

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

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This policy does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terrorist threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with

- the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
 - r) Caused, attempted to cause, threaten to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.
 - s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
 - t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording

of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

Non-Discretionary Expellable Offenses

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be

expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or SBA employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or SBA personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present the student’s version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or

guardian to attend a conference with SBA officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following suspension. In addition, the notice may also state the time when the student may return to school. If SBA officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the

teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Expulsion Procedures

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Board of Directors following a hearing before it, or by the Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final decision.

Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;

- A copy of SBA's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at SBA to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing; and
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

SBA may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by SBA or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of the complaining witness's right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- SBA must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- If one or both of the support persons is also a witness, SBA must present evidence that the witness' presence is both desired by the witness and will be helpful to SBA. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make a final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to the student's previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations

governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with SBA.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

Disciplinary Records

SBA shall maintain records of all student suspensions and expulsions at SBA. Such records shall be made available to the chartering authority upon request.

No Right to Appeal

The student shall have no right of appeal from expulsion from SBA as the Board's decision to expel shall be final.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. SBA shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from SBA shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation

plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to SBA for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon SBA's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification of the District

SBA shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who SBA or the District would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention

services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, SBA, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If SBA, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If SBA, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the SBA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed unless the parent/guardian and SBA agree to a change of placement as part of the modification of the behavioral intervention plan.

If SBA, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then SBA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or SBA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or SBA, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k) until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian and SBA agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

SBA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated SBA's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if SBA had knowledge that the student was disabled before the behavior occurred.

SBA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to SBA supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent/guardian has requested an evaluation of the child.
- The child's teacher, or other SBA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other SBA supervisory personnel.

If SBA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If SBA had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. SBA shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by SBA pending the results of the evaluation.

SBA shall not be deemed to have knowledge of that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11: Employee Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

All employees at SBA shall participate in the federal social security system with a 403(b) match retirement program option. SBA shall inform all applicants for positions within SBA of the retirement system options for employees of SBA. The Executive Director shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

Element 12: Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

No student may be required to attend SBA. Students who reside within the District who choose not to attend SBA may attend school within the District according to District policy or at another school district or school within the District through the District's intra-and inter-district policies. Parents and guardians of each student enrolled in SBA will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in SBA, except to the extent that such a right is extended by the local education agency.

Element 13: Employee Return Rights

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).

No public school district employee shall be required to work at SBA. Employees of the District who choose to leave the employment of the District to work at SBA will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work at SBA that the District may specify, any rights of return to employment in a school district after employment at SBA that the District may specify, and any other rights upon leaving employment to work at SBA that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to SBA. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of SBA.

Element 14: Dispute Resolution Procedures

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

Disputes Between SBA and the District

SBA recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended to provide a prompt resolution of disputes related to provisions of the SBA charter. The policy is intended as a starting point for a discussion of dispute resolution procedures. SBA is willing to consider changes to the process outline below as suggested by the District.

SBA and the District are encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between SBA and the District, SBA staff, employees and Board members and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Charter School Executive Director, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, SBA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Charter School Executive Director and District Superintendent, or their designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or

their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and SBA. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and SBA.

Internal Disputes

SBA shall have an internal dispute resolution process to be used for all internal disputes related to SBA's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at SBA will be provided with a copy of SBA's policies and internal dispute resolution process. The District will refer all disputes not related to a possible violation of the Charter or law to SBA.

Element 15: Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).

Closure of SBA will be documented by official action of the Board. The action will identify the reason for closure. The official action will also identify the Executive Director as the person responsible for closure-related activities.

The Charter School will promptly notify parents and students of SBA, the District, the Humboldt County Office of Education, SBA's SELPA, the retirement systems in which SBA's employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

SBA will ensure that the notification to the parents and students of SBA of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close SBA.

SBA will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, SBA will provide parents, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA, 20 U.S.C. § 1232(g). SBA will ask the District to store original records of SBA students. All student records of the SBA shall then be transferred to the District upon SBA closure. If the District will not or cannot store the records, SBA shall work with the Humboldt County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, SBA will prepare final financial records. SBA will also have an independent audit completed within six months after closure. SBA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by SBA and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to SBA.

SBA will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of SBA, all assets of SBA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending SBA, remain the sole property of the Non-Profit and, upon the dissolution of the Non-Profit, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon SBA closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Non-Profit shall remain solely responsible for all liabilities arising from the operation of SBA.

As SBA is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of SBA, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix F, SBA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

Budget and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(h).

Attached, as Appendix F, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs.
- Cash flow and financial projections for the first three years of operation

These documents are based upon the best data available to the SBA petitioners at this time.

SBA shall provide reports to the District and Humboldt County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(h) will satisfy this requirement.
- By July 1, an LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of SBA's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education, and the Humboldt County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

SBA shall provide reporting to the District as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System ("CBEDS"),

actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (“SARC”), and the LCAP.

SBA agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, SBA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District

Insurance

SBA shall acquire and finance general liability, workers’ compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and SBA’s insurer. The District Board of Education shall be named as an additional insured on all policies of SBA. Prior to opening, SBA will provide evidence of the above insurance coverage to the District.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School plans to contract with Charter Impact, a business and development company specializing in charter schools, for administrative and “back office” services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- Federal Social Security Setup and Management
- 403(b) Setup and Management

- Planning and Management
- LEA Plans
- Compliance Reporting to County and State Grantors
- Attendance Reporting
- Food Program - Implementation and Claims Reporting
- Training - Charter School Finance, Accounting and Operation Functions, Budgets, Financial Reports
- Quarterly and Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

The Charter School will be located within NHUHSD's boundaries, in the town of Samoa. At capacity, SBA will operate with a minimum of 16 rooms including classrooms, laboratories, and workshops, a multipurpose room used as a cafeteria and assembly space, staff and student restrooms, office space, sports fields, and outdoor space for students. The Letter of Intent for the desired facility is included in Appendix G. The anticipated needs for the Charter School have been identified and are consistent with the facility in the development process.

Nothing in this Section shall be interpreted to be a waiver of the Charter School's right to request facilities pursuant to Education Code Section 47614 ("Prop 39").

Transportation

SBA will not provide transportation to and from school, except as required by law.

Attendance Accounting

SBA will implement an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

Oversight

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of SBA not to exceed one percent (1%) of the revenue of SBA. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

SBA shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. SBA shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of SBA.

Further, SBA intends to enter into a memorandum of understanding with the District, wherein SBA shall indemnify the District for the actions of SBA under this charter.

The corporate bylaws of the Non-Profit shall provide for indemnification of the Board, officers, agents, and employees, and SBA will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and SBA's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of SBA.

The Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter for the establishment of SBA, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. In alignment of AB 1505, the District shall grant the charter for SBA as this charter petition is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The District Board shall consider the academic needs of the students that SBA proposes to serve. The SBA petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the SBA petitioners pledge to work cooperatively with the District to answer any concerns concerning this Charter and to present the District with the strongest possible proposal requesting a five year term to begin operation in July 2021.

Appendix A: Petitioner Team Resumes

PATTI CAMPBELL

707-498-5100
pattibcam@aol.com

PROFESSIONAL

2000-PRESENT

OWNER, MAD RIVER LUMBER

ARCATA, CA

Owner and operator of wholesale redwood fencing sawmill

BROKER, NAVARRO-LOWREY INVESTMENTS

VAIL, CO

Sales & leasing of commercial properties

COMMUNITY

Founding Board Member & Past President, Redwood Discovery Museum, Eureka CA

Board Member, Jacoby Creek Education Foundation, Arcata, CA

Board Member, First Presbyterian Church, Eureka, CA

Jacoby Creek Athletic Committee, Arcata, CA

Fundraising Committee, St. Bernard's Academy Foundation, Eureka, CA

Board Member, Humboldt Live, Arcata, CA

EDUCATION & AFFILIATIONS

BS Landscape Architecture, Cal Poly SLO

Colorado Real Estate Licensing

Aji Network Business Professional's Course

Court Appointed Special Advocate

California Real Estate Licensing

Life Coach Certification

Rotary Club of Arcata Sunrise

David Edwin Lonn

Home Address

1484 Winchester Avenue
McKinleyville, CA 95519

Phone

(707) 839-2688 Home
(707) 496-8954 Cell

E-mail

sfdoubled@gmail.com

Education

- Clear Administrative Services Credential, Humboldt State University, Arcata, CA 2006
- Preliminary Administrative Services Credential, Level I, Humboldt State University, Arcata, CA 1998
- Professional Clear Multiple Subjects Credential, Humboldt State University, Arcata, CA 1985
- Bachelor of Science Degree, Liberal Studies, Humboldt State University, Arcata, CA 1980

Administrative Experience

LCAP Writer, Klamath Trinity Joint Unified School District, 1/2020-6/2020

Interim Superintendent, Arcata School District, 1/2018-6/2018

Executive Director, Northern Humboldt Union High School District, 2012-2016

Principal, McKinleyville High School, Northern Humboldt Union High School District, 2004-2012

Assistant Principal, McKinleyville High School, Northern Humboldt Union High School District, 2001-2004

Dean of Students, McKinleyville High School, Northern Humboldt Union High School District, 2000-2001

- Supervised classified staff, maintenance and operations, new construction, and Special Education
- Assumed District responsibilities for Safety, Transportation, and use of Facilities.
- Part of two Distinguished School Awards; one as the Assistant Principal and the other as Principal.
- Participation in the coordination of McKinleyville High School being an IB School.
- Facilitating the hiring of school personnel.
- Coordinated the development and implementation of the site's Master Schedule.
- Developed and monitored site budgets.
- Worked collaboratively with site departments to develop curriculum and facilitate its implementation.
- Supervised all site programs to assist students with their emotional, mental, physical, and academic well-being.
- Served in leading roles for two WASC Accreditations.
- Leader of evaluations of certificated and classified staff.
- Monitored student attendance and kept accurate records.
- Assisted with student discipline and campus supervision which included suspensions, parent/teacher conferences, the detention program, the Saturday School Program, behavior contracts, recommendations for alternative placements, and recommendations for expulsion.
- Represented the school on the SARB Board, G.R.I.P., and the School/Law Enforcement Network Committee.
- Served as the testing coordinator for the High School Exit Exam and the STAR Tests.
- Conducted evaluations of certificated and classified staff.
- Worked closely with the special education department assisting with student needs and serving as the site administrator for of student's individual educational plans.
- Led the LCAP Process and wrote much of the document.

Athletic Director, McKinleyville High School, Northern Humboldt Union High School District, 1987-2012

- Supervised all aspects of the athletic department which included scheduling, budgets, correspondence, game management, hiring recommendations, coaches evaluations and supervision, and the monitoring and enforcement of the athletic code of conduct.
- Served as chairman of the Athletic Policy Advisory Committee for the Northern Humboldt Union High School District, 1997.
- Served as chairman of the athletic directors of the Humboldt-Del Norte Conference who served as advisors to the conference's board of managers.
- Served on the scheduling and policy committee of the Humboldt-Del Norte Conference.

Teaching Experience

McKinleyville High School, Northern Humboldt Union High School District, 1985-2000

- Teaching experience at all grade levels with an emphasis in the Social Sciences, but also in Math, the Title I program, Computer Applications, and Media Production.
- Helped organize, develop, and implement the CORE Program which integrated the subjects of World History, English, Computer Applications, and Physical Education.
- Participated on the Digital High School committee and subsequently taught United States History in a computer lab.

Blue Lake Union Elementary School, Blue Lake Union Elementary School District, 1982-1985

- Taught a self-contained fourth grade class with students from various economic and cultural backgrounds.
- Team-taught with the fifth grade instructor in the areas of Reading, Math, and Physical Education.

Additional Experience

Professional Development, McKinleyville High School, Northern Humboldt Union High School District, 1985-2016

- Certification is in process an Administrative Leadership Coach through the California Network of School Leadership Coaches sponsored by ACSA and NTC, 2010-2012.
- Participated in various administrative level professional development sponsored by CASBO, ACSA, The Law Advisory Group, and the California Department of Education.
- Advised, participated, and initiated staff development programs such as Fred Jones Classroom Management, Kagen Cooperative Learning, and Character Counts! Education.
- Certified in the district's Classroom Management Program, 1985.
- Certified to instruct Fred Jones Classroom Management skills, 1996.
- Certified to instruct coaches to acquire their coaching certification, 1998.
- Participation in the Humboldt County Office of Education Leadership Workshops, 1991-1993.

Department Chairman, Social Science Department, McKinleyville High School, Northern Humboldt Union High School District, 1993-1995; 1999-2000

- Coordinated and evaluated the direction of the department and its members.
- Developed and monitored the department's budget.
- Supervised the rewriting of the course curriculums to align with the History-Social Science Framework for California Public Schools.
- Drafted a department handbook to encourage consistency in the policies of the department's classes.
- Participated in the interviewing and selection of applicants for department openings.

Athletic Coach, McKinleyville High School, Northern Humboldt Union High School District and community, 1975-2000

- Head Varsity Football Coach, McKinleyville High School, 1985-1999.
- Head Varsity Baseball Coach, McKinleyville High School, 1979-1981; 1985-1996.
- Assistant Football Coach, McKinleyville High School, 1978-1980.
- Assistant Baseball Coach, McKinleyville High School, 1977-1978.
- Basketball Coach, McKinleyville Elementary School, 1978-1981.
- Basketball Coach, Blue Lake Union Elementary School, 1982-1985.
- Various community coaching positions including Mad River Youth Football, McKinleyville Parks and Recreation 4th/5th Grade Basketball, Babe Ruth Baseball, Tee-Ball, and Little League Baseball, 1975-2009.

Leadership Coaching, Humboldt County, 2011-Present

- Was part of the initial group that brought Leadership Coaching to Humboldt County
- Worked with middle school through high school administrators, 12 total, with 9 working towards their clear administrative credential.

Julianne Eagle

United States



[linkedin.com/in/julianne-eagle-71790232](https://www.linkedin.com/in/julianne-eagle-71790232)



juliannebarnumeagle@gmail.com

Summary

For over 8 years I have worked with brands and individuals to help clarify their goals and implement marketing strategy to support those goals. Whether I am working as a consultant or as part of the in-house team, I begin each project with a deep curiosity in order to understand how I can provide impactful support. I enjoy leaning into my natural tendencies to create or define beautiful content and experiences in order to amplify campaigns. I have extensive experience working within the guidelines of a budget, managing projects, and navigating all the up-and-downs every marketing and advertising campaign component provides.

Experience

Vice President Marketing

The Danco Group

Sep 2019 - Present (11 months +)



Marketing Director

Momena Recovery

Sep 2019 - Present (11 months +)



Creative Director

North Creative

2015 - Present (5 years 7 months +)

Principle role is to seek, develop, and maintain relationships with clients and partners. Strategy and campaign design starting with defining goals, analyzing timeline and budget, mapping content and media outlets, and measuring effectiveness.

Manage the creative process from concept to completion, translate marketing objectives into clear creative strategies, Work closely with multidisciplinary project teams, lead and direct the creative team in the production of marketing collateral, ensure visual communication and brand standards are met, oversee client pitches and proposals, oversee profitability, deliverables, timelines and budgets, meet with clients or upper management to explain campaign strategies and solutions and review work, troubleshoot and provide feedback to collaborating teams.

Recent Project: Arcata Bay Virtual Oyster Festival

Goal: Arcata Main Street website redesign as the hub for local businesses. Additionally added a COVID-19 support local campaign. And, developed and led creative for the 30th year of Oyster Fest as a virtual experience.

- Defined new best practices for a virtual festival.
- Redesigned website to define a clear story, participation map with step-by-step instructions, and implemented marketing campaign across social, paid advertising, press releases, and print.
- Built out tools for client teams to utilize: branding, social media, event, and local inclusion strategies



Marketing Director

Los Bagels Co

Feb 2016 - Aug 2017 (1 year 7 months)

Managed the day to day marketing activities of the business along with long-term marketing strategy.

Managed all marketing for the company and activities within the marketing department, developed the marketing strategy for the company in line with company objectives, coordinated marketing campaigns with sales activities, oversaw the company's marketing budget, created and produced all marketing material in line with marketing plans, planned and implementing promotional campaigns, managed and improve lead generation campaigns, measuring results, managed responsibility for brand identity, planned and executed online and print marketing campaigns, monitored and reported on effectiveness of marketing communications, created a wide range of different marketing materials, and analyzed potential strategic partner relationships for company marketing.

opendoor

Communications Manager

Open Door Community Health Centers

Jun 2013 - Feb 2016 (2 years 9 months)

Responsible for leading a wide range of communications work that includes: strategic communications, integrated communications strategy development, communications program planning and execution. Also responsible for the visual layout of online communications and marketing materials, including visual concepts, layouts and icon design. It was my job to lead brainstorming creative concepts with project teams, creating style guides and executing on them.

opendoor

Advancement Associate

Open Door Community Health Centers

Oct 2011 - Jan 2013 (1 year 4 months)

opendoor

Advancement Assistant

Open Door Community Health Centers

Feb 2011 - Oct 2011 (9 months)

Education



Humboldt State University

BA, Journalism and Mass Communications

2004 - 2009

Licenses & Certifications



HubSpot Content Marketing Certificate - HubSpot Academy

Skills

Social Media • Marketing • Adobe Creative Suite • Advertising • Strategic Communications • Event Planning • Newsletters • Graphic Design • Public Relations • Publicity

Troy R. Nicolini

2573 Broadway Street
Fairhaven, CA 95664

Work: 707-443-0574 ex222
Mobile: 707-496-5959

Professional Experience Highlights

Meteorologist In Charge

National Weather Service, Eureka, CA

05/2015 to Present

Warning Coordination Meteorologist

National Weather Service, Eureka, CA

09/2004 to 05/2015

Service Hydrologist

National Weather Service, Eureka, CA

06/1998 to 09/2004

Research Hydraulic Engineer

US Army Corps of Engineers, Davis, CA

07/1989 to 06/1998

Education

Masters of Science in Civil Engineering

University of California – Davis, CA

Bachelors of Science in Computer Science

University of California – Davis, CA

Coursework in Meteorology (24 semester hours)

Mississippi State University and Pennsylvania State University

Community Involvement

President of Board of Directors

Peninsula Community Services District

Commissioner

Humboldt County Local Agency Formation

Board Member

Pacific Coast Fish, Wildlife & Restoration Assoc.

Lecturer

College of the Redwoods Engineering Dept.

PROFESSIONAL PUBLICATIONS

Dengler, L., C. Henderson, D. Larkin, T. Nicolini, V. Ozaki (2014), The Redwood Coast Tsunami Work Group: Promoting Earthquake and Tsunami Resilience on California's North Coast, Abstract NH23B-08 invited presentation 2014 Fall Meeting, AGU, San Francisco, Calif., 15-19 Dec. professional

Wilson, R., Cross, A., Johnson, L., Miller, K., Nicolini, T., Whitmore, P. (2014), The FASTER Approach: A New Tool for Calculating Real-Time Tsunami Flood Hazards, Abstract NH11C-04 2014 Fall Meeting, AGU, San Francisco, Calif., 15-19 Dec.

Dengler, L., C. Henderson, D. Larkin, T. Nicolini, V. Ozaki (2014), The Redwood Coast Tsunami Work Group: A Unique Organization Promoting Tsunami Resilience on California's North Coast, International Tsunami Symposium, Göcek, Turkey (25 – 28 Sep, 2014)

Dengler, L., C. Henderson, D. Larkin, T. Nicolini, V. Ozaki (2014), The Redwood Coast Tsunami Work Group: Promoting Earthquake and Tsunami Resilience on California's North Coast, Abstract NH23B-08 invited presentation 2014 Fall Meeting, AGU, San Francisco, Calif., 15-19 Dec.

Courtney, J E, Admire, A R, Nicolini T, Dengler L A (2013), Modeling potential river surge in Redwood Creek, California, Abstract NH41B-1709 2013 Fall Meeting, AGU, San Francisco, Calif., 9-13 Dec.

Dengler, L., C. Henderson, D. Larkin, T. Nicolini, V. Ozaki (2012), The Redwood Coast Tsunami Work Group: a unique organization promoting earthquake and tsunami resilience on California's North Coast, Abstract NH31D-04 presented at 2012 Fall Meeting, AGU, San Francisco, Calif., 3-7 Dec.

Rick I. Wilson, Kevin Miller, Clifton Davenport, Troy Nicolini, Lori Dengler, Amanda R. Admire, Costas Synolakis, Aggeliki Barberopoulou, Jose C. Borrero, Patrick J. Lynett, Bruce E. Jaffe, Edward Curtis (2011). Comparison of Strong Currents and Impacts on the California (USA) Maritime Communities from the 2010 Chile and 2011 Japan Teletsunamis, Abstract NH11A-1342 presented at 2011 Fall Meeting, AGU, San Francisco, Calif., 5-9 Dec.

Dengler, L., A. Araya, N. Graehl, F. Luna, T. Nicolini (2012). Factors that Exacerbated or Reduced Impacts of the 27 February 2010 Chile Tsunami, Earthquake Spectra Jun 2012, Vol. 28, No. S1 (June 2012) pp. S199-S213

Dengler, L., T. Nicolini, D. Larkin, V. Ozaki (2008), Building Tsunami-Resilient Communities in Humboldt County, California, in L. Wallendorf, L. Ewing, C. Jones, B. Jaffe eds, Solutions to Coastal Disasters 2008 - Tsunamis, American Society of Civil Engineers, p.178-191.

Ozaki, V, Nicolini, T, Larkin, D, Dengler, L, (2008), Earthquake and Tsunami planning, outreach and awareness in Humboldt County, California, Eos Trans. AGU, 89(52), Fall Meet. Suppl., Abstract OS43D-1324

Tracy, Barbara, E. Devaliere, J. Hanson, T. Nicolini, H. Tolman (2007), Wind Sea and Swell Delineation for Numerical Wave Modeling, 10th International Workshop on Hindcasting and Forecasting, November 11-16, 2007, at Turtle Bay, Oahu, HI.

Crawford, Greg, Troy Nicolini, Douglas Saucedo, Eve-Marie Devaliere, and Erick Rogers (2005), A high resolution nearshore wave and bar forecast model for Humboldt Bay, California, presented at the 2005 World Conference on Natural Resource Modeling, Arcata, California, June 14-18, 2005.

Nicolini, Troy, and G. B. Crawford (2005), High resolution nearshore wave modeling in Humboldt Bay, presented at the Humboldt Bay Symposium: A Regional Perspective to Restoring Physical and Ecological Processes in Humboldt Bay, Arcata, California, March 14-15, 2005.

Nicolini, Troy, G. B. Crawford, E. Rogers, T. Williams, E.-M. Devaliere, and D. Saucedo (2005), A high resolution nearshore wave model and bar forecast model for northwestern California, presented at the Sixth Conference on Coastal Atmospheric and Oceanic Prediction and Processes, 85th AMS Annual Meeting, San Diego, California, January 9-13, 2005.

Saucedo, D., G.B. Crawford, and T. Nicolini (2005), Validation of a nearshore wave model in a harbor entrance with a dynamic wave and littoral process environment, presented at the Sixth Conference on Coastal Atmospheric and Oceanic Prediction and Processes, 85th AMS Annual Meeting, San Diego, California, January 9-13, 2005.

Nicolini, T. , ed (1994), Urban Hydrology and Hydraulics, Seminar Proceedings, US Army Corps of Engineers, Hydrologic Engineering Center, Davis, CA

Charles Petrusha

Charles "Chuck" Petrusha
2265 Home Dr.
Eureka, CA 95503
707-443-6366

May 1992 – Present
Advanced Security Systems President and CEO

July 1985 – May 1992
Advanced Security Systems Sales

June 1979 – July 1985
Advanced Security Systems Technician

Skills

- Business Strategy
- Leading and Mentoring Teams
- Crisis Management
- Security Consultant & Expert
- Business Finance
- Marketing & Building a Brand

CATHERINE A. SCOTT

2750 Virginia Court, Fortuna, CA 95540 (707)496-8991

EMPLOYMENT HISTORY

2019-	Adjunct Professor , National University
2018-	Director of Student Services , St. Bernard's Academy
2017-	Independent Education Consultant , Best Route Consulting
2012-2017	Superintendent , Southern Humboldt Unified School District
2009-2012	Superintendent/Principal , Leggett Valley Unified School District
2007-2009	Assistant Superintendent , Willits Unified School District
2005-2007	Principal , Small Schools, Willits Unified School District
2004-2005	Assistant Principal , Willits High School, Willits Unified School District
2002-2004	Dean of Students , South Fork High, Southern Humboldt School District
1997-2002	Teacher , Social Studies Department, St. Bernard Catholic School
1992-1994	Teacher , English as a Foreign Language, Aeon-Amity English School, Japan

ADMINISTRATIVE EXPERIENCE

2018- Present: Director of Student Services, St. Bernard's Academy

- Assist in school operations
- Oversee SSTs, 504 and Special Education services
- Teacher and administrative coach
- Parent and Alumni communications
- Provide academic counseling

2012-2017: Superintendent, Southern Humboldt Unified School District

- Organize and oversee Board of Trustees' relations, communications, training and meetings.
- Make recommendations to the Board of Trustees regarding lay-offs; execute board decisions.
- Collaborate with contractors, architects, community and board to implement use of bond funding to modernize schools.
- Support and evaluate principals and directors.
- Work with certificated staff to implement the New State Standards and adoption of standards aligned curriculum.
- In collaboration with the business manager, worked to implement the new LCFF funding system and the accompanying LCAP.
- Serve as Principal of Agnes J. Johnson Elementary.
- Serve as SARB chairperson.
- Implement PBIS district-wide.
- Remain current on state and federal changes to education laws.
- At various times, serve the district as Director of Special Education, Transportation, Maintenance, Food Service.
- Serve as Director of Human Resources; hiring, disciplining and determining staffing levels.

2009-2012: Superintendent/Principal, Leggett Valley Unified School District

- Organize and oversee Board of Trustees' relations, communications, trainings and meetings.
- In collaboration with business manager, staff and Board of Trustees, develop annual budget for district.
- Evaluate all staff.
- Manage all aspects of district-wide testing CST and CAHSEE.
- Supervise all aspects of five schools within LVUSD.

- Created and managed Lost Coast Virtual Academy to increase enrollment.
- Make recommendations to the Board of Trustees regarding lay-offs; execute board decisions.
- Create Professional Learning Communities for Leggett Valley Elementary and High School to improve student achievement.
- Work to rebuild school and community trust and relations after difficult personnel issue and Grand Jury Investigation.
- Remain current on laws and funding changes impacting California Public Education.
- Write all reports necessary for state compliance.
- Respond to complaints.

2007-2009: Assistant Superintendent, Willits Unified School District

- Serve as District Director of Special Education; chair IEPs, arrange for staff to meet student needs, work with county office and SELPA to ensure appropriate services for students.
- Work with outside agencies such as Regional Center and Redwood Children's Services to coordinate services for Special Education students.
- Arrange for hiring of classified and certificated staff for all sites.
- Work with Maintenance Director to ensure safety and upkeep of all buildings in the district.
- Oversee all district construction projects.
- Arrange for STAR, CAHSEE, Physical Fitness, EAP and CELDT testing for all sites.
- Ensure completion of all annual state reports by all sites: School Accountability Report Card, Single Plan for Student Achievement, School Safety Plan, Language Census, SNOR, TUPE, and Technology Survey.
- Oversee implementation of ASES and 21st Century After-school Grants and School Violence Prevention Grant.
- Assist superintendent in determining staffing needs and the issuing of lay-off notices.
- Serve as District Director of Technology.
- Chair District committees: Technology Committee, Health Advisory Committee, and English Learners Committee
- Assist superintendent in organizing and carrying out a District-wide in-service for over 100 teachers introducing Professional Learning Communities to Willits Unified.
- Assist and advise site administrators in the daily operations of schools.
- Conduct investigations as needed in response to complaints against staff members.

2005-2007: Principal, Willits Small Schools

- Principal of Sherwood Elementary (K-6), Secondary Community Day, Sanhedrin High School, New Horizons Independent Study Program (K-12), Willits Adult School
- Worked with staff to develop and implement High Priority Schools Grant for Sherwood Elementary.
- Worked with Sherwood Elementary staff to implement standards-based curriculum with fidelity to improve student learning. Sherwood's API score increased 89 points during these two years.
- Evaluated Classified and Certificated Staff.
- Directed WASC self study for accreditation of Sanhedrin High School.
- Researched and arranged for professional development opportunities for staff of all schools.
- Conducted monthly professional development meetings with all small schools staff.
- Prepared all State and Federally required reports
- Reviewed school attendance and work with students and staff to improve attendance by meeting with students and/or parents and making contracts. Attendance rates increased at Sherwood, Secondary Community Day and Sanhedrin.
- Developed and implemented a reading intervention and CAHSEE intervention program for Sanhedrin and Secondary Community Day School.
- Coordinated with staff to prepare for the Compliance Review for Willits Adult School.

2004-2005: Assistant Principal, Willits High School

- Evaluated classified and certificated staff.
- Revised and enforced School Discipline Policy.
- Assigned suspensions, detentions and make referrals for transfers and expulsions.

- Reviewed school attendance and worked with students to improve attendance by meeting with students and/or parents and making contracts.
- Supervised all extracurricular activities.

TEACHING EXPERIENCE

2002-2004 South Fork High School (grades 8-12)

- Drama, Physical Education and Study Hall.

1997-2002 St. Bernard Catholic School (grades K-12)

- Chaired Social Studies Department (grades K-12)
- Taught World History, U.S. History and Journalism.

1992-1994 Aeon-Amity English School

- Taught English as a foreign language to students ranging in age from 3-18.

EDUCATION

2018 University of Phoenix

Master of Arts, Adult Education and Training

2018 University of San Diego, Extension

College Admission Counselor Certification Program

2007 AB 75 Mendocino County Office of Education

Administrative Services Clear Credential

2002 Humboldt State University, Arcata, CA

Administrative Services, Preliminary Credential

1996 Humboldt State University, Arcata, CA

Single Subject Teaching Credential, Social Studies

1991 University of California, Santa Cruz, CA

Bachelor of Arts, History

ADDITIONAL EXPERIENCES

- Foster parent, 2016-2017
- Traveled in England, France, Switzerland, Italy, Austria and Germany, July 2001
- Traveled in Thailand, Vietnam, Singapore and Australia, 1994
- Traveled in South Korea, Hong Kong, China, Mongolia, USSR and Germany, 1993
- Worked as Congressional Caseworker for Former Congressman Leon Panetta, 1991-1992

PROFESSIONAL DEVELOPMENT

- ACSA Personnel Academy
- ACSA New Superintendent Academy
- Professional Learning Communities State Summit
- ACSA Superintendent Symposiums
- School Services of Ca Budget Meetings
- SI&A Budget Workshops
- ACSA School Business Academy
- MBTI Certification
- Strong Interest Inventory Certification
- LRP Special Education Legal Conf.
- CASBO Attendance Workshop
- ACSA Coaching Certification
- Professional Learning Communities Summit
- Leadership Network-SCOE
- PBIS Training
- CAASPP Training

PROFESSIONAL ASSOCIATIONS

- Association of California School Administrators
- Independent Education Consultant Association

Appendix B: Meaningfully Interested Teacher Signatures

Samoa Beach Academy

We the undersigned believe that the attached charter petition for the establishment of Samoa Beach Academy, a California public charter school, merits consideration and hereby petition the governing board of the Northern Humboldt High School District to grant approval of the charter pursuant to Education Code Section 47605(a)(1) to enable the establishment of the Samoa Beach Academy. The Petitioners for Samoa Beach Academy agree to operate the charter school pursuant to the terms of the Charter Schools Act, the provisions of the Charter School's charter, and applicable laws.

The petitioners listed below certify that by signing this petition they are properly credentialed teachers in California and are meaningfully interested in teaching at Samoa Beach Academy.

By the Lead Petitioners:

Catherine Scott
Name
Signature
7-28-20
Date

Patti Campbell
Name
Signature
Date

The petitioners recognize Catherine Scott and Patti Campbell as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter petition necessary to secure approval by the Peninsula Union School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Sasha Lyth	Sasha Lyth	7-28-20	single subject - Art	707-499-2800
Brice Gummara	Brice Gummara	7/28/20	Single Subject - Soc. Science	707-842-7283
Todd Currey	Todd R. Currey	10/18/20	Engineering & Arch (CTE), Info & Comm. Tech (CTE), Manufacturing & Prod. Design (CTE), Math, Physical Science	707-845-3135
Brad Johnson	Bradley A Johnson	10/09/2020	Building Trades & Construction Transportation	Electronics 707-407-8115

Appendix C: Articles of Incorporation

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FILED

Secretary of State
State of California

MAY 22 2020

**ARTICLES OF INCORPORATION
OF
SAMOA BEACH TRADE AND MARINE CHARTER SCHOOL**

I.

The name of the Corporation shall be Samoa Beach Trade and Marine Charter School.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Wayne Strumpfer
655 University Avenue, Suite 150
Sacramento, CA 95825

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address and initial mailing address of the Corporation is:

5251 Ericson Way
Arcata, CA95521

Dated: 5/8/2010

Catherine Scott
Catherine Scott, Incorporator



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUN 04 2020

SH

Date: _____

Alex Padilla

ALEX PADILLA, Secretary of State

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Secretary of State
State of California

JUN 19 2020

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TSD

**CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION**

The undersigned certify that:

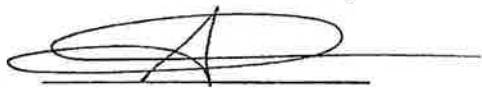
1. They are the President and Secretary, respectively, of Samoa Beach Trade and Marine Charter School, a California corporation.
2. Article I of the Articles of Incorporation of this Corporation is amended to read as follows:
"The name of this corporation is Samoa Beach Academy."
3. The foregoing amendment of Articles of Incorporation has been duly approved by the Board of Directors.
4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 6/16/20

Patti Campbell
Patti Campbell, President

DATE: 6/16/2020


Amanda Davis, Secretary





I hereby certify that the foregoing transcript of 1 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUL 10 2020

TSD

Date: _____

Alex Padilla

ALEX PADILLA, Secretary of State

Appendix D: Bylaws

**BYLAWS
OF
SAMOA BEACH ACADEMY**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this Corporation is Samoa Beach Academy.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is P.O. Box 28, Samoa, State of California, 95564-0028. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes

the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. **DEDICATION OF ASSETS.** The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI CORPORATION WITHOUT MEMBERS

Section 1. **CORPORATION WITHOUT MEMBERS.** The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the Corporation’s behalf and cause to be

executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

- d. Adopt and use a corporate seal.

Section 3. **APPOINTED DIRECTORS AND TERMS.** The number of directors shall be no fewer than five (5) and no more than nine (9), unless changed by amendments to these bylaws. In accordance with Education Code Section 47604(c), the charter authorizer may appoint a representative to sit on the Board of Directors. If this occurs, the Corporation may appoint an additional member to ensure that the Board is maintained with an odd number of directors. All directors shall have full voting rights, including the representatives appointed by the charter authorizer as consistent with Education Code Section 47604(c).

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Terms for the initial Board of Directors shall be five (5) seats for a term of either two (2) or three (3) year(s). The terms of the initial Board of Directors shall be staggered, with three (3) members serving for two (2) years and two (2) members serving for three (3) years. The staggering of the initial directors' terms of service will be drawn by lot.

Section 4. **RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.** No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. **DIRECTORS' TERMS.** Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 6. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 7. **RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date

when the resignation becomes effective.

Section 8. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 9. **REMOVAL OF DIRECTORS.** Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 10.

Section 10. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 11. **NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 12 **PLACE OF BOARD OF DIRECTORS MEETINGS.** Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which the charter school is located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act and Education Code Section 47604.1. If applicable, a two-way teleconference location shall be established at each schoolsite and each resource center.

Section 13. **MEETINGS; ANNUAL MEETINGS.** All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 14. **REGULAR MEETINGS.** Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda shall be posted in a physical

location in the Corporation's jurisdiction and on the charter school website homepage with a direct and prominent link.

Section 15. **SPECIAL MEETINGS.** Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Vice-Chairman is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 16. **NOTICE OF SPECIAL MEETINGS.** In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. The agenda for a special meeting shall be posted in a physical location in the Corporation's jurisdiction and on the charter school website homepage with a direct and prominent link.

Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 17. **QUORUM.** A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 18. **TELECONFERENCE MEETINGS.** Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 19. **ADJOURNMENT.** A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 20. **COMPENSATION AND REIMBURSEMENT.** Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 21. **CREATION AND POWERS OF COMMITTEES.** The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Fill vacancies on the Board of Directors or any committee of the Board;

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 23. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 24. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Except for the Chairman of the Board and Vice-Chair, officers shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the

rights of any officer under any employment contract.

Section 4. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. **CHAIRMAN OF THE BOARD.** If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. **PRESIDENT.** The President, also known as the Executive Director of the Charter School, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. **SECRETARY.** The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. **CHIEF FINANCIAL OFFICER.** The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest). Pursuant to Education Code section 47604.1, notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** The Corporation will comply with Corporations Code section 6322.

**ARTICLE XVII
BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

**ARTICLE XVIII
FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Samoa Beach Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 12 pages, are the bylaws of the Corporation as adopted by the Board of Directors on August 3, 2020; and that these bylaws have not been amended or modified since that date.

Executed on August 3, 2020 at Arcata, California.


Julianne Eagle, Secretary

Appendix E: Conflict of Interest Code

SAMOA BEACH ACADEMY

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Samoa Beach Academy (“Charter School”) hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of the Charter School, as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit A.”

Statements Filed with the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing official shall make and retain the originals of all Statements. Copies will be sent to the Clerk of the Del Norte Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Charter School shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Charter School enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Charter School's directors are directors and have a material financial interest).

APPROVED AND ADOPTED by the Board of Directors of on the 3rd day of August, 2020.


Chairperson, Board of Directors
Samoa Beach Academy

ATTEST:


Secretary to the Board of Directors
Samoa Beach Academy

**APPENDIX TO
CONFLICT OF INTEREST CODE OF
SAMOA BEACH ACADEMY**

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from the Charter School general counsel. (Gov. Code§ 83114; Title 2 Cal. Code of Regs. § 18730(b)(II).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code§ 83114(a).)

Opinions rendered by general counsel do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on general counsel's opinion as evidence of good faith. In addition, the Charter School may consider whether such reliance should constitute a mitigating factor to any disciplinary action that the Charter School may bring against the requesting party under Government Code§ 91003.5.

I.

Designated Employees

<u>Designated Employees</u>	<u>Categories Disclosed</u>
Members of Charter School Board of Directors	1 through 3
Executive Director	1 through 3
Principal	1 through 3
Consultants ¹	

¹ With respect to consultants, the Chairperson or Director may determine in writing that a particular consultant, although a “designated employee,” is hired to perform a range of duties that is limited in scope and thus is not required to comply with the written disclosure requirements described in these categories. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chairperson or Director's determination is a public record and shall be retained for public inspection by the Charter School, in the same manner as this Conflict of Interest Code. Nothing herein excuses any such consultant from any other provision of this Conflict of Interest Code.

II. Disclosure Categories

Category 1. Reportable Investments

A designated employee in this category shall report all reportable investments, as defined in Government Code § 82034, in business entities located in, doing business in, planning to do business in, or having done business in the previous two (2) years in Orange County, which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by the Charter School.

Category 2. Reportable Interests in Real Property

A designated employee in this category shall disclose all interests in real property, as defined in Government Code §§ 82033 and 82035, that are within two (2) miles of any facility or real property owned or used by the Charter School.

Category 3. Reportable Income

A designated employee in this category shall disclose all income as defined in Government Code § 82030 of the designated employee from business entities or other sources located in, doing business in, planning to do business in, or having done business in the previous two (2) years in Orange County during the reporting period which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by the Charter School.

Appendix F: Budget Documents

Includes:

Budget Narrative, Multi-Year Budget, Cashflow and Financial
Projections, Funding Letter

Budget Narrative & Cash Flow Statement

Below is the financial information and narrative for the proposal of Samoa Beach Academy ("SBA"). The financial statements include a 5-year pro-forma annual budget and monthly cash flow statement (the 5 years of operations for 2021-22 through 2025-26 inclusive).

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for SBA will largely depend on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. ADA is used to calculate many of the revenue sources. To allow for conservatism, this budget assumes a 95% attendance rate.

It is planned that SBA will open in 2021-22 with enrollment of 150 and grow to 400 at capacity. The following table shows SBA's projected enrollment and ADA.

Table A: Enrollment & ADA

	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment & ADA by Grade					
9th Grade	75	100	100	100	100
10th Grade	50	75	100	100	100
11th Grade	25	50	75	100	100
12th Grade	-	25	50	75	100
Total Projected Enrollment	150	250	325	375	400
Average Daily Attendance (ADA)					
ADA %	95%	95%	95%	95%	95%
Total	142.50	237.50	308.75	356.25	380.00

Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be around \$11,600/ADA at SBA except in the early/initial, start-up years when some revenue streams are not immediately available. State revenue streams provide the largest source of funding making up about 90% of SBA's total revenues. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 1	Year 2	Year 3	Year 4	Year 5
Summary of Revenue Programs					
State Aid - Revenue Limit	\$1,477,632	\$2,462,720	\$3,201,536	\$3,694,080	\$3,940,352
Federal Revenue	73,599	143,262	193,237	228,069	248,423
Other State Revenue	74,483	130,818	172,512	200,680	215,320
Total Revenues	\$1,625,714	\$2,736,800	\$3,567,286	\$4,122,829	\$4,404,095
State Revenues as % of Total					
	90.9%	90.0%	89.7%	89.6%	89.5%
Revenues per ADA	\$11,409	\$11,523	\$11,554	\$11,573	\$11,590

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v21.2 released 9/9/20) was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students at SBA of 41.65%. This rate is consistent with the demographics of Northern Humboldt Union High as a whole.

These projections show that in year 1, a total of \$28,500, or \$200 per ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account. Approximately 2% of the LCFF revenues (or \$4,013 per ADA) are projected to be disbursed via In-Lieu Property Taxes.

Table C: Projected State Revenues

	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 1	Year 2	Year 3	Year 4	Year 5
State Aid - Revenue Limit					
LCFF State Aid	\$877,324	\$1,462,206	\$1,900,868	\$2,193,309	\$2,339,530
Education Protection Account	28,500	47,500	61,750	71,250	76,000
In Lieu of Property Taxes	571,808	953,014	1,238,918	1,429,521	1,524,822
Total State Revenue Limit	\$1,477,632	\$2,462,720	\$3,201,536	\$3,694,080	\$3,940,352

Federal Revenues

Special Education

SBA provides special education services and will work with the Humboldt County Office of Education Special Education Local Planning Area (SELPA) to ensure resources are provided to ensure compliant, efficient and effective delivery of services. SBA's state special education funding includes general state/local aid of \$296/ADA based on an unduplicated rate of 41.65% and no augmentation students. In addition to state special education funding, the revenue projection for SBA also assumes \$191/Prior Year Unduplicated Count of federal special education funding beginning in year 2.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent/guardian income levels. For this budget, we assume that the percentage of our students eligible to receive federal funding reimbursements will be about 40%. Additional receipts from paid student meals have not been included for conservatism since we do not have historical information. Food expenses for this program are shown below; serving staff expenses are included in classified salaries and benefits.

Title Programs

Based on roughly 40% of students qualifying for free and reduced prices meals, SBA has also included a minimal amount of Title funds (Title I, II and IV).

Table D: Projected Federal Revenues

	2021-22	2022-23	2023-24	2024-25	2025-26
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>Federal Revenue</i>					
Special Education - Entitlement	-	\$27,264	\$45,440	\$59,072	\$68,161
Federal Child Nutrition	41,935	69,892	90,860	104,838	111,828
Title I, Part A - Basic Low Income	17,805	29,676	38,578	44,513	47,481
Title II, Part A - Teacher Quality	3,858	6,430	8,359	9,645	10,288
Other Federal Revenue	10,000	10,000	10,000	10,000	10,667
Total Federal Revenue	\$73,599	\$143,262	\$193,237	\$228,069	\$248,423

Other State Revenues***Lottery & Mandated Block Grant***

Lottery funding is based upon a projection of \$199 per ADA per year. Lottery funds are mainly allocated for general purpose use with nearly 25% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at \$17/ADA for grades K-8 and \$47/ADA for grades 9-12. Since funding is dependent on the previous year's ADA, SBA will not be eligible to receive the Mandate Block Grant funding until the second year of operations.

The Lottery funds have been included in year one and an accrual and receivable at the end of year one as the funds will be paid as a prior year adjustment during year two of operations.

Table E: Projected Other State Revenues

	2021-22	2022-23	2023-24	2024-25	2025-26
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>Other State Revenue</i>					
State Special Education	\$42,157	\$70,261	\$91,339	\$105,391	\$112,418
Child Nutrition	3,969	6,615	8,600	9,923	10,585
Mandated Cost	-	6,679	11,132	14,471	16,697
State Lottery	\$28,358	\$47,263	\$61,441	\$70,894	\$75,620
Total Other State Revenue	\$74,483	\$130,818	\$172,512	\$200,680	\$215,320

Other Local Revenues

Although SBA does intend to utilize fundraising, non-public revenue has been excluded from the budget to be conservative.

Expenditures

The projected expenditures through 2025-26 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table F: Summary of Projected Expenses

	2021-22	2022-23	2023-24	2024-25	2025-26
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Summary of Projected Expenses					
Certificated Salaries	\$422,500	\$747,400	\$991,998	\$1,153,388	\$1,223,006
Classified Salaries	36,000	86,720	88,454	90,223	92,028
Employee Benefits	149,829	271,914	348,876	405,667	430,328
Total Compensation	\$608,329	\$1,106,034	\$1,429,328	\$1,649,279	\$1,745,361
Books and Supplies	249,936	376,116	479,634	552,884	591,685
Subagreement Services	77,735	132,149	175,230	206,232	224,381
Operations and Housekeeping	94,375	160,438	212,740	250,379	272,412
Facilities, Repairs and Other Leases	281,850	479,145	635,346	747,754	813,556
Professional/Consulting Services	175,741	262,692	334,294	384,645	412,936
Interest	27,302	37,924	25,267	-	-
Total Non-Comp	\$906,938	\$1,448,463	\$1,862,511	\$2,141,893	\$2,314,969
Total Expenses	\$1,515,268	\$2,554,497	\$3,291,839	\$3,791,172	\$4,060,331

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) at capacity remain relatively constant near 43% of total expenditures. “Compensation” includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, and workers’ compensation.

SBA’s teacher staffing levels are based upon enrollment projections. Ratios of Certificated Classroom Teachers to Students is expected to be at 25:1 over the course of the full 5 years of operations. However, that ratio is slightly below 20:1 when including all staff who are in Student/Program support roles.

Table G: Instructional Staff Ratio

	2021-22	2022-23	2023-24	2024-25	2025-26
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Instructional Staff Ratio					
School Attendance	150.0	250.0	325.0	375.0	400.0
Certificated Teacher (including Resource)	7.0	12.0	15.0	18.0	19.0
Certificated Pupil Support (including SPED)	-	1.0	1.0	1.0	1.0
Classified Instructional Aides	-	-	-	-	-
Total Instructional Staff	7.0	13.0	16.0	19.0	20.0
<i>Student : Instructional Staff Ratio</i>	<i>21.4</i>	<i>19.2</i>	<i>20.3</i>	<i>19.7</i>	<i>20.0</i>

The staffing tables associated with our financial projections are shown below:

Table H: Staffing Summary

	2021-22	2022-23	2023-24	2024-25	2025-26
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Total Staffing					
Instructional Staff					
Teachers					
9th Grade	3.0	4.0	4.0	4.0	4.0
10th Grade	2.0	3.0	4.0	4.0	4.0
11th Grade	1.0	2.0	3.0	4.0	4.0
12th Grade	-	1.0	2.0	3.0	4.0
Other (Resource Teacher)	1.0	2.0	2.0	3.0	3.0
Total Teacher	7.0	12.0	15.0	18.0	19.0
Other Instructional Staff					
Certificated Pupil Support	-	1.0	1.0	1.0	1.0
Total Other Instructional Staff	-	1.0	1.0	1.0	1.0
Total Instructional Staff	7.0	13.0	16.0	19.0	20.0
Administrative Staff - Certified					
Executive Director	1.0	1.0	1.0	1.0	1.0
Principal	-	-	1.0	1.0	1.0
Total Administrative Staff - Certified	1.0	1.0	2.0	2.0	2.0
Support and Administrative Staff					
Administrative - Classified (FTE)	-	1.0	1.0	1.0	1.0
Clerical Staff - Classified (FTE)	1.0	1.0	1.0	1.0	1.0
Total Classified Staff	1.0	2.0	2.0	2.0	2.0
Total Staffing	9.0	16.0	20.0	23.0	24.0

For the first year of operations (2021-22), it is assumed that the Executive Director and Secretary/Registrar will begin on July 1, 2021.

The average salary structure for key FTE staff positions is listed in the table below. The budget assumes a 2% cost of living adjustment/step-and-column increase every year. Note that the projected total salary amounts in Table E also includes support staff costs.

Table I: Average Budgeted Salary by Position

	2021-22	2022-23	2023-24	2024-25	2025-26
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Average Budgeted Salary by Position					
Teacher (including SPED)	47,500	47,975	48,458	49,053	49,851
Administrative Staff - Certified	90,000	112,200	102,222	104,266	106,352
Classified Staff (Support and Administrative)	36,000	43,360	44,227	45,112	46,014

Table J: Employee Benefits

	2021-22	2022-23	2023-24	2024-25	2025-26
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Employee Benefits					
OASDI	28,427	51,715	66,988	77,104	81,532
Medicare	6,648	12,095	15,667	18,032	19,068
Health and Welfare	81,000	146,880	187,272	219,670	233,805
State Unemployment	4,410	7,840	9,800	11,270	11,760
Workers' Compensation	6,419	11,678	15,126	17,411	18,410
Other Benefits	22,925	41,706	54,023	62,181	65,752
Total Benefits	\$149,829	\$271,914	\$348,876	\$405,667	\$430,328

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by type of employee (i.e. whether they are full-time, part-time and/or hourly employees). SBA's employees participate in Social Security, Medicare, and workers' compensation. SBA will also offer a health and welfare program with an employer contribution per employee per year estimated at \$9,000. For retirement benefits, SBA will establish a 403(b) plan and has budgeted a 5% employer contribution for all employees in all years.

Books and Supplies and Food Services

Many of the core programming cost projections after the initial start-up period from July 1, 2021 through the first day of school are based upon a per pupil allotment for instructional supplies, online curricula, project materials and some assessments. These costs and additional enrichment/field trip opportunities for students may be supplemented in the future by private funding as it is secured, thus these estimates are conservative. SBA will provide breakfast and lunch for all students and will participate in the National Free and Reduced Lunch Program.

Table K: Books, Supplies, & Food Services

	2021-22	2022-23	2023-24	2024-25	2025-26
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Books & Supplies					
Textbooks and Core Curricula	\$22,500	\$38,250	\$50,720	\$59,693	\$64,946
Books and Other Materials	15,000	25,500	33,813	39,795	43,297
School Supplies	11,250	19,125	25,360	29,846	32,473
Software	67,000	113,900	151,031	177,752	193,395
Office Expense	12,750	21,675	28,741	33,826	36,803
Business Meals	750	1,275	1,691	1,990	2,165
Noncapitalized Equipment	65,600	62,745	64,105	63,838	59,603
Food Services	55,086	93,646	124,174	146,143	159,004
Total Books & Supplies	\$249,936	\$376,116	\$479,634	\$552,884	\$591,685

The purchase of equipment will also be a critical part of the instructional program. The budget accounts for the purchase of this equipment (furniture and technology) on a per pupil, per full time staff member and general purchases. As these items do wear out over time and need replacement, the budget accounts for the replacement of requisite devices over time in addition to the initial purchase in the first year of operation.

Table L: Equipment Purchases

	2021-22	2022-23	2023-24	2024-25	2025-26
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>Device Counts</i>					
Staff FTE Count for Devices	9	16	20	23	24
New Staff Purchases	9	7	4	3	1
Replacement Purchases	-	2	3	4	5
Enrollment	150	250	325	375	400
New Student Purchases	150	100	75	50	25
Replacement Purchases	-	50	83	107	124
<i>Start-Up Element and Unit Cost</i>					
Student Desks and Chairs	\$22,500	\$22,425	\$23,625	\$23,588	\$22,313
Teacher Desks and Chairs	2,250	2,200	1,800	1,750	1,400
Student Technology	30,000	29,900	31,500	31,450	29,750
Teacher Technology	5,850	5,720	4,680	4,550	3,640
Other Non-Cap Equipment	5,000	2,500	2,500	2,500	2,500
Total Non-Cap Equipment in Line 4400	\$65,600	\$62,745	\$64,105	\$63,838	\$59,603

Other Expenses

Many of the operating cost projections are based upon historical averages experienced at other independent charter schools, such as communication costs, utilities, insurance, and copier lease costs.

Table M: Subagreement Services

	2021-22	2022-23	2023-24	2024-25	2025-26
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>Subagreement Services</i>					
Special Education	63,235	107,499	142,544	167,763	182,527
Substitutes	12,000	20,400	27,050	31,836	34,638
Security	2,500	4,250	5,636	6,633	7,216
Total Subagreement Services	\$77,735	\$132,149	\$175,230	\$206,232	\$224,381

SPED Consultants

Special Education Consultant costs include all outside service provider costs estimated at \$63,235 (or 50% over the amount received in special education revenue) in year 1. COLA adjustments and increases based on population growth has been added each year thereafter. This includes psychological, speech language and occupational therapy services to SBA's students with IEPs. This cost is in addition to the in-house special education positions included in the personnel costs.

Substitute Teacher

Substitute teacher costs are based on the number of full-time teachers, the number of expected absent days per year (10) and the daily cost of an external staffing agency (\$200). These amounts increase after year one based on the increase in number of staff and an inflation adjustment of 2%.

Table N: Professional Services

	2021-22	2022-23	2023-24	2024-25	2025-26
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Professional Services					
IT	\$5,000	\$8,500	\$11,271	\$13,265	\$14,432
Audit & Taxes	-	\$10,000	\$10,200	\$10,404	\$10,612
Legal	\$22,500	\$22,950	\$23,409	\$23,877	\$24,355
Professional Development	\$15,000	\$25,500	\$33,813	\$39,795	\$43,297
General Consulting	\$10,000	\$17,000	\$22,542	\$26,530	\$28,865
Special Activities/Field Trips	\$41,250	\$70,125	\$92,986	\$109,437	\$119,068
Bank Charges	\$180	\$306	\$406	\$478	\$520
Printing	\$2,500	\$4,250	\$5,636	\$6,633	\$7,216
Other taxes and fees	\$1,500	\$2,550	\$3,381	\$3,980	\$4,330
Payroll Service Fee	\$3,966	\$4,464	\$4,750	\$4,965	\$5,036
Management Fee	\$53,250	\$63,486	\$82,721	\$95,582	\$102,082
District Oversight Fee	\$14,776	\$24,627	\$32,015	\$36,941	\$39,404
SPED Encroachment	\$2,319	\$5,364	\$7,523	\$9,046	\$9,932
Public Relations/Recruitment	\$3,500	\$3,570	\$3,641	\$3,714	\$3,789
Total Professional Services	\$175,741	\$262,692	\$334,294	\$384,645	\$412,936

Expenses shown in the table above are primarily based on preliminary negotiations with prospective service providers or based on industry averages. We make note of items below as needed to explain our budgeting assumptions.

Management Fee

SBA has contracted with Charter Impact, Inc. to provide financial management services including financial reporting, accounts payable, and general accounting. Fees for these services are budgeted at 2% of total revenue. Charter Impact, Inc. also provides support for attendance, CALPADS and other student data needs. These fees have also been included in the Management Fee account within the budget.

Authorizer Oversight Fee

SBA has projected that it will be required to pay a fee of 1% of general purpose revenues.

Table O: Facilities, Repairs and Other Leases Expenses

	2021-22	2022-23	2023-24	2024-25	2025-26
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Facilities, Repairs and Other Leases					
Rent	\$262,500	\$446,250	\$591,728	\$696,418	\$757,703
Equipment Leases	3,600	6,120	8,115	9,551	10,391
Real/Personal Property Taxes	2,625	4,463	5,917	6,964	7,577
Repairs and Maintenance	13,125	22,313	29,586	34,821	37,885
Total Facilities, Repairs and Other Leases	\$281,850	\$479,145	\$635,346	\$747,754	\$813,556

Facilities Rent

SBA is planning to occupy and lease a third-party site and has received a letter of intent from the developer (the letter is attached to this narrative). The proposed site includes a 18,800 sq. ft. building including classrooms, learning labs, and a common area, theater room, club room and storage. The lease includes a 60-month term and rent per year has been included in the chart above. The building size and term allows SBA to move into a permanent home in year 1 of operations and grow to capacity without moving, all while maintaining affordability each year.

Table P: Operations and Housekeeping

	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 1	Year 2	Year 3	Year 4	Year 5
Operations and Housekeeping					
Auto and Travel	\$3,000	\$5,100	\$6,763	\$7,959	\$8,659
Dues & Memberships	\$2,000	\$3,400	\$4,508	\$5,306	\$5,773
Insurance	\$20,000	\$34,000	\$45,084	\$53,060	\$57,730
Utilities	\$39,375	\$66,938	\$88,759	\$104,463	\$113,655
Janitorial Services	\$21,000	\$35,700	\$47,338	\$55,713	\$60,616
Communications	\$7,500	\$12,750	\$16,907	\$19,898	\$21,649
Postage and Shipping	\$1,500	\$2,550	\$3,381	\$3,980	\$4,330
Total Operations and Housekeeping	\$94,375	\$160,438	\$212,740	\$250,379	\$272,412

Other Outgo and Transfers

Due to the expected high cost of starting up a school, and the expected first LCFF apportionment not paid until after the end of the first quarter of Year 1, SBA expects a cash flow challenge during the first quarter of Year 1 and each year thereafter due to the growing enrollment. Many other charter schools cover their start-up cash shortfall through philanthropy and start-up grant support such as the PCSGP. However, to project cash flow conservatively, SBA has secured external financing to provide the cash necessary to initiate operations and has included a letter of intent from Charter Asset Management with this narrative. The budget projects the cost of factoring portions of its principal apportionment payment to cover the cash shortfall during the growth phase. The need to factor is not expected to be necessary after the 3rd year of operations as projections show that the cash balance will grow substantially after this initial period. As such, the projections show interest payment equal to 4% of each receivable sale during the first 3 years.

Table Q: Interest

	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 1	Year 2	Year 3	Year 4	Year 5
Interest					
Interest	27,302	37,924	25,267	-	-
Total Interest	\$27,302	\$37,924	\$25,267	-	-

Cash Flow

As noted above, because of a limited opening cash balance starting in Year 1, SBA has allocated necessary funds to account for requisite borrowing costs during the growth phase. Once the school gets to the 3rd year of operations, the timing of the State Aid will no longer be an issue. In addition, the year over year surpluses will allow for the school to begin growing a substantial cash reserve to protect itself against economic uncertainty and other cash flow timing pitfalls.

Ending Cash Balance

The cash balance at the end of 2021-22 is projected to be minimal but will grow from there as the State funding calculations catch up with the school's enrollment at capacity. SBA will be able to reach a 5% cash reserve by the 3rd year of operations with no outstanding loans or factoring. At the end of Year 5, SBA is projected to have a cash balance of almost \$773,000 representing a reserve equal to 19% of expenses.

Table R: Statement of Activities & Cash Balance

	2021-22	2022-23	2023-24	2024-25	2025-26
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Statement of Activities					
Revenues					
State Aid - Revenue Limit	\$1,477,632	\$2,462,720	\$3,201,536	\$3,694,080	\$3,940,352
Federal Revenue	73,599	143,262	193,237	228,069	248,423
Other State Revenue	74,483	130,818	172,512	200,680	215,320
Total Revenues	\$1,625,714	\$2,736,800	\$3,567,286	\$4,122,829	\$4,404,095
Expenses					
Certificated Salaries	\$422,500	\$747,400	\$991,998	\$1,153,388	\$1,223,006
Classified Salaries	36,000	86,720	88,454	90,223	92,028
Employee Benefits	149,829	271,914	348,876	405,667	430,328
Books & Supplies	249,936	376,116	479,634	552,884	591,685
Subagreement Services	77,735	132,149	175,230	206,232	224,381
Operations and Housekeeping	94,375	160,438	212,740	250,379	272,412
Facilities, Repairs and Other Leases	281,850	479,145	635,346	747,754	813,556
Professional Services	175,741	262,692	334,294	384,645	412,936
Depreciation and Interest	27,302	37,924	25,267	-	-
Total Expenses	\$1,515,268	\$2,554,497	\$3,291,839	\$3,791,172	\$4,060,331
Increase/(Decrease) of Net Assets	\$110,446	\$182,303	\$275,446	\$331,656	\$343,765
	7.3%	7.1%	8.4%	8.7%	8.5%
Beginning Cash Balance	-	30,322	128,052	163,980	447,073
Ending Cash Balance	\$30,322	\$128,052	\$163,980	\$447,073	\$773,424
Cash Balance (% of Expenditures)	2.0%	5.0%	5.0%	11.8%	19.0%

Revenues

Since revenues fluctuate and are received from multiple sources, accurate cash projections are vital to maintenance of a healthy financial position. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law specifies the payment schedule for State Aid funds. Although this schedule is subject to legislative and regulatory change, the California Department of Education (CDE) has committed to a 5-9-9 payment schedule. We have used this schedule to project our cash flow position for the first five years SBA is in operation except for new schools or new grade levels when the initial PENSEC payment of 37% is expected to be received in September, and 18% is expected in December. To be conservative, we have assumed that all funds will be received in the month following their scheduled payment.

State Aid – Revenue Limit

The State Aid – Revenue Limit funds come from a combination of three sources: In Lieu Property Taxes, State Aid, and Education Protection Account. The district where the school is located pays the Charter School an In-Lieu Property Tax amount per ADA on a regular basis. State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. Based on the typical timing of funds coming through County Treasurer to a school bank account, we have assumed a one-month delay in the payments. The Economic Protection Account flows quarterly in September, December, March and June. Again, for conservatism, we have assumed that all receipts will be delayed to the month following their scheduled payment.

California Lottery

State Lottery Revenues are paid according to the prior year's ADA and are paid quarterly except in year 1 of operations.

Expenditures

The most significant part of SBA's cost structure is staff compensation which is generally paid evenly throughout the year except in July when most staff are not working prior to the start of the school year. The majority of the curriculum costs are front-loaded to the beginning of the school year.

Fund Balance

The fund balance is expected to above the CDE-recommended levels in each year of operations and grow to 30% by the end of year 5.

Table S: Statement of Fund Balance

	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Fund Balance</i>					
Beginning Fund Balance	-	\$110,446	\$292,749	\$568,196	\$899,852
Increase/(Decrease) in Net Assets	110,446	182,303	275,446	331,656	343,765
Ending Fund Balance	\$110,446	\$292,749	\$568,196	\$899,852	\$1,243,616
Fund Balance (% of Expenditures)	7.3%	11.5%	17.3%	23.7%	30.6%

Samoa Beach Academy

Multi-Year Forecast

Revised 10/29/20



	2021-22	2022-23	2023-24	2024-25	2025-26
	Budget	Forecast	Forecast	Forecast	Forecast
Assumptions					
LCFF COLA	0.00%	0.00%	0.00%	0.00%	0.00%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%	2.00%	2.00%
Enrollment	150.00	250.00	325.00	375.00	400.00
Average Daily Attendance	142.50	237.50	308.75	356.25	380.00
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	\$ 877,324	\$ 1,462,206	\$ 1,900,868	\$ 2,193,309	\$ 2,339,530
8012 Education Protection Account	28,500	47,500	61,750	71,250	76,000
8096 In Lieu of Property Taxes	571,808	953,014	1,238,918	1,429,521	1,524,822
	1,477,632	2,462,720	3,201,536	3,694,080	3,940,352
Federal Revenue					
8181 Special Education - Entitlement	-	27,264	45,440	59,072	68,161
8220 Federal Child Nutrition	41,935	69,892	90,860	104,838	111,828
8290 Title I, Part A - Basic Low Income	17,805	29,676	38,578	44,513	47,481
8291 Title II, Part A - Teacher Quality	3,858	6,430	8,359	9,645	10,288
8296 Other Federal Revenue	10,000	10,000	10,000	10,000	10,667
	73,599	143,262	193,237	228,069	248,423
Other State Revenue					
8311 State Special Education	42,157	70,261	91,339	105,391	112,418
8520 Child Nutrition	3,969	6,615	8,600	9,923	10,585
8550 Mandated Cost	-	6,679	11,132	14,471	16,697
8560 State Lottery	28,358	47,263	61,441	70,894	75,620
	74,483	130,818	172,512	200,680	215,320
Total Revenue	\$ 1,625,714	\$ 2,736,800	\$ 3,567,286	\$ 4,122,829	\$ 4,404,095
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	332,500	575,700	726,864	882,951	947,160
1300 Administrators' Salaries	90,000	112,200	204,444	208,533	212,704
1900 Other Certificated Salaries	-	59,500	60,690	61,904	63,142
	422,500	747,400	991,998	1,153,388	1,223,006
Classified Salaries					
2300 Classified Administrators' Salaries	-	50,000	51,000	52,020	53,060
2400 Clerical and Office Staff Salaries	36,000	36,720	37,454	38,203	38,968
	36,000	86,720	88,454	90,223	92,028
Benefits					
3301 OASDI	28,427	51,715	66,988	77,104	81,532
3311 Medicare	6,648	12,095	15,667	18,032	19,068
3401 Health and Welfare	81,000	146,880	187,272	219,670	233,805
3501 State Unemployment	4,410	7,840	9,800	11,270	11,760
3601 Workers' Compensation	6,419	11,678	15,126	17,411	18,410
3901 Other Benefits	22,925	41,706	54,023	62,181	65,752
	149,829	271,914	348,876	405,667	430,328

Samoa Beach Academy

Multi-Year Forecast

Revised 10/29/20



	2021-22	2022-23	2023-24	2024-25	2025-26
	Budget	Forecast	Forecast	Forecast	Forecast
Books and Supplies					
4100 Textbooks and Core Curricula	22,500	38,250	50,720	59,693	64,946
4200 Books and Other Materials	15,000	25,500	33,813	39,795	43,297
4302 School Supplies	11,250	19,125	25,360	29,846	32,473
4305 Software	67,000	113,900	151,031	177,752	193,395
4310 Office Expense	12,750	21,675	28,741	33,826	36,803
4311 Business Meals	750	1,275	1,691	1,990	2,165
4400 Noncapitalized Equipment	65,600	62,745	64,105	63,838	59,603
4700 Food Services	55,086	93,646	124,174	146,143	159,004
	249,936	376,116	479,634	552,884	591,685
Subagreement Services					
5102 Special Education	63,235	107,499	142,544	167,763	182,527
5103 Substitute Teacher	12,000	20,400	27,050	31,836	34,638
5105 Security	2,500	4,250	5,636	6,633	7,216
	77,735	132,149	175,230	206,232	224,381
Operations and Housekeeping					
5201 Auto and Travel	3,000	5,100	6,763	7,959	8,659
5300 Dues & Memberships	2,000	3,400	4,508	5,306	5,773
5400 Insurance	20,000	34,000	45,084	53,060	57,730
5501 Utilities	39,375	66,938	88,759	104,463	113,655
5502 Janitorial Services	21,000	35,700	47,338	55,713	60,616
5900 Communications	7,500	12,750	16,907	19,898	21,649
5901 Postage and Shipping	1,500	2,550	3,381	3,980	4,330
	94,375	160,438	212,740	250,379	272,412
Facilities, Repairs and Other Leases					
5601 Rent	262,500	446,250	591,728	696,418	757,703
5603 Equipment Leases	3,600	6,120	8,115	9,551	10,391
5605 Real/Personal Property Taxes	2,625	4,463	5,917	6,964	7,577
5610 Repairs and Maintenance	13,125	22,313	29,586	34,821	37,885
	281,850	479,145	635,346	747,754	813,556
Professional/Consulting Services					
5801 IT	5,000	8,500	11,271	13,265	14,432
5802 Audit & Taxes	-	10,000	10,200	10,404	10,612
5803 Legal	22,500	22,950	23,409	23,877	24,355
5804 Professional Development	15,000	25,500	33,813	39,795	43,297
5806 Special Activities/Field Trips	41,250	70,125	92,986	109,437	119,068
5807 Bank Charges	180	306	406	478	520
5808 Printing	2,500	4,250	5,636	6,633	7,216
5809 Other taxes and fees	1,500	2,550	3,381	3,980	4,330
5810 Payroll Service Fee	3,966	4,464	4,750	4,965	5,036
5811 Management Fee	53,250	63,486	82,721	95,582	102,082
5812 District Oversight Fee	14,776	24,627	32,015	36,941	39,404
5814 SPED Encroachment	2,319	5,364	7,523	9,046	9,932
5815 Public Relations/Recruitment	3,500	3,570	3,641	3,714	3,789
	175,741	262,692	334,294	384,645	412,936

Samoa Beach Academy

Multi-Year Forecast

Revised 10/29/20



	2021-22	2022-23	2023-24	2024-25	2025-26
	Budget	Forecast	Forecast	Forecast	Forecast
Interest					
7438 Interest Expense	27,302	37,924	25,267	-	-
	27,302	37,924	25,267	-	-
Total Expenses	\$ 1,515,268	\$ 2,554,497	\$ 3,291,839	\$ 3,791,172	\$ 4,060,331
Surplus (Deficit)	\$ 110,446	\$ 182,303	\$ 275,446	\$ 331,656	\$ 343,765
Fund Balance, Beginning of Year	\$ -	\$ 110,446	\$ 292,749	\$ 568,196	\$ 899,852
Fund Balance, End of Year	\$ 110,446	\$ 292,749	\$ 568,196	\$ 899,852	\$ 1,243,616
	7.3%	11.5%	17.3%	23.7%	30.6%
Cash Flow Adjustments					
Surplus (Deficit)	110,446	182,303	275,446	331,656	343,765
Cash Flows From Operating Activities					
Public Funding Receivables	(177,037)	(134,848)	(96,729)	(49,152)	(17,658)
Accounts Payable	1,725	1,582	1,092	588	245
Cash Flows From Financing Activities					
Proceeds from Factoring	682,557	948,094	631,673	-	-
Payments on Factoring	(587,368)	(899,402)	(775,554)	-	-
Total Change in Cash	30,322	97,730	35,928	283,093	326,351
Cash, Beginning of Year	-	30,322	128,052	163,980	447,073
Cash, End of Year	\$ 30,322	\$ 128,052	\$ 163,980	\$ 447,073	\$ 773,424

Samoa Beach Academy

Monthly Cash Flow/Budget FY21-22

Revised 10/29/20

ADA = 142.50



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid	-	-	-	324,610	-	-	157,918	-	78,959	78,959	78,959	78,959	78,959	877,324
8012	Education Protection Account	-	-	-	7,125	-	-	7,125	-	-	7,125	-	-	7,125	28,500
8096	In Lieu of Property Taxes	-	-	-	148,670	45,745	45,745	45,745	45,745	80,053	40,027	40,027	40,027	40,027	571,808
		-	-	-	480,405	45,745	45,745	210,788	45,745	159,012	126,111	118,986	118,986	126,111	1,477,632

Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	Federal Child Nutrition	-	-	-	2,097	3,984	3,984	3,984	3,984	3,984	3,984	3,984	3,984	7,968	41,935
8290	Title I, Part A - Basic Low Income	-	-	4,451	-	-	4,451	-	-	4,451	-	-	-	4,451	17,805
8291	Title II, Part A - Teacher Quality	-	-	964	-	-	964	-	-	964	-	-	-	964	3,858
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	10,000	-	10,000
		-	-	5,416	2,097	3,984	9,400	3,984	3,984	9,400	3,984	3,984	13,984	13,384	73,599

Other State Revenue

8311	State Special Education	-	-	-	-	-	-	-	8,431	8,431	8,431	8,431	8,431	8,431	42,157
8520	Child Nutrition	-	-	-	198	377	377	377	377	377	377	377	377	754	3,969
8550	Mandated Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8560	State Lottery	-	-	-	-	-	-	-	-	-	-	-	-	28,358	28,358
		-	-	-	198	377	377	377	377	8,808	8,808	8,808	8,808	37,543	74,483

Total Revenue

-	-	5,416	482,700	50,106	55,521	215,149	50,106	177,220	138,903	131,778	141,778	177,037	1,625,714
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Expenses

Certificated Salaries

1100	Teachers' Salaries	-	30,227	30,227	30,227	30,227	30,227	30,227	30,227	30,227	30,227	30,227	30,227	-	332,500
1300	Administrators' Salaries	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	-	90,000
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		7,500	37,727	37,727	37,727	37,727	37,727	37,727	37,727	37,727	37,727	37,727	37,727	-	422,500

Classified Salaries

2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical and Office Staff Salaries	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	36,000
		3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	36,000

Benefits

3301	OASDI	651	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	-	28,427
3311	Medicare	152	591	591	591	591	591	591	591	591	591	591	591	-	6,648
3401	Health and Welfare	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	-	81,000
3501	State Unemployment	221	221	221	221	221	221	1,103	882	441	221	221	221	-	4,410
3601	Workers' Compensation	147	570	570	570	570	570	570	570	570	570	570	570	-	6,419
3901	Other Benefits	525	2,036	2,036	2,036	2,036	2,036	2,036	2,036	2,036	2,036	2,036	2,036	-	22,925
		8,446	12,693	12,693	12,693	12,693	12,693	13,575	13,354	12,913	12,693	12,693	12,693	-	149,829

Samoa Beach Academy

Monthly Cash Flow/Budget FY21-22

Revised 10/29/20

ADA = 142.50



Books and Supplies

4100	Textbooks and Core Materials	-	5,625	5,625	5,625	5,625	-	-	-	-	-	-	-	-
4200	Books and Reference Materials	3,000	3,000	3,000	3,000	3,000	-	-	-	-	-	-	-	-
4302	School Supplies	938	938	938	938	938	938	938	938	938	938	938	-	-
4305	Software	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	-	-
4310	Office Expense	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	-	-
4311	Business Meals	63	63	63	63	63	63	63	63	63	63	63	-	-
4400	Noncapitalized Equipment	-	13,120	13,120	13,120	13,120	13,120	-	-	-	-	-	-	-
4700	Food Services	-	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	-	-

Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget
10,646	34,399	34,399	34,399	34,399	25,774	12,654	12,654	12,654	12,654	12,654	12,654	-	249,936

Subagreement Services

5102	Special Education	-	5,749	5,749	5,749	5,749	5,749	5,749	5,749	5,749	5,749	-	-
5103	Substitute Teacher	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	-	-
5105	Security	-	227	227	227	227	227	227	227	227	227	-	-

-	7,067	7,067	7,067	7,067	7,067	7,067	7,067	7,067	7,067	7,067	7,067	-	77,735
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Operations and Housekeeping

5201	Auto and Travel	-	273	273	273	273	273	273	273	273	273	-	-
5300	Dues & Memberships	167	167	167	167	167	167	167	167	167	167	-	-
5400	Insurance	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	-
5501	Utilities	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	3,281	-	-
5502	Janitorial Services	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	-	-
5900	Communications	625	625	625	625	625	625	625	625	625	625	-	-
5901	Postage and Shipping	-	-	150	150	150	150	150	150	150	150	-	-

7,490	7,762	7,912	7,912	7,912	7,912	7,912	7,912	7,912	7,912	7,912	7,912	-	94,375
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Facilities, Repairs and Other Leases

5601	Rent	21,875	21,875	21,875	21,875	21,875	21,875	21,875	21,875	21,875	21,875	-	-
5603	Equipment Leases	300	300	300	300	300	300	300	300	300	300	-	-
5605	Real/Personal Property Taxes	219	219	219	219	219	219	219	219	219	219	-	-
5610	Repairs and Maintenance	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	-	-

23,488	23,488	23,488	23,488	23,488	23,488	23,488	23,488	23,488	23,488	23,488	23,488	-	281,850
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Professional/Consulting Services

5801	IT	417	417	417	417	417	417	417	417	417	417	-	-
5803	Legal	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	-	-
5804	Professional Development	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	-
5805	General Consulting	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	-
5806	Special Activities/Field Trips	-	-	4,583	4,583	4,583	4,583	4,583	4,583	4,583	-	-	-
5807	Bank Charges	15	15	15	15	15	15	15	15	15	15	-	-
5808	Printing	-	-	250	250	250	250	250	250	250	250	-	-
5809	Other taxes and fees	-	-	150	150	150	150	150	150	150	150	-	-
5810	Payroll Service Fee	330	330	330	330	330	330	330	330	330	330	-	-
5811	Management Fee	4,438	4,438	4,438	4,438	4,438	4,438	4,438	4,438	4,438	4,438	-	-
5812	District Oversight Fee	-	-	-	4,804	457	457	2,108	457	1,590	1,261	1,190	1,261
5814	SPED Encroachment	-	-	-	-	-	-	-	464	464	464	464	464
5815	Public Relations/Recruitment	1,167	1,167	1,167	-	-	-	-	-	-	-	-	-

8,241	8,241	15,725	19,362	15,015	15,015	16,666	15,015	16,612	16,283	16,212	11,628	1,725	175,741
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Samoa Beach Academy

Monthly Cash Flow/Budget FY21-22

Revised 10/29/20

ADA = 142.50



Interest

7438 Interest Expense

Total Expenses

Monthly Surplus (Deficit)

Cash Flow Adjustments

Monthly Surplus (Deficit)

Cash flows from operating activities

Public Funding Receivables

Accounts Payable

Cash flows from financing activities

Proceeds from Factoring

Payments on Factoring

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget
10,388	-	5,053	-	2,527	2,685	-	2,843	-	2,527	-	1,281	-	27,302
10,388	-	5,053	-	2,527	2,685	-	2,843	-	2,527	-	1,281	-	27,302
79,197	134,377	147,063	145,647	143,827	135,360	122,088	123,060	121,373	123,350	120,752	117,449	1,725	1,515,268
(79,197)	(134,377)	(141,647)	337,053	(93,722)	(79,839)	93,061	(72,954)	55,848	15,553	11,026	24,329	175,312	110,446
(79,197)	(134,377)	(141,647)	337,053	(93,722)	(79,839)	93,061	(72,954)	55,848	15,553	11,026	24,329	175,312	110,446
-	-	-	-	-	-	-	-	-	-	-	-	(177,037)	(177,037)
-	-	-	-	-	-	-	-	-	-	-	-	1,725	1,725
259,688	-	126,335	-	63,167	67,115	-	71,063	-	63,167	-	32,021	-	682,557
-	-	-	(259,688)	-	-	(126,335)	-	(63,167)	(67,115)	-	(71,063)	-	(587,368)
180,490	(134,377)	(15,313)	77,365	(30,554)	(12,724)	(33,274)	(1,891)	(7,319)	11,605	11,026	(14,713)		
-	180,490	46,114	30,801	108,166	77,612	64,888	31,614	29,724	22,404	34,009	45,036		
180,490	46,114	30,801	108,166	77,612	64,888	31,614	29,724	22,404	34,009	45,036	30,322		

Samoa Beach Academy
Monthly Cash Flow/Forecast FY22-23
Revised 10/29/20
ADA = 237.50



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid
8012	Education Protection Account
8096	In Lieu of Property Taxes

Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals
-	43,866	43,866	133,061	78,959	78,959	105,279	78,959	179,851	179,851	179,851	179,851	179,851
-	-	-	7,125	-	-	7,125	-	-	21,375	-	-	11,875
-	51,463	102,925	93,395	76,241	76,241	76,241	76,241	133,422	66,711	66,711	66,711	66,711
-	95,329	146,792	233,581	155,200	155,200	188,645	155,200	313,273	267,937	246,562	246,562	258,437

Federal Revenue

8181	Special Education - Entitlement
8220	Federal Child Nutrition
8290	Title I, Part A - Basic Low Income
8291	Title II, Part A - Teacher Quality
8296	Other Federal Revenue

-	-	-	-	-	-	-	-	13,632	-	-	6,816	6,816
-	-	3,495	3,495	6,989	6,989	6,989	6,989	6,989	6,989	6,989	6,989	6,989
-	-	7,419	-	-	7,419	-	-	7,419	-	-	-	7,419
-	-	1,607	-	-	1,607	-	-	1,607	-	-	-	1,607
-	-	-	-	-	-	-	-	-	-	-	10,000	-
-	-	12,521	3,495	6,989	16,016	6,989	6,989	29,648	6,989	6,989	23,805	22,832

Other State Revenue

8311	State Special Education
8520	Child Nutrition
8550	Mandated Cost
8560	State Lottery

-	3,513	3,513	6,323	6,323	6,323	6,323	6,323	6,323	6,323	6,323	6,323	6,323
-	-	331	331	662	662	662	662	662	662	662	662	662
-	-	-	-	-	6,679	-	-	-	-	-	-	-
-	-	-	-	-	-	11,816	-	-	11,816	-	-	23,631
-	3,513	3,844	6,654	6,985	13,664	18,801	6,985	6,985	18,801	6,985	6,985	30,616

Total Revenue

-	98,842	163,156	243,730	169,175	184,880	214,435	169,175	349,906	293,727	260,537	277,353	311,885
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Expenses

Certificated Salaries

1100	Teachers' Salaries
1300	Administrators' Salaries
1900	Other Certificated Salaries

-	52,336	52,336	52,336	52,336	52,336	52,336	52,336	52,336	52,336	52,336	52,336	-
9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	-
-	5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	-
9,350	67,095	67,095	67,095	67,095	67,095	67,095	67,095	67,095	67,095	67,095	67,095	-

Classified Salaries

2300	Classified Administrators' Salaries
2400	Clerical and Office Staff Salaries

4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-
3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	-
7,227	7,227	7,227	7,227	7,227	7,227	7,227	7,227	7,227	7,227	7,227	7,227	-

Benefits

3301	OASDI
3311	Medicare
3401	Health and Welfare
3501	State Unemployment
3601	Workers' Compensation
3901	Other Benefits

1,184	4,594	4,594	4,594	4,594	4,594	4,594	4,594	4,594	4,594	4,594	4,594	-
277	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	1,074	-
12,240	12,240	12,240	12,240	12,240	12,240	12,240	12,240	12,240	12,240	12,240	12,240	-
392	392	392	392	392	392	1,960	1,568	784	392	392	392	-
267	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	-
955	3,705	3,705	3,705	3,705	3,705	3,705	3,705	3,705	3,705	3,705	3,705	-
15,316	23,042	23,042	23,042	23,042	23,042	24,610	24,218	23,434	23,042	23,042	23,042	-

Books and Supplies

4100	Textbooks and Core Curricula Materials
4200	Books and Other Reference Materials
4302	School Supplies
4305	Software
4310	Office Expense
4311	Business Meals
4400	Noncapitalized Equipment
4700	Food Services

-	9,563	9,563	9,563	9,563	-	-	-	-	-	-	-	-
5,100	5,100	5,100	5,100	5,100	-	-	-	-	-	-	-	-
1,594	1,594	1,594	1,594	1,594	1,594	1,594	1,594	1,594	1,594	1,594	1,594	-
9,492	9,492	9,492	9,492	9,492	9,492	9,492	9,492	9,492	9,492	9,492	9,492	-
1,806	1,806	1,806	1,806	1,806	1,806	1,806	1,806	1,806	1,806	1,806	1,806	-
106	106	106	106	106	106	106	106	106	106	106	106	-
-	12,549	12,549	12,549	12,549	12,549	-	-	-	-	-	-	-
-	8,513	8,513	8,513	8,513	8,513	8,513	8,513	8,513	8,513	8,513	8,513	-
18,098	48,723	48,723	48,723	48,723	34,060	21,511	21,511	21,511	21,511	21,511	21,511	-

Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
	ADA = 142.50	
1,462,206	877,324	584,882
47,500	28,500	19,000
953,014	571,808	381,206
2,462,720	1,477,632	985,088
27,264	-	27,264
69,892	41,935	27,957
29,676	17,805	11,870
6,430	3,858	2,572
10,000	10,000	-
143,262	73,599	69,663
70,261	42,157	28,104
6,615	3,969	2,646
6,679	-	6,679
47,263	28,358	18,905
130,818	74,483	56,335
2,736,800	1,625,714	1,111,086
575,700	332,500	(243,200)
112,200	90,000	(22,200)
59,500	-	(59,500)
747,400	422,500	(324,900)
50,000	-	(50,000)
36,720	36,000	(720)
86,720	36,000	(50,720)
51,715	28,427	(23,288)
12,095	6,648	(5,446)
146,880	81,000	(65,880)
7,840	4,410	(3,430)
11,678	6,419	(5,259)
41,706	22,925	(18,781)
271,914	149,829	(122,085)
38,250	22,500	(15,750)
25,500	15,000	(10,500)
19,125	11,250	(7,875)
113,900	67,000	(46,900)
21,675	12,750	(8,925)
1,275	750	(525)
62,745	65,600	2,855
93,646	55,086	(38,560)
376,116	249,936	(126,180)

Samoa Beach Academy
Monthly Cash Flow/Forecast FY22-23

Revised 10/29/20



ADA = 237.50

		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																	
5102	Special Education	-	9,773	9,773	9,773	9,773	9,773	9,773	9,773	9,773	9,773	9,773	9,773	-	107,499	63,235	(44,264)
5103	Substitute Teacher	-	1,855	1,855	1,855	1,855	1,855	1,855	1,855	1,855	1,855	1,855	1,855	-	20,400	12,000	(8,400)
5105	Security	-	386	386	386	386	386	386	386	386	386	386	386	-	4,250	2,500	(1,750)
		-	12,014	12,014	12,014	12,014	12,014	12,014	12,014	12,014	12,014	12,014	12,014	-	132,149	77,735	(54,414)
Operations and Housekeeping																	
5201	Auto and Travel	-	464	464	464	464	464	464	464	464	464	464	464	-	5,100	3,000	(2,100)
5300	Dues & Memberships	283	283	283	283	283	283	283	283	283	283	283	283	-	3,400	2,000	(1,400)
5400	Insurance	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	-	34,000	20,000	(14,000)
5501	Utilities	5,578	5,578	5,578	5,578	5,578	5,578	5,578	5,578	5,578	5,578	5,578	5,578	-	66,938	39,375	(27,563)
5502	Janitorial Services	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	-	35,700	21,000	(14,700)
5900	Communications	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	-	12,750	7,500	(5,250)
5901	Postage and Shipping	-	-	255	255	255	255	255	255	255	255	255	255	-	2,550	1,500	(1,050)
		12,732	13,196	13,451	13,451	13,451	13,451	13,451	13,451	13,451	13,451	13,451	13,451	-	160,438	94,375	(66,063)
Facilities, Repairs and Other Leases																	
5601	Rent	37,188	37,188	37,188	37,188	37,188	37,188	37,188	37,188	37,188	37,188	37,188	37,188	-	446,250	262,500	(183,750)
5603	Equipment Leases	510	510	510	510	510	510	510	510	510	510	510	510	-	6,120	3,600	(2,520)
5605	Real/Personal Property Taxes	372	372	372	372	372	372	372	372	372	372	372	372	-	4,463	2,625	(1,838)
5610	Repairs and Maintenance	1,859	1,859	1,859	1,859	1,859	1,859	1,859	1,859	1,859	1,859	1,859	1,859	-	22,313	13,125	(9,188)
		39,929	39,929	39,929	39,929	39,929	39,929	39,929	39,929	39,929	39,929	39,929	39,929	-	479,145	281,850	(197,295)
Professional/Consulting Services																	
5801	IT	708	708	708	708	708	708	708	708	708	708	708	708	-	8,500	5,000	(3,500)
5802	Audit & Taxes	-	-	-	3,333	3,333	3,333	-	-	-	-	-	-	-	10,000	-	(10,000)
5803	Legal	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	-	22,950	22,500	(450)
5804	Professional Development	-	-	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	-	25,500	15,000	(10,500)
5805	General Consulting	-	-	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	-	17,000	10,000	(7,000)
5806	Special Activities/Field Trips	-	-	7,792	7,792	7,792	7,792	7,792	7,792	7,792	7,792	7,792	-	-	70,125	41,250	(28,875)
5807	Bank Charges	26	26	26	26	26	26	26	26	26	26	26	26	-	306	180	(126)
5808	Printing	-	-	425	425	425	425	425	425	425	425	425	425	-	4,250	2,500	(1,750)
5809	Other taxes and fees	-	-	255	255	255	255	255	255	255	255	255	255	-	2,550	1,500	(1,050)
5810	Payroll Service Fee	372	372	372	372	372	372	372	372	372	372	372	372	-	4,464	3,966	(498)
5811	Management Fee	5,290	5,290	5,290	5,290	5,290	5,290	5,290	5,290	5,290	5,290	5,290	5,290	-	63,486	53,250	(10,236)
5812	District Oversight Fee	-	953	1,468	2,336	1,552	1,552	1,886	1,552	3,133	2,679	2,466	2,466	2,584	24,627	14,776	(9,851)
5814	SPED Encroachment	-	193	193	348	348	348	348	348	1,098	348	348	723	723	5,364	2,319	(3,045)
5815	Public Relations/Recruitment	1,190	1,190	1,190	-	-	-	-	-	-	-	-	-	-	3,570	3,500	(70)
		9,499	10,645	23,882	27,047	26,264	26,264	23,265	22,930	25,261	24,058	23,844	16,427	3,307	262,692	175,741	(86,951)
Interest																	
7438	Interest Expense	7,209	-	3,369	2,527	6,834	6,475	-	5,755	-	5,755	-	-	-	37,924	27,302	(10,622)
		7,209	-	3,369	2,527	6,834	6,475	-	5,755	-	5,755	-	-	-	37,924	27,302	(10,622)
Total Expenses		119,359	221,870	238,731	241,054	244,578	229,556	209,101	214,130	209,921	214,081	208,112	200,696	3,307	2,554,497	1,515,268	(1,039,229)
Monthly Surplus (Deficit)		(119,359)	(123,028)	(75,574)	2,676	(75,403)	(44,676)	5,334	(44,956)	139,985	79,646	52,424	76,657	308,578	182,303	110,446	71,856

Samoa Beach Academy
Monthly Cash Flow/Forecast FY22-23

Revised 10/29/20

ADA = 237.50



Cash Flow Adjustments

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals
Monthly Surplus (Deficit)	(119,359)	(123,028)	(75,574)	2,676	(75,403)	(44,676)	5,334	(44,956)	139,985	79,646	52,424	76,657	308,578
Cash flows from operating activities													
Public Funding Receivables	134,833	13,847	-	-	-	28,358	-	-	-	-	-	-	(311,885)
Accounts Payable	(1,725)	-	-	-	-	-	-	-	-	-	-	-	3,307
Cash flows from financing activities													
Proceeds from Factoring	180,217	-	84,223	63,167	170,859	161,866	-	143,881	-	143,881	-	-	-
Payments on Factoring	(95,189)	-	-	(90,108)	(90,108)	-	(84,223)	(63,167)	(170,859)	(161,866)	-	(143,881)	-
Total Change in Cash	98,777	(109,181)	8,649	(24,265)	5,347	145,548	(78,889)	35,758	(30,874)	61,661	52,424	(67,224)	
Cash, Beginning of Month	30,322	129,100	19,918	28,567	4,302	9,649	155,197	76,307	112,065	81,191	142,852	195,276	
Cash, End of Month	129,100	19,918	28,567	4,302	9,649	155,197	76,307	112,065	81,191	142,852	195,276	128,052	

Samoa Beach Academy
Monthly Cash Flow/Forecast FY23-24

Revised 10/29/20

ADA = 308.75



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid
8012	Education Protection Account
8096	In Lieu of Property Taxes

Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals
-	73,110	73,110	131,599	131,599	131,599	131,599	131,599	219,331	219,331	219,331	219,331	219,331
-	-	-	7,125	-	-	7,125	-	-	21,375	-	-	26,125
-	74,335	148,670	99,113	99,113	99,113	99,113	99,113	173,449	86,724	86,724	86,724	86,724
-	147,445	221,780	237,837	230,712	230,712	237,837	230,712	392,779	327,430	306,055	306,055	332,180

Federal Revenue

8181	Special Education - Entitlement
8220	Federal Child Nutrition
8290	Title I, Part A - Basic Low Income
8291	Title II, Part A - Teacher Quality
8296	Other Federal Revenue

-	-	-	-	-	-	-	-	22,720	-	-	11,360	11,360
-	-	4,543	4,543	9,086	9,086	9,086	9,086	9,086	9,086	9,086	9,086	9,086
-	-	9,645	-	-	9,645	-	-	9,645	-	-	-	9,645
-	-	2,090	-	-	2,090	-	-	2,090	-	-	-	2,090
-	-	-	-	-	-	-	-	-	-	-	10,000	-
-	-	16,277	4,543	9,086	20,820	9,086	9,086	43,540	9,086	9,086	30,446	32,180

Other State Revenue

8311	State Special Education
8520	Child Nutrition
8550	Mandated Cost
8560	State Lottery

-	4,567	4,567	8,221	8,221	8,221	8,221	8,221	8,221	8,221	8,221	8,221	8,221
-	-	430	430	860	860	860	860	860	860	860	860	860
-	-	-	-	-	6,679	-	-	-	-	-	-	4,453
-	-	-	-	-	-	15,360	-	-	15,360	-	-	30,721
-	4,567	4,997	8,651	9,081	15,760	24,441	9,081	9,081	24,441	9,081	9,081	44,254

Total Revenue

-	152,012	243,055	251,031	248,879	267,292	271,364	248,879	445,400	360,957	324,222	345,582	408,614
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Expenses

Certificated Salaries

1100	Teachers' Salaries
1300	Administrators' Salaries
1900	Other Certificated Salaries

-	66,079	66,079	66,079	66,079	66,079	66,079	66,079	66,079	66,079	66,079	66,079	-
17,037	17,037	17,037	17,037	17,037	17,037	17,037	17,037	17,037	17,037	17,037	17,037	-
-	5,517	5,517	5,517	5,517	5,517	5,517	5,517	5,517	5,517	5,517	5,517	-
17,037	88,633	88,633	88,633	88,633	88,633	88,633	88,633	88,633	88,633	88,633	88,633	-

Classified Salaries

2300	Classified Administrators' Salaries
2400	Clerical and Office Staff Salaries

4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	-
3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	-
7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	-

Benefits

3301	OASDI
3311	Medicare
3401	Health and Welfare
3501	State Unemployment
3601	Workers' Compensation
3901	Other Benefits

1,534	5,950	5,950	5,950	5,950	5,950	5,950	5,950	5,950	5,950	5,950	5,950	-
359	1,392	1,392	1,392	1,392	1,392	1,392	1,392	1,392	1,392	1,392	1,392	-
15,606	15,606	15,606	15,606	15,606	15,606	15,606	15,606	15,606	15,606	15,606	15,606	-
490	490	490	490	490	490	2,450	1,960	980	490	490	490	-
346	1,344	1,344	1,344	1,344	1,344	1,344	1,344	1,344	1,344	1,344	1,344	-
1,237	4,799	4,799	4,799	4,799	4,799	4,799	4,799	4,799	4,799	4,799	4,799	-
19,572	29,580	29,580	29,580	29,580	29,580	31,540	31,050	30,070	29,580	29,580	29,580	-

Books and Supplies

4100	Textbooks and Core Curricula Materials
4200	Books and Other Reference Materials
4302	School Supplies
4305	Software
4310	Office Expense
4311	Business Meals
4400	Noncapitalized Equipment
4700	Food Services

-	12,680	12,680	12,680	12,680	-	-	-	-	-	-	-	-
6,763	6,763	6,763	6,763	6,763	-	-	-	-	-	-	-	-
2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	-
12,586	12,586	12,586	12,586	12,586	12,586	12,586	12,586	12,586	12,586	12,586	12,586	-
2,395	2,395	2,395	2,395	2,395	2,395	2,395	2,395	2,395	2,395	2,395	2,395	-
141	141	141	141	141	141	141	141	141	141	141	141	-
-	12,821	12,821	12,821	12,821	12,821	-	-	-	-	-	-	-
-	11,289	11,289	11,289	11,289	11,289	11,289	11,289	11,289	11,289	11,289	11,289	-
23,998	60,787	60,787	60,787	60,787	41,345	28,524	28,524	28,524	28,524	28,524	28,524	-

Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
	ADA = 237.50	
1,900,868	1,462,206	438,662
61,750	47,500	14,250
1,238,918	953,014	285,904
3,201,536	2,462,720	738,816
45,440	27,264	18,176
90,860	69,892	20,968
38,578	29,676	8,903
8,359	6,430	1,929
10,000	10,000	-
193,237	143,262	49,975
91,339	70,261	21,078
8,600	6,615	1,985
11,132	6,679	4,453
61,441	47,263	14,179
172,512	130,818	41,694
3,567,286	2,736,800	830,486
726,864	575,700	(151,164)
204,444	112,200	(92,244)
60,690	59,500	(1,190)
991,998	747,400	(244,598)
51,000	50,000	(1,000)
37,454	36,720	(734)
88,454	86,720	(1,734)
66,988	51,715	(15,273)
15,667	12,095	(3,572)
187,272	146,880	(40,392)
9,800	7,840	(1,960)
15,126	11,678	(3,449)
54,023	41,706	(12,317)
348,876	271,914	(76,962)
50,720	38,250	(12,470)
33,813	25,500	(8,313)
25,360	19,125	(6,235)
151,031	113,900	(37,131)
28,741	21,675	(7,066)
1,691	1,275	(416)
64,105	62,745	(1,360)
124,174	93,646	(30,528)
479,634	376,116	(103,519)

Samoa Beach Academy
Monthly Cash Flow/Forecast FY23-24
Revised 10/29/20



ADA = 308.75														Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102	Special Education	-	12,959	12,959	12,959	12,959	12,959	12,959	12,959	12,959	12,959	12,959	-	142,544	107,499	(35,045)
5103	Substitute Teacher	-	2,459	2,459	2,459	2,459	2,459	2,459	2,459	2,459	2,459	2,459	-	27,050	20,400	(6,650)
5105	Security	-	512	512	512	512	512	512	512	512	512	512	-	5,636	4,250	(1,386)
														175,230	132,149	(43,081)
Operations and Housekeeping																
5201	Auto and Travel	-	615	615	615	615	615	615	615	615	615	615	-	6,763	5,100	(1,663)
5300	Dues & Memberships	376	376	376	376	376	376	376	376	376	376	376	-	4,508	3,400	(1,108)
5400	Insurance	3,757	3,757	3,757	3,757	3,757	3,757	3,757	3,757	3,757	3,757	3,757	-	45,084	34,000	(11,084)
5501	Utilities	7,397	7,397	7,397	7,397	7,397	7,397	7,397	7,397	7,397	7,397	7,397	-	88,759	66,938	(21,822)
5502	Janitorial Services	3,945	3,945	3,945	3,945	3,945	3,945	3,945	3,945	3,945	3,945	3,945	-	47,338	35,700	(11,638)
5900	Communications	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	-	16,907	12,750	(4,157)
5901	Postage and Shipping	-	-	338	338	338	338	338	338	338	338	338	-	3,381	2,550	(831)
														212,740	160,438	(52,303)
Facilities, Repairs and Other Leases																
5601	Rent	49,311	49,311	49,311	49,311	49,311	49,311	49,311	49,311	49,311	49,311	49,311	-	591,728	446,250	(145,478)
5603	Equipment Leases	676	676	676	676	676	676	676	676	676	676	676	-	8,115	6,120	(1,995)
5605	Real/Personal Property Taxes	493	493	493	493	493	493	493	493	493	493	493	-	5,917	4,463	(1,455)
5610	Repairs and Maintenance	2,466	2,466	2,466	2,466	2,466	2,466	2,466	2,466	2,466	2,466	2,466	-	29,586	22,313	(7,274)
														635,346	479,145	(156,201)
Professional/Consulting Services																
5801	IT	939	939	939	939	939	939	939	939	939	939	939	-	11,271	8,500	(2,771)
5802	Audit & Taxes	-	-	-	3,400	3,400	3,400	-	-	-	-	-	-	10,200	10,000	(200)
5803	Legal	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	-	23,409	22,950	(459)
5804	Professional Development	-	-	3,381	3,381	3,381	3,381	3,381	3,381	3,381	3,381	3,381	-	33,813	25,500	(8,313)
5805	General Consulting	-	-	2,254	2,254	2,254	2,254	2,254	2,254	2,254	2,254	2,254	-	22,542	17,000	(5,542)
5806	Special Activities/Field Trips	-	-	10,332	10,332	10,332	10,332	10,332	10,332	10,332	10,332	-	-	92,986	70,125	(22,861)
5807	Bank Charges	34	34	34	34	34	34	34	34	34	34	34	-	406	306	(100)
5808	Printing	-	-	564	564	564	564	564	564	564	564	564	-	5,636	4,250	(1,386)
5809	Other taxes and fees	-	-	338	338	338	338	338	338	338	338	338	-	3,381	2,550	(831)
5810	Payroll Service Fee	396	396	396	396	396	396	396	396	396	396	396	-	4,750	4,464	(286)
5811	Management Fee	6,893	6,893	6,893	6,893	6,893	6,893	6,893	6,893	6,893	6,893	6,893	-	82,721	63,486	(19,235)
5812	District Oversight Fee	-	1,474	2,218	2,378	2,307	2,307	2,378	2,307	3,928	3,274	3,061	3,322	32,015	24,627	(7,388)
5814	SPED Encroachment	-	251	251	452	452	452	452	452	1,702	452	1,077	1,077	7,523	5,364	(2,159)
5815	Public Relations/Recruitment	1,214	1,214	1,214	-	-	-	-	-	-	-	-	-	3,641	3,570	(71)
														334,294	262,692	(71,602)
Interest																
7438	Interest Expense	-	4,738	4,738	-	7,896	7,896	-	-	-	-	-	-	25,267	37,924	12,657
														25,267	37,924	12,657
Total Expenses														3,291,839	2,554,497	(737,342)
Monthly Surplus (Deficit)														275,446	182,303	93,144

Samoa Beach Academy
Monthly Cash Flow/Forecast FY23-24

Revised 10/29/20

ADA = 308.75



Cash Flow Adjustments

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals
Monthly Surplus (Deficit)	(149,234)	(138,623)	(65,531)	(55,365)	(65,342)	(27,486)	(1,328)	(23,252)	171,379	89,329	52,808	83,875	404,216
Cash flows from operating activities													
Public Funding Receivables	266,088	-	23,631	-	-	-	22,166	-	-	-	-	-	(408,614)
Accounts Payable	(3,307)	-	-	-	-	-	-	-	-	-	-	-	4,399
Cash flows from financing activities													
Proceeds from Factoring	-	118,439	118,439	-	197,398	197,398	-	-	-	-	-	-	-
Payments on Factoring	(143,881)	-	-	-	(118,439)	(118,439)	-	-	(197,398)	(197,398)	-	-	-
Total Change in Cash	(30,334)	(20,184)	76,539	(55,365)	13,618	51,473	20,838	(23,252)	(26,018)	(108,069)	52,808	83,875	
Cash, Beginning of Month	128,052	97,718	77,534	154,074	98,709	112,326	163,799	184,637	161,385	135,367	27,298	80,105	
Cash, End of Month	97,718	77,534	154,074	98,709	112,326	163,799	184,637	161,385	135,367	27,298	80,105	163,980	

Samoa Beach Academy
Monthly Cash Flow/Forecast FY24-25

Revised 10/29/20

ADA = 356.25



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid
8012	Education Protection Account
8096	In Lieu of Property Taxes

Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals
-	95,043	95,043	171,078	171,078	171,078	171,078	171,078	229,566	229,566	229,566	229,566	229,566
-	-	-	7,125	-	-	7,125	-	-	21,375	-	-	35,625
-	85,771	171,542	114,362	114,362	114,362	114,362	114,362	200,133	100,066	100,066	100,066	100,066
-	180,815	266,586	292,565	285,440	285,440	292,565	285,440	429,699	351,008	329,633	329,633	365,258

Federal Revenue

8181	Special Education - Entitlement
8220	Federal Child Nutrition
8290	Title I, Part A - Basic Low Income
8291	Title II, Part A - Teacher Quality
8296	Other Federal Revenue

-	-	-	-	-	-	-	-	29,536	-	-	14,768	14,768
-	-	5,242	5,242	10,484	10,484	10,484	10,484	10,484	10,484	10,484	10,484	10,484
-	-	11,128	-	-	11,128	-	-	11,128	-	-	-	11,128
-	-	2,411	-	-	2,411	-	-	2,411	-	-	-	2,411
-	-	-	-	-	-	-	-	-	-	-	10,000	-
-	-	18,781	5,242	10,484	24,023	10,484	10,484	53,560	10,484	10,484	35,252	38,791

Other State Revenue

8311	State Special Education
8520	Child Nutrition
8550	Mandated Cost
8560	State Lottery

-	5,270	5,270	9,485	9,485	9,485	9,485	9,485	9,485	9,485	9,485	9,485	9,485
-	-	496	496	992	992	992	992	992	992	992	992	992
-	-	-	-	-	6,679	-	-	-	-	-	-	7,792
-	-	-	-	-	-	17,723	-	-	17,723	-	-	35,447
-	5,270	5,766	9,981	10,478	17,157	28,201	10,478	10,478	28,201	10,478	10,478	53,717

Total Revenue

-	186,084	291,133	307,788	306,401	326,620	331,250	306,401	493,736	389,693	350,594	375,362	457,766
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Expenses

Certificated Salaries

1100	Teachers' Salaries
1300	Administrators' Salaries
1900	Other Certificated Salaries

-	80,268	80,268	80,268	80,268	80,268	80,268	80,268	80,268	80,268	80,268	80,268	-
17,378	17,378	17,378	17,378	17,378	17,378	17,378	17,378	17,378	17,378	17,378	17,378	-
-	5,628	5,628	5,628	5,628	5,628	5,628	5,628	5,628	5,628	5,628	5,628	-
17,378	103,274	103,274	103,274	103,274	103,274	103,274	103,274	103,274	103,274	103,274	103,274	-

Classified Salaries

2300	Classified Administrators' Salaries
2400	Clerical and Office Staff Salaries

4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	4,335	-
3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	-
7,519	7,519	7,519	7,519	7,519	7,519	7,519	7,519	7,519	7,519	7,519	7,519	-

Benefits

3301	OASDI
3311	Medicare
3401	Health and Welfare
3501	State Unemployment
3601	Workers' Compensation
3901	Other Benefits

1,766	6,849	6,849	6,849	6,849	6,849	6,849	6,849	6,849	6,849	6,849	6,849	-
413	1,602	1,602	1,602	1,602	1,602	1,602	1,602	1,602	1,602	1,602	1,602	-
18,306	18,306	18,306	18,306	18,306	18,306	18,306	18,306	18,306	18,306	18,306	18,306	-
564	564	564	564	564	564	2,818	2,254	1,127	564	564	564	-
399	1,547	1,547	1,547	1,547	1,547	1,547	1,547	1,547	1,547	1,547	1,547	-
1,424	5,523	5,523	5,523	5,523	5,523	5,523	5,523	5,523	5,523	5,523	5,523	-
22,871	34,390	34,390	34,390	34,390	34,390	36,644	36,080	34,953	34,390	34,390	34,390	-

Books and Supplies

4100	Textbooks and Core Curricula Materials
4200	Books and Other Reference Materials
4302	School Supplies
4305	Software
4310	Office Expense
4311	Business Meals
4400	Noncapitalized Equipment
4700	Food Services

-	14,923	14,923	14,923	14,923	-	-	-	-	-	-	-	-
7,959	7,959	7,959	7,959	7,959	-	-	-	-	-	-	-	-
2,487	2,487	2,487	2,487	2,487	2,487	2,487	2,487	2,487	2,487	2,487	2,487	-
14,813	14,813	14,813	14,813	14,813	14,813	14,813	14,813	14,813	14,813	14,813	14,813	-
2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	-
166	166	166	166	166	166	166	166	166	166	166	166	-
-	12,768	12,768	12,768	12,768	12,768	-	-	-	-	-	-	-
-	13,286	13,286	13,286	13,286	13,286	13,286	13,286	13,286	13,286	13,286	13,286	-
28,244	69,220	69,220	69,220	69,220	46,338	33,570	33,570	33,570	33,570	33,570	33,570	-

Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
	ADA = 308.75	
2,193,309	1,900,868	292,441
71,250	61,750	9,500
1,429,521	1,238,918	190,603
3,694,080	3,201,536	492,544
59,072	45,440	13,632
104,838	90,860	13,978
44,513	38,578	5,935
9,645	8,359	1,286
10,000	10,000	-
228,069	193,237	34,832
105,391	91,339	14,052
9,923	8,600	1,323
14,471	11,132	3,339
70,894	61,441	9,453
200,680	172,512	28,167
4,122,829	3,567,286	555,543
882,951	726,864	(156,087)
208,533	204,444	(4,089)
61,904	60,690	(1,214)
1,153,388	991,998	(161,390)
52,020	51,000	(1,020)
38,203	37,454	(749)
90,223	88,454	(1,769)
77,104	66,988	(10,116)
18,032	15,667	(2,366)
219,670	187,272	(32,398)
11,270	9,800	(1,470)
17,411	15,126	(2,284)
62,181	54,023	(8,158)
405,667	348,876	(56,792)
59,693	50,720	(8,973)
39,795	33,813	(5,982)
29,846	25,360	(4,487)
177,752	151,031	(26,721)
33,826	28,741	(5,085)
1,990	1,691	(299)
63,838	64,105	268
146,143	124,174	(21,969)
552,884	479,634	(73,249)

Samoa Beach Academy
Monthly Cash Flow/Forecast FY24-25

Revised 10/29/20



ADA = 356.25		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																	
5102	Special Education	-	15,251	15,251	15,251	15,251	15,251	15,251	15,251	15,251	15,251	15,251	15,251	-	167,763	142,544	(25,219)
5103	Substitute Teacher	-	2,894	2,894	2,894	2,894	2,894	2,894	2,894	2,894	2,894	2,894	2,894	-	31,836	27,050	(4,786)
5105	Security	-	603	603	603	603	603	603	603	603	603	603	603	-	6,633	5,636	(997)
		-	18,748	18,748	18,748	18,748	18,748	18,748	18,748	18,748	18,748	18,748	18,748	-	206,232	175,230	(31,002)
Operations and Housekeeping																	
5201	Auto and Travel	-	724	724	724	724	724	724	724	724	724	724	724	-	7,959	6,763	(1,196)
5300	Dues & Memberships	442	442	442	442	442	442	442	442	442	442	442	442	-	5,306	4,508	(798)
5400	Insurance	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	-	53,060	45,084	(7,976)
5501	Utilities	8,705	8,705	8,705	8,705	8,705	8,705	8,705	8,705	8,705	8,705	8,705	8,705	-	104,463	88,759	(15,704)
5502	Janitorial Services	4,643	4,643	4,643	4,643	4,643	4,643	4,643	4,643	4,643	4,643	4,643	4,643	-	55,713	47,338	(8,375)
5900	Communications	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	-	19,898	16,907	(2,991)
5901	Postage and Shipping	-	-	398	398	398	398	398	398	398	398	398	398	-	3,980	3,381	(598)
		19,870	20,594	20,992	20,992	20,992	20,992	20,992	20,992	20,992	20,992	20,992	20,992	-	250,379	212,740	(37,639)
Facilities, Repairs and Other Leases																	
5601	Rent	58,035	58,035	58,035	58,035	58,035	58,035	58,035	58,035	58,035	58,035	58,035	58,035	-	696,418	591,728	(104,690)
5603	Equipment Leases	796	796	796	796	796	796	796	796	796	796	796	796	-	9,551	8,115	(1,436)
5605	Real/Personal Property Taxes	580	580	580	580	580	580	580	580	580	580	580	580	-	6,964	5,917	(1,047)
5610	Repairs and Maintenance	2,902	2,902	2,902	2,902	2,902	2,902	2,902	2,902	2,902	2,902	2,902	2,902	-	34,821	29,586	(5,235)
		62,313	62,313	62,313	62,313	62,313	62,313	62,313	62,313	62,313	62,313	62,313	62,313	-	747,754	635,346	(112,407)
Professional/Consulting Services																	
5801	IT	1,105	1,105	1,105	1,105	1,105	1,105	1,105	1,105	1,105	1,105	1,105	1,105	-	13,265	11,271	(1,994)
5802	Audit & Taxes	-	-	-	3,468	3,468	3,468	-	-	-	-	-	-	-	10,404	10,200	(204)
5803	Legal	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	-	23,877	23,409	(468)
5804	Professional Development	-	-	3,980	3,980	3,980	3,980	3,980	3,980	3,980	3,980	3,980	3,980	-	39,795	33,813	(5,982)
5805	General Consulting	-	-	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	-	26,530	22,542	(3,988)
5806	Special Activities/Field Trips	-	-	12,160	12,160	12,160	12,160	12,160	12,160	12,160	12,160	12,160	-	-	109,437	92,986	(16,451)
5807	Bank Charges	40	40	40	40	40	40	40	40	40	40	40	40	-	478	406	(72)
5808	Printing	-	-	663	663	663	663	663	663	663	663	663	663	-	6,633	5,636	(997)
5809	Other taxes and fees	-	-	398	398	398	398	398	398	398	398	398	398	-	3,980	3,381	(598)
5810	Payroll Service Fee	414	414	414	414	414	414	414	414	414	414	414	414	-	4,965	4,750	(215)
5811	Management Fee	7,965	7,965	7,965	7,965	7,965	7,965	7,965	7,965	7,965	7,965	7,965	7,965	-	95,582	82,721	(12,861)
5812	District Oversight Fee	-	1,808	2,666	2,926	2,854	2,854	2,926	2,854	4,297	3,510	3,296	3,296	3,653	36,941	32,015	(4,925)
5814	SPED Encroachment	-	290	290	522	522	522	522	522	2,146	522	522	1,334	1,334	9,046	7,523	(1,523)
5815	Public Relations/Recruitment	1,238	1,238	1,238	-	-	-	-	-	-	-	-	-	-	3,714	3,641	(73)
		12,752	14,850	35,561	38,283	38,211	38,211	34,815	34,743	37,810	35,399	35,185	23,838	4,987	384,645	334,294	(50,351)
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25,267	25,267
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	25,267	25,267
Total Expenses		170,945	330,907	352,016	354,738	354,666	331,784	317,874	317,239	319,179	316,204	315,990	304,643	4,987	3,791,172	3,291,839	(499,333)
Monthly Surplus (Deficit)		(170,945)	(144,823)	(60,883)	(46,949)	(48,265)	(5,164)	13,376	(10,838)	174,557	73,488	34,604	70,719	452,779	331,656	275,446	56,210

Samoa Beach Academy
Monthly Cash Flow/Forecast FY24-25

Revised 10/29/20

ADA = 356.25



Cash Flow Adjustments

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals
Monthly Surplus (Deficit)	(170,945)	(144,823)	(60,883)	(46,949)	(48,265)	(5,164)	13,376	(10,838)	174,557	73,488	34,604	70,719	452,779
Cash flows from operating activities													
Public Funding Receivables	342,126	-	30,721	-	-	-	35,768	-	-	-	-	-	(457,766)
Accounts Payable	(4,399)	-	-	-	-	-	-	-	-	-	-	-	4,987
Cash flows from financing activities													
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	166,782	(144,823)	(30,162)	(46,949)	(48,265)	(5,164)	49,143	(10,838)	174,557	73,488	34,604	70,719	
Cash, Beginning of Month	163,980	330,762	185,939	155,777	108,828	60,562	55,398	104,541	93,704	268,261	341,749	376,353	
Cash, End of Month	330,762	185,939	155,777	108,828	60,562	55,398	104,541	93,704	268,261	341,749	376,353	447,073	

Annual
Forecast

331,656

(49,152)

588

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Prior Year Forecast	Favorable / (Unfav.)
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Samoa Beach Academy
Monthly Cash Flow/Forecast FY25-26

Revised 10/29/20



ADA = 380.00

Revenues

State Aid - Revenue Limit

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
8011 LCFF State Aid	-	109,665	109,665	197,398	197,398	197,398	197,398	197,398	226,642	226,642	226,642	226,642	226,642	2,339,530	2,193,309	146,221
8012 Education Protection Account	-	-	-	7,125	-	-	7,125	-	-	21,375	-	-	40,375	76,000	71,250	4,750
8096 In Lieu of Property Taxes	-	91,489	182,979	121,986	121,986	121,986	121,986	121,986	213,475	106,738	106,738	106,738	106,738	1,524,822	1,429,521	95,301
	-	201,155	292,644	326,509	319,384	319,384	326,509	319,384	440,117	354,755	333,380	333,380	373,755	3,940,352	3,694,080	246,272

Federal Revenue

8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	34,080	-	-	17,040	17,040	68,161	59,072	9,088
8220 Federal Child Nutrition	-	-	5,591	5,591	11,183	11,183	11,183	11,183	11,183	11,183	11,183	11,183	11,183	111,828	104,838	6,989
8290 Title I, Part A - Basic Low Income	-	-	11,870	-	-	11,870	-	-	11,870	-	-	-	11,870	47,481	44,513	2,968
8291 Title II, Part A - Teacher Quality	-	-	2,572	-	-	2,572	-	-	2,572	-	-	-	2,572	10,288	9,645	643
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	10,667	-	10,667	10,000	667
	-	-	20,034	5,591	11,183	25,625	11,183	11,183	59,705	11,183	11,183	38,890	42,665	248,423	228,069	20,355

Other State Revenue

8311 State Special Education	-	5,621	5,621	10,118	10,118	10,118	10,118	10,118	10,118	10,118	10,118	10,118	10,118	112,418	105,391	7,026
8520 Child Nutrition	-	-	529	529	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	10,585	9,923	662
8550 Mandated Cost	-	-	-	-	-	6,679	-	-	-	-	-	-	10,018	16,697	14,471	2,226
8560 State Lottery	-	-	-	-	-	-	18,905	-	-	18,905	-	-	37,810	75,620	70,894	4,726
	-	5,621	6,150	10,647	11,176	17,855	30,081	11,176	11,176	30,081	11,176	11,176	59,005	215,320	200,680	14,640

Total Revenue

	-	206,776	318,828	342,747	341,742	362,864	367,772	341,742	510,998	396,018	355,738	383,445	475,424	4,404,095	4,122,829	281,267
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Expenses

Certificated Salaries

1100 Teachers' Salaries	-	86,105	86,105	86,105	86,105	86,105	86,105	86,105	86,105	86,105	86,105	86,105	-	947,160	882,951	(64,209)
1300 Administrators' Salaries	17,725	17,725	17,725	17,725	17,725	17,725	17,725	17,725	17,725	17,725	17,725	17,725	-	212,704	208,533	(4,171)
1900 Other Certificated Salaries	-	5,740	5,740	5,740	5,740	5,740	5,740	5,740	5,740	5,740	5,740	5,740	-	63,142	61,904	(1,238)
	17,725	109,571	109,571	109,571	109,571	109,571	109,571	109,571	109,571	109,571	109,571	109,571	-	1,223,006	1,153,388	(69,618)

Classified Salaries

2300 Classified Administrators' Salaries	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	-	53,060	52,020	(1,040)
2400 Clerical and Office Staff Salaries	3,247	3,247	3,247	3,247	3,247	3,247	3,247	3,247	3,247	3,247	3,247	3,247	-	38,968	38,203	(764)
	7,669	7,669	7,669	7,669	7,669	7,669	7,669	7,669	7,669	7,669	7,669	7,669	-	92,028	90,223	(1,804)

Benefits

3301 OASDI	1,867	7,242	7,242	7,242	7,242	7,242	7,242	7,242	7,242	7,242	7,242	7,242	-	81,532	77,104	(4,428)
3311 Medicare	437	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	-	19,068	18,032	(1,036)
3401 Health and Welfare	19,484	19,484	19,484	19,484	19,484	19,484	19,484	19,484	19,484	19,484	19,484	19,484	-	233,805	219,670	(14,135)
3501 State Unemployment	588	588	588	588	588	588	2,940	2,352	1,176	588	588	588	-	11,760	11,270	(490)
3601 Workers' Compensation	422	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	-	18,410	17,411	(1,000)
3901 Other Benefits	1,506	5,841	5,841	5,841	5,841	5,841	5,841	5,841	5,841	5,841	5,841	5,841	-	65,752	62,181	(3,571)
	24,303	36,484	36,484	36,484	36,484	36,484	38,836	38,248	37,072	36,484	36,484	36,484	-	430,328	405,667	(24,660)

Books and Supplies

4100 Textbooks and Core Curricula Materials	-	16,236	16,236	16,236	16,236	-	-	-	-	-	-	-	-	64,946	59,693	(5,253)
4200 Books and Other Reference Materials	8,659	8,659	8,659	8,659	8,659	-	-	-	-	-	-	-	-	43,297	39,795	(3,502)
4302 School Supplies	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	-	32,473	29,846	(2,626)
4305 Software	16,116	16,116	16,116	16,116	16,116	16,116	16,116	16,116	16,116	16,116	16,116	16,116	-	193,395	177,752	(15,642)
4310 Office Expense	3,067	3,067	3,067	3,067	3,067	3,067	3,067	3,067	3,067	3,067	3,067	3,067	-	36,803	33,826	(2,977)
4311 Business Meals	180	180	180	180	180	180	180	180	180	180	180	180	-	2,165	1,990	(175)
4400 Noncapitalized Equipment	-	11,921	11,921	11,921	11,921	11,921	-	-	-	-	-	-	-	59,603	63,838	4,235
4700 Food Services	-	14,455	14,455	14,455	14,455	14,455	14,455	14,455	14,455	14,455	14,455	14,455	-	159,004	146,143	(12,861)
	30,729	73,341	73,341	73,341	73,341	48,445	36,524	36,524	36,524	36,524	36,524	36,524	-	591,685	552,884	(38,801)

Samoa Beach Academy
Monthly Cash Flow/Forecast FY25-26

Revised 10/29/20



ADA = 380.00														Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102	Special Education	-	16,593	16,593	16,593	16,593	16,593	16,593	16,593	16,593	16,593	16,593	-	182,527	167,763	(14,763)
5103	Substitute Teacher	-	3,149	3,149	3,149	3,149	3,149	3,149	3,149	3,149	3,149	3,149	-	34,638	31,836	(2,802)
5105	Security	-	656	656	656	656	656	656	656	656	656	656	-	7,216	6,633	(584)
														224,381	206,232	(18,148)
Operations and Housekeeping																
5201	Auto and Travel	-	787	787	787	787	787	787	787	787	787	787	-	8,659	7,959	(700)
5300	Dues & Memberships	481	481	481	481	481	481	481	481	481	481	481	-	5,773	5,306	(467)
5400	Insurance	4,811	4,811	4,811	4,811	4,811	4,811	4,811	4,811	4,811	4,811	4,811	-	57,730	53,060	(4,669)
5501	Utilities	9,471	9,471	9,471	9,471	9,471	9,471	9,471	9,471	9,471	9,471	9,471	-	113,655	104,463	(9,193)
5502	Janitorial Services	5,051	5,051	5,051	5,051	5,051	5,051	5,051	5,051	5,051	5,051	5,051	-	60,616	55,713	(4,903)
5900	Communications	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	-	21,649	19,898	(1,751)
5901	Postage and Shipping	-	-	433	433	433	433	433	433	433	433	433	-	4,330	3,980	(350)
														272,412	250,379	(22,033)
Facilities, Repairs and Other Leases																
5601	Rent	63,142	63,142	63,142	63,142	63,142	63,142	63,142	63,142	63,142	63,142	63,142	-	757,703	696,418	(61,285)
5603	Equipment Leases	866	866	866	866	866	866	866	866	866	866	866	-	10,391	9,551	(840)
5605	Real/Personal Property Taxes	631	631	631	631	631	631	631	631	631	631	631	-	7,577	6,964	(613)
5610	Repairs and Maintenance	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	-	37,885	34,821	(3,064)
														813,556	747,754	(65,802)
Professional/Consulting Services																
5801	IT	1,203	1,203	1,203	1,203	1,203	1,203	1,203	1,203	1,203	1,203	1,203	-	14,432	13,265	(1,167)
5802	Audit & Taxes	-	-	-	3,537	3,537	3,537	-	-	-	-	-	-	10,612	10,404	(208)
5803	Legal	2,030	2,030	2,030	2,030	2,030	2,030	2,030	2,030	2,030	2,030	2,030	-	24,355	23,877	(478)
5804	Professional Development	-	-	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	-	43,297	39,795	(3,502)
5805	General Consulting	-	-	2,886	2,886	2,886	2,886	2,886	2,886	2,886	2,886	2,886	-	28,865	26,530	(2,335)
5806	Special Activities/Field Trips	-	-	13,230	13,230	13,230	13,230	13,230	13,230	13,230	13,230	13,230	-	119,068	109,437	(9,630)
5807	Bank Charges	43	43	43	43	43	43	43	43	43	43	43	-	520	478	(42)
5808	Printing	-	-	722	722	722	722	722	722	722	722	722	-	7,216	6,633	(584)
5809	Other taxes and fees	-	-	433	433	433	433	433	433	433	433	433	-	4,330	3,980	(350)
5810	Payroll Service Fee	420	420	420	420	420	420	420	420	420	420	420	-	5,036	4,965	(72)
5811	Management Fee	8,507	8,507	8,507	8,507	8,507	8,507	8,507	8,507	8,507	8,507	8,507	-	102,082	95,582	(6,500)
5812	District Oversight Fee	-	2,012	2,926	3,265	3,194	3,194	3,265	3,194	4,401	3,548	3,334	3,738	39,404	36,941	(2,463)
5814	SPED Encroachment	-	309	309	556	556	556	556	556	2,431	556	556	1,494	9,932	9,046	(886)
5815	Public Relations/Recruitment	1,263	1,263	1,263	-	-	-	-	-	-	-	-	-	3,789	3,714	(74)
														412,936	384,645	(28,291)
Interest																
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
														-	-	-
														-	-	-
Total Expenses														4,060,331	3,791,172	(269,159)
Monthly Surplus (Deficit)														343,765	331,656	12,108

Samoa Beach Academy
Monthly Cash Flow/Forecast FY25-26

Revised 10/29/20

ADA = 380.00



Cash Flow Adjustments

Monthly Surplus (Deficit)
Cash flows from operating activities
Public Funding Receivables
Accounts Payable
Cash flows from financing activities
Proceeds from Factoring
Payments on Factoring

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Monthly Surplus (Deficit)	(183,306)	(146,675)	(57,571)	(36,513)	(37,446)	8,571	26,515	1,144	168,494	56,830	16,764	56,763	470,193	343,765		
Cash flows from operating activities																
Public Funding Receivables	376,734	-	35,447	-	-	-	45,585	-	-	-	-	-	(475,424)	(17,658)		
Accounts Payable	(4,987)	-	-	-	-	-	-	-	-	-	-	-	5,231	245		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	188,441	(146,675)	(22,124)	(36,513)	(37,446)	8,571	72,100	1,144	168,494	56,830	16,764	56,763				
Cash, Beginning of Month	447,073	635,514	488,839	466,715	430,202	392,756	401,328	473,428	474,572	643,066	699,896	716,660				
Cash, End of Month	635,514	488,839	466,715	430,202	392,756	401,328	473,428	474,572	643,066	699,896	716,660	773,424				

LCFF Calculator Caveats

v21.2 9/9/2020

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. Moreover, due to detailed complexities that exist for a small percentage of local educational agencies (LEAs), every unique situation is not modeled in the calculator, and the calculator *may not be suitable for all LEAs*.

The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.

General

The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats.

Beginning in projection year 2020-21 the formulas have been re-written to include the 2020-21 Governor's May Revision version of a proration factor. The proration factor calculation was *excluded* from the 2020-21 State Budget, but has been retained in the LCFF Calculator for scenario planning.

Important note: The proration factor methodology and application is subject to revision should the State choose to apply a proration factor in the future.

Per the 2020-21 State Budget, 2020-21 ADA will be based on reported 2019-20 ADA. The calculator has been updated with a formula to reference 2019-20 ADA where appropriate. The school district prior year guarantee for charter shift has been predefined to 0.00 ADA. Details on applying the 2021-22 adjustment is still to be determined.

LEAs funded on the prior year guarantee in 2019-20 may experience a funding decrease under the ADA hold harmless provision.

Please note that 2020-21 ADA should not be updated for most LEAs. Following are the known exceptions:

Charter schools that are newly authorized prior to June 2, 2020 or approved by the SBE at the July 2020 meeting may need to update the prefilled formula based on special provisions.

The calculator reflects COLA as estimated by the DOF.

The calculator prefills certified PASE exhibit data based on Excel documents provided by the CDE. Independent verification of prefilled data should be completed and adjustments entered as necessary.

The Education Protection Account (EPA) proportionate share percentage is based on estimates of statewide numbers that are not yet finalized by the CDE. Therefore, the percentage will change from what is shown in the calculator through final calculation in February of the following fiscal year. To see LCFF state aid net of the EPA apportionment, view the EPA tab.

School District

For districts with **necessary small schools** (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:

- Basic Aid 'Choice'
- Basic Aid Court-Ordered Voluntary Pupil Transfer
- Basic Aid Open Enrollment
- Basic Aid Supplement Charter School Adjustment

The calculator does not take into account the impact of district reorganizations that have not been certified by the CDE via the PASE system. We recommend working with your county office, the CDE and FCMAT to adapt the calculator.

Charter School

The calculator is not designed to directly calculate budget estimates for "all-charter school districts" due to the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education ('county-authorized').

The calculator is designed for a district to calculate the in lieu taxes and as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator does not take into account the following:

- District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.
- Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

If either of these situations apply, we recommend working with the CDE and FCMAT to adapt the calculator.

For the LCFF help desk and updates, visit:

[LCFF Calculator Resources Page](#)

Workbook Legend:

Cells requiring data entry - on all worksheets - are colored orange.

Tabs requiring data entry for basic LCFF calculation are colored red.

Tabs requiring data entry for special circumstances or optional tools are colored blue.

Tabs with result calculations or summaries are colored green.

Printing Tips:

Verify and update prefilled historical data (as applicable), then hide these columns.

Workbook is set to print for standard 3 to 5-year projections. Print areas and page breaks will need to be adjusted for longer projection

Printer settings may require adjustment based on specific printer in use.

LCFF Calculator Universal Assumptions

Samoa Beach Academy - Samoa Beach Academy

LEA: New LEA

Charter

2020-21

5 digit District code or 7 digit School code (from the CDS code)

Did the CDS code exist in 2012-13? (for calculation of EPA only)

First LCFF certification year (years prior years on the Calculator tab)

Projection Title: Samoa Beach Academy

Projection Date: 10/29/20

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Statutory COLA & Augmentation/Suspension (prefilled as calculated by the Department of Finance, DOF)	3.70%	3.26%	0.00%	0.00%	0.00%	0.00%	0.00%
Statutory COLA	2.71%	3.26%	2.31%	2.48%	3.26%		
Augmentation(COLA Suspension)	0.99%	0.00%	-2.31%	-2.48%	-3.26%		
Base Grant Proration Factor		0.00%	0.00%	0.00%	0.00%		
Add-on, ERT & MSA Proration Factor		0.00%	0.00%	0.00%	0.00%		
LCFF Gap Closed Percentage (prefilled as calculated by the Department of Finance, DOF)	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Statewide 90th percentile rate (used in Economic Recovery Target, ERT, calculation only)	---	---	---	---	---	---	---
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	30.74345708%	16.08698870%	36.47%	19.00%	19.00%	19.00%	19.00%
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	30.50770954%	16.08698870%	36.47%	19.00%	19.00%	19.00%	19.00%
Historical Difference in EPA Rates between Annual & P-2	0.2357%						
Local EPA Actual			\$ -	\$ -	\$ -	\$ -	\$ -

PER ADA FUNDING LEVELS (calculated at TARGET)

Base, Supplemental and Concentration Rate per ADA

Grades TK-3	\$ 8,235.00	\$ 8,503.00	\$ 8,503.00	\$ 9,211.30	\$ 9,211.30	\$ 9,211.30	\$ 9,211.30
Grades 4-6	\$ 7,571.00	\$ 7,818.00	\$ 7,818.00	\$ 8,469.24	\$ 8,469.24	\$ 8,469.24	\$ 8,469.24
Grades 7-8	\$ 7,796.00	\$ 8,050.00	\$ 8,050.00	\$ 8,720.57	\$ 8,720.57	\$ 8,720.57	\$ 8,720.57
Grades 9-12	\$ 9,269.00	\$ 9,572.00	\$ 9,572.00	#####	#####	#####	#####

Base Grants

Grades TK-3	\$ 7,459	\$ 7,702	\$ 7,702	\$ 7,702	\$ 7,702	\$ 7,702	\$ 7,702
Grades 4-6	\$ 7,571	\$ 7,818	\$ 7,818	\$ 7,818	\$ 7,818	\$ 7,818	\$ 7,818
Grades 7-8	\$ 7,796	\$ 8,050	\$ 8,050	\$ 8,050	\$ 8,050	\$ 8,050	\$ 8,050
Grades 9-12	\$ 9,034	\$ 9,329	\$ 9,329	\$ 9,329	\$ 9,329	\$ 9,329	\$ 9,329

Grade Span Adjustment

Grades TK-3	\$ 776	\$ 801	\$ 801	\$ 801	\$ 801	\$ 801	\$ 801
Grades 9-12	\$ 235	\$ 243	\$ 243	\$ 243	\$ 243	\$ 243	\$ 243

Prorated Base, Supplemental and Concentration Rate per ADA

Grades TK-3			\$ 8,503	\$ 8,503	\$ 8,503	\$ 8,503	\$ 8,503
Grades 4-6			\$ 7,818	\$ 7,818	\$ 7,818	\$ 7,818	\$ 7,818
Grades 7-8			\$ 8,050	\$ 8,050	\$ 8,050	\$ 8,050	\$ 8,050
Grades 9-12			\$ 9,572	\$ 9,572	\$ 9,572	\$ 9,572	\$ 9,572

Prorated Base Grants

Grades TK-3	\$ 7,459	\$ 7,702	\$ 7,702	\$ 7,702	\$ 7,702	\$ 7,702	\$ 7,702
Grades 4-6	\$ 7,571	\$ 7,818	\$ 7,818	\$ 7,818	\$ 7,818	\$ 7,818	\$ 7,818
Grades 7-8	\$ 7,796	\$ 8,050	\$ 8,050	\$ 8,050	\$ 8,050	\$ 8,050	\$ 8,050
Grades 9-12	\$ 9,034	\$ 9,329	\$ 9,329	\$ 9,329	\$ 9,329	\$ 9,329	\$ 9,329

Prorated Grade Span Adjustment

Grades TK-3	\$ 776	\$ 801	\$ 801	\$ 801	\$ 801	\$ 801	\$ 801
Grades 9-12	\$ 235	\$ 243	\$ 243	\$ 243	\$ 243	\$ 243	\$ 243

Necessary Small School Selection (if applicable)

NSS #1	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #2	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #3	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #4	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #5	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

Supplemental Grant

Maximum - 1.00 ADA, 100% UPP

Grades TK-3	\$ 1,647	\$ 1,701	\$ 1,701	\$ 1,701	\$ 1,701	\$ 1,701	\$ 1,701
Grades 4-6	\$ 1,514	\$ 1,564	\$ 1,564	\$ 1,564	\$ 1,564	\$ 1,564	\$ 1,564
Grades 7-8	\$ 1,559	\$ 1,610	\$ 1,610	\$ 1,610	\$ 1,610	\$ 1,610	\$ 1,610
Grades 9-12	\$ 1,854	\$ 1,914	\$ 1,914	\$ 1,914	\$ 1,914	\$ 1,914	\$ 1,914

Actual - 1.00 ADA, Local UPP as follows:

Grades TK-3	\$ -	\$ -	\$ -	\$ 708	\$ 708	\$ 708	\$ 708
Grades 4-6	\$ -	\$ -	\$ -	\$ 651	\$ 651	\$ 651	\$ 651
Grades 7-8	\$ -	\$ -	\$ -	\$ 671	\$ 671	\$ 671	\$ 671
Grades 9-12	\$ -	\$ -	\$ -	\$ 797	\$ 797	\$ 797	\$ 797

Concentration Grant (>55% population)

Grades TK-3	\$ 4,118	\$ 4,252	\$ 4,252	\$ 4,252	\$ 4,252	\$ 4,252	\$ 4,252
Grades 4-6	\$ 3,786	\$ 3,909	\$ 3,909	\$ 3,909	\$ 3,909	\$ 3,909	\$ 3,909
Grades 7-8	\$ 3,898	\$ 4,025	\$ 4,025	\$ 4,025	\$ 4,025	\$ 4,025	\$ 4,025
Grades 9-12	\$ 4,635	\$ 4,786	\$ 4,786	\$ 4,786	\$ 4,786	\$ 4,786	\$ 4,786

Actual - 1.00 ADA, Local UPP >55% as follows:

Grades TK-3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 4-6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 7-8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 9-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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Assumptions

LCFF Calculator v21.2

	A	B	C	D	E	F	G	H
7	STATE FUNDING INCORPORATED INTO LCFF							
8	Samosa Beach Academy - Samosa Beach Academy							
9	10/29/20							
10	2012-13 REVENUE LIMIT DATA							
11	Line	CDE Exhibit	Annual Certific.	Adjustments	12-13 RL DATA			
12	School District per ADA Calculations							
13	2012-13 ADA for Rates							
14	A-1	2012-13 Adj. DL RL, JADA Rate	Revenue Limit ADA (Excl N05)					
15	A-2	2012-13 Adj. DL RL, JADA Rate	Charter School Block Grant Offset ADA					
16	A-3	2012-13 Adj. DL RL, JADA Rate	Necessary Small School ADA					
17	A-4	2012-13 Adj. DL RL, JADA Rate	Total District ADA					
18	(A-1 - A-2 + A-3)							
19	2012-13 Revenue Limit Data Elements							
20	B-1	2012-13 Adj. DL RL, JADA Rate	Base Revenue Limit per ADA (Excl Add-ons)					
21	B-2	2012-13 Adj. DL RL, JADA Rate	Mech/BTSA/Adj Add-on per ADA (ABBS1)					
22	B-3	2012-13 Adj. DL RL, JADA Rate	Total Limit: BRL/ADA and ABBS1 Adj					
23	(B-1 + B-2)							
24	2012-13 Other Revenue Limit Funding and Adjustments (subject to deficit)							
25	B-4	2012-13 Adj. DL RL, JADA Rate	Special Revenue Limit Adjustments					
26	B-5	2012-13 Adj. DL RL, JADA Rate	Center for Advance Research and Technology					
27	B-6	2012-13 Adj. DL RL, JADA Rate	All Charter District Revenue Limit Adjustment					
28	B-7	2012-13 Adj. DL RL, JADA Rate	Total Other RL (Fig & Adj)					
29	(B-4 + B-5 - B-6)							
30	2012-13 Other Revenue Limit Funding and Adjustments (not subject to deficit)							
31	B-8	2012-13 Adj. DL RL, JADA Rate	Unemployment Insurance					
32	B-9	2012-13 Adj. DL RL, JADA Rate	PERS Safety Adjustment					
33	B-10	2012-13 Adj. DL RL, JADA Rate	SFUSD PERS Adjustment					
34	B-11	2012-13 Adj. DL RL, JADA Rate	PERS Adjustment					
35	B-12	2012-13 Adj. DL RL, JADA Rate	Total Other RL (Fig & Adj)					
36	B-13	2012-13 Adj. DL RL, JADA Rate	Sum of (B-8) - (B-12)					
37	Deficit Factor							
38	0.77728							
39	Calculated Rates per ADA							
40	C-1	2012-13 Adj. DL RL, JADA Rate	Rate 1: Floor BRL Rate per ADA					
41	Deficit/RL per ADA							
42	(B-13 / A-4) * 100							
43	C-2	2012-13 Adj. DL RL, JADA Rate	Rate 2: Floor Other BRL per ADA					
44	Other RL per ADA							
45	(B-7 / B-13) * 100							
46	C-3	2012-13 Adj. DL RL, JADA Rate	Rate 3: Minimum State Aid Funding per ADA					
47	Adjusted RL per ADA for Min. State Aid							
48	((BRLA-1 - A-2) * B-3) + B-7 * B-13) + B-12) / (A-4)							
49	B-11	School District LCFF Transition Calculation	Prior Year Lumulative LUMP RATE					
50	(Internal entry ONLY for school districts without certified CDE principal appointment exhibits)							
51	Necessary Small School Data							
52	G-4	Sch District Revenue Limit	Necessary Small School Add-on Amount					
53	Allowance for Necessary Small School (deficit)							
54	Historical information for School Districts in existence in 2012-13:							
55	E-1	Sch District Revenue Limit	Total Revenue Limit					
56	E-2	Sch District Revenue Limit	Local Revenue					
57	E-3	Sch District Revenue Limit	Charter Sch Gen Purpose BG Offset					
58	State Aid for Revenue Limit							
59	2012-13 CHARTER SCHOOL DATA							
60	Charter School per ADA calculations							
61	B-1	Charter School LCFF Transition Calculation	2012-13 General Purpose Funding					
62	B-2	Charter School LCFF Transition Calculation	2012-13 Funded ADA					
63	2012-13 Calculated Floor Rates							
64	B-3	Charter School LCFF Transition Calculation	Base Floor Rate per ADA					
65	(B-1 / B-2)							
66	B-7	Charter School LCFF Transition Calculation	Categorical Program Entitlement Rate per ADA					
67	B-9	Charter School LCFF Transition Calculation	Base Floor Rate per ADA - New Charter					
68	Other Calculated Rates per ADA							
69	B-11	Charter School LCFF Transition Calculation	Prior Year Lumulative LUMP RATE					
70	(Internal entry ONLY for charter school without certified CDE principal appointment exhibits)							
71	N/A	N/A	Minimum State Funding per ADA					
72	(B-1 / B-2)							
73	Historical information for Charter Schools in existence in 2012-13							
74	B-5 LHS	Charter Block Grant (COE)	Adjusted Total					
75	B-5 COE	Charter Block Grant	In Lieu of Property Taxes					
76	E-5	Charter Block Grant (Unfunded)	Adjusted Total in Lieu of Property Taxes					
77	State Aid for Charter General Purpose Block Grant							
78	BASIC AID DISTRICTS FAIR SHARE							
79	8.92%							
80	CDE Schedule Re-Certified							
81	June 2013							
82	2012-14 Exhibit:							
83	A-50	2012-13 Cat Program Entitle, Subsumed into LCFF	2012-13 Fair Share (2013-14 only)					
84	Adjusted 2012-13 Fair Share (2014-15 through full statewide implementation)							
85	A-51	2012-13 Cat Program Entitle, Subsumed into LCFF	[E.C. 42238.03(a)(2)(B)]					
86	CATEGORICAL FUNDING REPAIRED WITH LCFF							
87	Exhibit	Title	2012-13 Deficit					
88	2012-13 Categorical Programs Entitlements Subsumed into LCFF (2015-16 P-1 Certification)							
89	A-1	Remedial Program						
90	A-2	Retained and Recommended for Retention						
91	A-3	Low STAR Score and At Risk of Retention						
92	A-4	Core Academic Program						
93	A-5	Regional Occupational Centers/Programs						
94	A-6	County Offices of Education Fiscal Oversight						
95	A-7	Middle and High School Counseling						
96	A-8	Pupil Transportation						
97	A-9	Small District/COE Bus Replacement						
98	A-10	Gifted and Talented Education						
99	A-11	Economic Impact Aid						
100	A-12	Math and Reading Professional Development						
101	A-13	Math and Reading Professional Development - English Learners						
102	A-14	Administrator Training Program						
103	A-15	Adult Education						
104	A-16	Education Technology - California Technology Assistance Project						
105	A-17	Education Technology - Statewide Education Technology Services						
106	A-18	Deferred Maintenance						
107	A-19	Instructional Materials Fund Realignment Program						
108	A-20	Community Day School Additional Funding						
109	A-21	Bilingual Teacher Training						
110	A-22	Peer Assistance and Review						
111	A-23	Reader Services for Blind Teachers						
112	A-24	National Board Certification for Teachers						
113	A-25	California School Age Families Education						
114	A-26	California High School Exit Exam Intensive Instruction						
115	A-27	Teacher Dismissal Apportionments						
116	A-28	Community Based English Tutoring						
117	A-29	School Safety and Violence Prevention						
118	A-30	Class Size Reduction Grade 5						
119	A-31	International Baccalaureate Diploma Program						
120	A-32	Advance Placement Fee Reimbursement						
121	A-33	Pupil Retention Block Grant						
122	A-34	Teacher Credentialing Block Grant						
123	A-35	Teacher Credentialing Block Grant Regional Support						
124	A-36	Professional Development Block Grant						
125	A-37	Targeted Instructional Improvement Block Grant						
126	A-38	School and Library Improvement Block Grant						
127	A-39	School Safety Competitive Block Grant						
128	A-40	School Safety Competitive Block Grant (Prov 1)						
129	A-41	Physical Education Teacher Incentive Program						
130	A-42	Arts and Music Block Grant						
131	A-43	Williams County Oversight						
132	A-44	Vienavista County Oversight						
133	A-45	Certificated Staff Mentoring						
134	A-46	Child Oral Health Assessments						
135	A-47	Standards for Preparation and Licensure of Teachers						
136	A-48	Community Day School Additional Funding for Mandatory Expelled Pupils						
137	A-49	Class Size Reduction Grades K - 3						
138	A-53	Charter School Categorical Block Grant						
139	A-54	Charter School In Lieu of Economic Impact Aid						
140	A-55	New Charter Supplemental Categorical Block Grant						
141	A-8	Pupil Transportation (Manual Adjustment)						
142	A-9	Small District/COE Bus Replacement (Manual Adjustment)						
143	A-37	Targeted Instructional Improvement Block Grant (Manual Adjustment)						
144	OTHER MANUAL ADJUSTMENTS TO PRELIM AMOUNTS							
145								
146								
147								
148	Total Categorical Program Funding incorporated into LCFF							
149	Total Categorical Program Funding before Section 12.42 reduction							
150	Categorical funding per ADA incorporated into ERT							
151								
152								
153	TOTAL STATE AID							
154	TOTAL ENTITLEMENT (RL/IG + CATEGORICALS LESS FAIR SHARE)							
155	TOTAL ENTITLEMENT PER ADA							

CALCULATE THE FLOOR RATE FOR A NEWLY OPERATIONAL CHARTER SCHOOL

Samoa Beach Academy

10/29/20

For newly operational charter schools, enter charter school name and select first year operation

Charter Name

Samoa Beach Academy

Year that charter starts operation (select from drop down list)

2021-22

IMPORTANT! Leave as "Select Year" if not
developing a new Charter School calculation.

SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

Samoa Beach Academy - Samoa Beach Academy

10/29/20

2019-202020-212021-222022-232023-242024-25

Estimated Property Taxes (with NGA)C-1A-6

Less In-Lieu transfer\$-\$-\$-\$-\$-\$-

Total Local Revenue\$-\$-\$-\$-\$-\$-

Statewide 90th percentile rate

OTHER LCFF TRANSITION INFORMATION

Enter class size penalties, longer day/longer year penalties and other special adjustments per the School District LCFF Transition Calculation exhibit.

2019-20202021-222022-232023-242024-25

Floor AdjustmentsB-10

Miscellaneous AdjustmentsB-1

Minimum State Aid AdjustmentsB-3

Funded based on Target FormulaB-5

True/FalseTRUETRUETRUETRUETRUETRUE

UNDUPPLICATED PUPIL PERCENTAGE

2019-20202020-212021-222022-232023-242024-25

District EnrollmentA-1 / A-3

COE EnrollmentA-2 / A-4

Total Enrollment

District Unduplicated Pupil CountB-1 / B-3

COE Unduplicated Pupil CountB-2 / B-4

Total Unduplicated Pupil Count

3-yr rolling percentage0.00%0.00%0.00%0.00%0.00%0.00%

Single Year Unduplicated Pupil Percentage0.00%0.00%0.00%0.00%0.00%0.00%

Unduplicated Pupil Percentage (%)0.00%0.00%0.00%0.00%0.00%0.00%

AVERAGE DAILY ATTENDANCE (ADA)

Enter ADA. Calculator will use greater of total current or prior year ADA.

Enter ADA by grade span.

ADA to use

2019-20202020-212021-222022-232023-242024-25

CURRENT YEAR ADA:Grades TK-3B-1

Grades 4-6B-2

Grades 7-8B-3

Grades 9-12B-4

Non Public School, NPS-Licensed Children Institutions, Community Day School:Grades TK-3C-1

Grades 4-6C-2

Grades 7-8C-3

Grades 9-12C-4

District Basic Aid ADA otherwise excluded from LCFF Calculator (for EPA funding)

DISTRICT TOTAL

County operated (Community School, Special Ed):Grades TK-3D-6 & E-11

Grades 4-6D-7 & E-12

Grades 7-8D-8 & E-13

Grades 9-12D-9 & E-14

COUNTY TOTAL

RATIO: District ADA to Enrollment0.00%0.00%0.00%0.00%0.00%0.00%

RATIO: County ADA to Enrollment0.00%0.00%0.00%0.00%0.00%0.00%

PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIF

ADA transfer: Student from District to Charter (cross fiscal year)2019-20202020-212021-222022-232023-242024-25

Grades TK-3A-6

Grades 4-6A-7

Grades 7-8A-8

Grades 9-12A-9

ADA transfer: Student from Charter to District (cross fiscal year)A-11A-12A-13A-14

Difference (if diff. < 0, no adj. to PY ADA)

LCFF ADA

ADA Guarantee - Prior Year2019-20202020-212021-222022-232023-242024-25

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

LCFF Subtotal

NSS

Combined Subtotal

ADA Guarantee - Current Year

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

LCFF Subtotal

NSS

Combined Subtotal

Change in LCFF ADA (excludes NSS ADA)

No ChangeNo ChangeNo ChangeNo ChangeNo ChangeNo Change

Funded LCFF ADA

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

Subtotal

CurrentCurrentCurrentCurrentCurrentCurrent

Funded NSS ADA

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

Subtotal

PriorPriorPriorPriorPriorPrior

NPS, CDS, & COE Operated

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

Subtotal

Combined Total

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

Total

Charter School Data Elements required to calculate the LCFF
Samoa Beach Academy - Samoa Beach Academy

10/29/20

		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
COLA & Augmentation		3.26%	0.00%	0.00%	0.00%	0.00%	0.00%
GAP Funding rate		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
In-Lieu of Property Tax	I-4 F-6 / F-7	-	-	571,808	953,014	1,238,918	1,429,521
Statewide 90th percentile rate		---	---	---	---	---	---

UNDUPLICATED PUPIL PERCENTAGE

Charter School:

Enrollment
Unduplicated Pupil Count

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
A-1, A-2, A-3	-	-	150	250	325	375
B-1, B-2, B-3	-	-	62	104	135	156
	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>
Single Year Unduplicated Pupil Percentage	0.00%	0.00%	41.65%	41.65%	41.65%	41.65%
Unduplicated Pupil Percentage (%)	0.00%	0.00%	41.65%	41.65%	41.65%	41.65%

Concentration Grant Funding Limitation: District of Physical Location

Enter the unduplicated pupil percentage for the district that the charter school is physically located in. If the charter school is located in more than one district, enter the information for the district that yields the highest unduplicated pupil percentage. Beginning in 2014-15, include the authorizing agency automatically in the list of physical locations.

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Unduplicated Pupil Percentage (%)	D-3 / H-3 41.65%	41.65%	41.65%	41.65%	41.65%	41.65%
Unduplicated Pupil Percentage: Supplemental Grant	0.00%	0.00%	41.65%	41.65%	41.65%	41.65%
Unduplicated Pupil Percentage: Concentration Grant	0.00%	0.00%	41.65%	41.65%	41.65%	41.65%

AVERAGE DAILY ATTENDANCE (ADA)

Enter P2 Data - Note: Charter School ADA is always funded on Current Year

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Grades TK-3	B-1 -	-	-	-	-	-
Grades 4-6	B-2 -	-	-	-	-	-
Grades 7-8	B-3 -	-	-	-	-	-
Grades 9-12	B-4 -	-	142.50	237.50	308.75	356.25
SUBTOTAL ADA	-	-	142.50	237.50	308.75	356.25
RATIO: ADA to Enrollment	-	-	0.95	0.95	0.95	0.95

OTHER LCFF TRANSITION INFORMATION

Miscellaneous Adjustments	H-2	E-1	-				
Minimum State Aid Adjustments	J-4	G-2	-				
Funded Based on Target Formula		True/False	TRUE	TRUE	TRUE	TRUE	TRUE

K-3 Grade Span Adjustment Funding Determination							
Samoa Beach Academy - Samoa Beach Academy							
10/29/20							
Notes: If the district is operating under a collectively bargained alternative, leave this tab blank. Progress in 2013-14 may be determined by a separate local formula.							
	2012-13	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Target class size	24.00	24.00	24.00	24.00	24.00	24.00	24.00
GAP funding rate selection		May Revise	May Revise	May Revise	May Revise	May Revise	May Revise
Current		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
May Revise		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES
TK-3 Class Size - Progress toward target							
School Site							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES
TK-3 Class Size - Progress toward target							
School Site							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES
TK-3 Class Size - Progress toward target							
School Site							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES
TK-3 Class Size - Progress toward target							
School Site							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES
TK-3 Class Size - Progress toward target							
School Site							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES
TK-3 Class Size - Progress toward target							
School Site							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES
TK-3 Class Size - Progress toward target							
School Site							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES
TK-3 Class Size - Progress toward target							
School Site							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES
TK-3 Class Size - Progress toward target							
School Site							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES
TK-3 Class Size - Progress toward target							
School Site							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES
TK-3 Class Size - Progress toward target							
School Site							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES

Samoa Beach Academy - Samoa Beach										NSI ADA		
NECESSARY SMALL SCHOOLS (NSI)												
NSI #1	2018-19 F2 ADA	2019-20 F2 ADA	2020-21 F2 ADA	2021-22 F2 ADA	2022-23 F2 ADA	2023-24 F2 ADA	2023-26 F2 ADA					
Grades K-3 n=1												
Grades 4-6 n=1												
Grades 7-8 n=1												
Grades 9-12 n=1												
TOTAL												
Number of FTE												
A 1 & B 2												
Is this school eligible for NSI funding?												
Type of school	Not NSI	Not NSI	Not NSI	Not NSI	Not NSI	Not NSI	Not NSI					
Base funding option calculated to:	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF					
Select funding method												
NSI Allowance level	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year		
NSI Allowance	-	-	-	-	-	-	-	-	-	-		
NSI Add-on	-	-	-	-	-	-	-	-	-	-		
Total NSI Allowance	-	-	-	-	-	-	-	-	-	-		
NSI #2	2018-19 F2 ADA	2019-20 F2 ADA	2020-21 F2 ADA	2021-22 F2 ADA	2022-23 F2 ADA	2023-24 F2 ADA	2023-26 F2 ADA					
Grades K-3 n=1												
Grades 4-6 n=1												
Grades 7-8 n=1												
Grades 9-12 n=1												
TOTAL												
Number of FTE												
A 1 & B 2												
Is this school eligible for NSI funding?												
Type of school	Not NSI	Not NSI	Not NSI	Not NSI	Not NSI	Not NSI	Not NSI					
Base funding option calculated to:	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF					
Select funding method												
NSI Allowance level	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year		
NSI Allowance	-	-	-	-	-	-	-	-	-	-		
NSI Add-on	-	-	-	-	-	-	-	-	-	-		
Total NSI Allowance	-	-	-	-	-	-	-	-	-	-		
NSI #3	2018-19 F2 ADA	2019-20 F2 ADA	2020-21 F2 ADA	2021-22 F2 ADA	2022-23 F2 ADA	2023-24 F2 ADA	2023-26 F2 ADA					
Grades K-3 n=1												
Grades 4-6 n=1												
Grades 7-8 n=1												
Grades 9-12 n=1												
TOTAL												
Number of FTE												
A 1 & B 2												
Is this school eligible for NSI funding?												
Type of school	Not NSI	Not NSI	Not NSI	Not NSI	Not NSI	Not NSI	Not NSI					
Base funding option calculated to:	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF					
Select funding method												
NSI Allowance level	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year		
NSI Allowance	-	-	-	-	-	-	-	-	-	-		
NSI Add-on	-	-	-	-	-	-	-	-	-	-		
Total NSI Allowance	-	-	-	-	-	-	-	-	-	-		
NSI #4	2018-19 F2 ADA	2019-20 F2 ADA	2020-21 F2 ADA	2021-22 F2 ADA	2022-23 F2 ADA	2023-24 F2 ADA	2023-26 F2 ADA					
Grades K-3 n=1												
Grades 4-6 n=1												
Grades 7-8 n=1												
Grades 9-12 n=1												
TOTAL												
Number of FTE												
A 1 & B 2												
Is this school eligible for NSI funding?												
Type of school	Not NSI	Not NSI	Not NSI	Not NSI	Not NSI	Not NSI	Not NSI					
Base funding option calculated to:	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF					
Select funding method												
NSI Allowance level	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year		
NSI Allowance	-	-	-	-	-	-	-	-	-	-		
NSI Add-on	-	-	-	-	-	-	-	-	-	-		
Total NSI Allowance	-	-	-	-	-	-	-	-	-	-		
NSI #5	2018-19 F2 ADA	2019-20 F2 ADA	2020-21 F2 ADA	2021-22 F2 ADA	2022-23 F2 ADA	2023-24 F2 ADA	2023-26 F2 ADA					
Grades K-3 n=1												
Grades 4-6 n=1												
Grades 7-8 n=1												
Grades 9-12 n=1												
TOTAL												
Number of FTE												
A 1 & B 2												
Is this school eligible for NSI funding?												
Type of school	Not NSI	Not NSI	Not NSI	Not NSI	Not NSI	Not NSI	Not NSI					
Base funding option calculated to:	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF					
Select funding method												
NSI Allowance level	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year		
NSI Allowance	-	-	-	-	-	-	-	-	-	-		
NSI Add-on	-	-	-	-	-	-	-	-	-	-		
Total NSI Allowance	-	-	-	-	-	-	-	-	-	-		
Funded F2 NSI ADA and NSI Allowances												
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2023-26					
Grades K-3	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year		
Grades 4-6	-	-	-	-	-	-	-	-	-	-		
Grades 7-8	-	-	-	-	-	-	-	-	-	-		
Grades 9-12	-	-	-	-	-	-	-	-	-	-		
F2 NSI ADA	-	-	-	-	-	-	-	-	-	-		
Total NSI Allowances	-	-	-	-	-	-	-	-	-	-		
Is sum of prior year NSI allowances or the sum of current year NSI allowances. The same inventory level exists in the District. The F2 NSI ADA does not include New Monterey District or current year is shown below.												
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2023-26					
Funding Based on	Funded NSI	Funded NSI	Funded NSI	Funded NSI	Funded NSI	Funded NSI	Funded NSI					
TOTAL Funded ADA	Current year	Current year	Current year	Current year	Current year	Current year	Current year					
Table 1: Total NSI Allowance	-	-	-	-	-	-	-	-	-	-		
Includes LCFF Adjusted Base Funding for NSI ADA												
Prior year amounts are calculated for all district ADA LCFF ADA and Funded NSI ADA, then the base and prior year amount for NSI ADA (Funded NSI ADA & base & globe grant per ADA)												
NSI ADA	Rate	2018-19	Rate	2019-20	Rate	2020-21	Rate	2021-22	Rate	2022-23	Rate	2023-26
Grades K-3	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-	-	-
Base Funding:	-	-	-	-	-	-	-	-	-	-	-	-
Grades K-3	3,400	-	3,700	-	3,700	-	3,700	-	3,700	-	3,700	-
Grades 4-6	1,575	-	7,818	-	7,818	-	7,818	-	7,818	-	7,818	-
Grades 7-8	2,760	-	8,050	-	8,050	-	8,050	-	8,050	-	8,050	-
Grades 9-12	9,584	-	9,529	-	9,529	-	9,529	-	9,529	-	9,529	-
Total	-	-	-	-	-	-	-	-	-	-	-	-
Grades Special Funding:	-	-	-	-	-	-	-	-	-	-	-	-
Grades K-3	776	-	801	-	801	-	801	-	801	-	801	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	235	-	243	-	243	-	243	-	243	-	243	-
Total	-	-	-	-	-	-	-	-	-	-	-	-
Total Excludes LCFF Adjusted Base Funding for NSI	-	-	-	-	-	-	-	-	-	-	-	-
Grades K-3	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-	-	-
Total NSI Allowance in LCFF Prior												
Allowance at 12/31 each before and after	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2023-26					
NSI #1	-	-	-	-	-	-	-					
NSI #2	-	-	-	-	-	-	-					
NSI #3	-	-	-	-	-	-	-					
NSI #4	-	-	-	-	-	-	-					
NSI #5	-	-	-	-	-	-	-					
Prior NSI Allowances	-	-	-	-	-	-	-					
L2-L3 NSI Add-on per ADA	-	-	-	-	-	-	-					
L2-L3 NSI Add-on per ADA (deficit)	-	-	-	-	-	-	-					
Add-on Allowance (per ADA)	Funded ADA	Funded ADA	Funded ADA	Funded ADA	Funded ADA	Funded ADA	Funded ADA					
NSI #1	-	-	-	-	-	-	-					
NSI #2	-	-	-	-	-	-	-					
NSI #3	-	-	-	-	-	-	-					
NSI #4	-	-	-	-	-	-	-					
NSI #5	-	-	-	-	-	-	-					
Prior NSI Add-on total	-	-	-	-	-	-	-					
TOTAL FUNDING NSI BASE ALLOWANCE	-	-	-	-	-	-	-	-	-	-		

Samoa Beach Academy - Samoa Beach Academy
The calculations below will compute total funding for all p
"best option" (combination that provides the maximum o
fiscal year's comparison section.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING						
2019-20						
ADA & NSS FTE	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
PRIOR YEAR ADA (net of graded charter shift)						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
Ungraded						
PRIOR YEAR ADA	-	-	-	-	-	-
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-
CURRENT YEAR ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-
NPS, CDS, & COE operated:						
Grades TK-3	-					
Grades 4-6	-					
Grades 7-8	-					
Grades 9-12	-					
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-
2019-20						
NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible	
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	
NSS Allowance if funded as NSS & on prior year						
NSS allowance level	0	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-	-
NSS Allowance level at 12-13 rates (undeficted)	-	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
NSS allowance level	0	0	0	0	0	0
NSS Allowance using CY	-	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO	NO
NSS Allowance level at 12-13 rates (undeficted)	-	-	-	-	-	-
RATES	2019-20					
TARGET	Base	Gr Span	Supp	Concen	TARGET	
Unduplicated pupil count percentages						
Grades TK-3	7,702	801	-	-	8,503	
Grades 4-6	7,818	-	-	-	7,818	
Grades 7-8	8,050	-	-	-	8,050	
Grades 9-12	9,329	243	-	-	9,572	
Targeted Instructional Improvement						
Transportation						
ECONOMIC RECOVERY TARGET						-
FLOOR						
12-13 Floor RL per ADA						
12-13 Floor Other RL per ADA						
12-13 Min State Aid rate per ADA						
12-13 NSS Add-on Amount						
12-13 Categoricals						
Fair Share Reduction in 13-14						
Fair share reduction starting in 14-15						
GAP funding percentage rate						100.00%
MINIMUM STATE AID						
Gross Property Taxes						-
RDA incl. in Prop. Taxes						-
2012-13 Allowance for NSS (deficted)						
Charter ADA for in-lieu						-
In-lieu to charters at statewide target						-
In-lieu to charters at Floor level						-

[illegible]

	2019-20	2020-21	2021-22	2022-23	2023-24
Local Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
Less: RDA Incl. in Prop. Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
Local Property Taxes less RDA	\$ -	\$ -	\$ -	\$ -	\$ -
District LCFF ADA	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -
Funding Method:					
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Funding per ADA	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-
Alternative Calculation Tool	-	-	-	-	-
In-Lieu of Property Tax Transfer	\$ -	\$ -	\$ -	\$ -	\$ -
Prior Year Basic Aid Status	-	-	-	-	-
1	\$ -	\$ -	\$ -	\$ -	\$ -
1. Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -
2. LCFF Funding per ADA					
a. Charter IS funded at Target in %					
Grade Level	ADA	ADA	ADA	ADA	ADA
Grades K-3					
Grades 4-6					
Grades 7-8					
Grades 9-12					
In-Lieu of Property Tax limit at Target	\$ -	\$ -	\$ -	\$ -	\$ -
2	\$ -	\$ -	\$ -	\$ -	\$ -
1. Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -
2. LCFF Funding per ADA					
a. Charter IS funded at Target in %					
Grade Level	ADA	ADA	ADA	ADA	ADA
Grades K-3					
Grades 4-6					
Grades 7-8					
Grades 9-12					
In-Lieu of Property Tax limit at Target	\$ -	\$ -	\$ -	\$ -	\$ -
3	\$ -	\$ -	\$ -	\$ -	\$ -
1. Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -
2. LCFF Funding per ADA					
a. Charter IS funded at Target in %					
Grade Level	ADA	ADA	ADA	ADA	ADA
Grades K-3					
Grades 4-6					
Grades 7-8					
Grades 9-12					
In-Lieu of Property Tax limit at Target	\$ -	\$ -	\$ -	\$ -	\$ -
4	\$ -	\$ -	\$ -	\$ -	\$ -
1. Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -
2. LCFF Funding per ADA					
a. Charter IS funded at Target in %					
Grade Level	ADA	ADA	ADA	ADA	ADA
Grades K-3					
Grades 4-6					
Grades 7-8					
Grades 9-12					
In-Lieu of Property Tax limit at Target	\$ -	\$ -	\$ -	\$ -	\$ -
5	\$ -	\$ -	\$ -	\$ -	\$ -
1. Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -
2. LCFF Funding per ADA					
a. Charter IS funded at Target in %					
Grade Level	ADA	ADA	ADA	ADA	ADA
Grades K-3					
Grades 4-6					
Grades 7-8					
Grades 9-12					
In-Lieu of Property Tax limit at Target	\$ -	\$ -	\$ -	\$ -	\$ -

Samoa Beach Academy - Samoa Beach Academy		10/29/20					
EDUCATION PROTECTION ACCOUNT							
	Certification:	Est. Annual 2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT							
A-1 Total ADA for EPA Minimum		-	-	142.50	237.50	308.75	356.25
A-2 Minimum Funding per ADA		200	200	200	200	200	200
A-3 EPA Minimum Funding (A-1 * A-2)		-	-	28,500	47,500	61,750	71,250
EPA PROPORTIONATE SHARE CAP							
Adjusted Total Revenue Limit		-	-	-	-	-	-
Current Year Adjusted NSS Allowance		-	-	-	-	-	-
B-12 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA		-	-	-	-	-	-
B-13 Local Revenue/In-lieu of Property Taxes		-	-	571,808	953,014	1,238,918	1,429,521
B-14 EPA Proportionate Share Cap (B-12 - B-13; If less than 0, B-14 = 0)		-	-	-	-	-	-
EPA PROPORTIONATE SHARE							
C-1 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA		-	-	-	-	-	-
C-2 Statewide EPA Proportionate Share Ratio (<i>as of P-2 certification</i>)		N/A	36.47280930%	19.00000000%	19.00000000%	19.00000000%	19.00000000%
C-3 EPA Proportionate Share (C-1 * C-2)		-	-	-	-	-	-
EPA ENTITLEMENT							
D-1 EPA Entitlement (If C-3 < B-14, then C-3; else B-14); (If C-3 and B-14 < A-3)		-	-	28,500	47,500	61,750	71,250
D-2 Miscellaneous Adjustments**		-	-	-	-	-	-
D-3 Adjusted EPA Entitlement (D-1 + D-2)		-	-	28,500	47,500	61,750	71,250
D-4 Prior Year Annual Adjustment		N/A	-	-	-	-	-
D-5 P2 Entitlement Net of PY Adjustment		N/A	-	28,500	47,500	61,750	71,250
C-2 Statewide EPA Proportionate Share Ratio (<i>as of Annual certification</i>)		16.08698870%	36.47280930%	19.00000000%	19.00000000%	19.00000000%	19.00000000%
Adjusted EPA Allocation (used to calculate LCFF Revenue)		N/A	-	28,500	47,500	61,750	71,250
Calculation of Net State Aid before Minimum State Aid							
Phase-In Entitlement		N/A	-	1,477,632	2,462,720	3,201,536	3,694,080
Less Property Taxes/In-Lieu		N/A	-	571,808	953,014	1,238,918	1,429,521
Gross State Aid		N/A	-	905,824	1,509,706	1,962,618	2,264,559
Less EPA Allocation		N/A	-	28,500	47,500	61,750	71,250
Net State Aid		N/A	-	877,324	1,462,206	1,900,868	2,193,309
Minimum State Aid							
Adjusted Total Revenue Limit		N/A	-	-	-	-	-
2012-13 Deficited NSS Allowance		N/A	-	-	-	-	-
Less Property Taxes/In-Lieu		N/A	-	571,808	953,014	1,238,918	1,429,521
Less EPA Allocation		N/A	-	28,500	47,500	61,750	71,250
Revenue Limit Minimum State Aid		N/A	-	-	-	-	-
Categorical Minimum State Aid		N/A	-	-	-	-	-
Minimum State Aid Guarantee before Proration		-	-	-	-	-	-
Proration		-	0.00%	0.00%	0.00%	0.00%	0.00%
Minimum State Aid Guarantee		N/A	-	-	-	-	-
Charter School Minimum State Aid Offset (effective 2014-15)		N/A	-	-	-	-	-
LCFF State Aid		N/A	-	877,324	1,462,206	1,900,868	2,193,309
EPA in Excess to LCFF Funding		N/A	-	-	-	-	-

LCAP Percentage to Increase or Improve Services:

Summary Supplemental & Concentration Grant

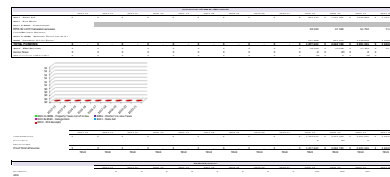
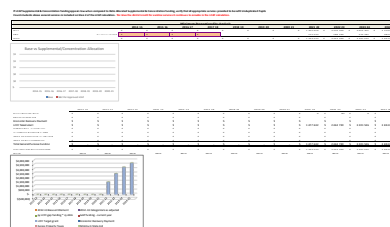
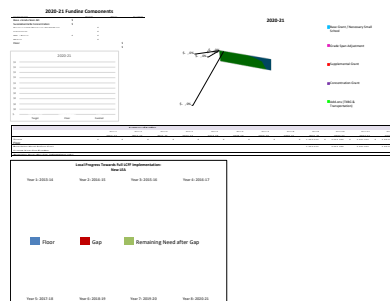
	2013-14	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		-	-	113,622	189,370	246,181	284,055
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils							
3. Difference [1] less [2]							
4. Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate							
GAP funding rate							
5. Estimated Supplemental and Concentration Grant Funds [2] plus [4] (unless [3]<0 then [1]) (for LCAP entry)		-	-	113,622	189,370	246,181	284,055
6. Base Funding LCFF Phase-In Entitlement less [5], <i>excludes Targeted Instructional Improvement & Transportation</i>		-	-	1,364,010	2,273,350	2,955,355	3,410,025
LCFF Phase-In Entitlement		-	-	1,477,632	2,462,720	3,201,536	3,694,080
7/8. Percentage to Increase or Improve Services* [5] / [6] (for LCAP entry)		0.00%	0.00%	8.33%	8.33%	8.33%	8.33%

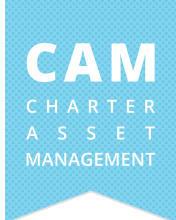
*percentage by which services for unduplicated students must be increased or improved over services provided for all students
If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding

SUE SERVICES

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ -	\$ -	\$ 113,622	\$ 189,370	\$ 246,181	\$ 284,055
Current year Percentage to Increase or Improve Services	0.00%	0.00%	8.33%	8.33%	8.33%	8.33%

LCFF Calculator Universal Assumptions						
Samoa Beach Academy - Samoa Beach Ac			10/29/2020			
Summary of Funding						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Target Components:						
COLA & Augmentation	3.26%	0.00%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%
Base Grant	-	-	1,329,383	2,215,638	2,880,329	3,323,456
Grade Span Adjustment	-	-	34,627	57,712	75,026	86,569
Supplemental Grant	-	-	113,622	189,370	246,181	284,055
Concentration Grant	-	-	-	-	-	-
Add-ons	-	-	-	-	-	-
Total Target	-	-	1,477,632	2,462,720	3,201,536	3,694,080
Transition Components:						
Target	\$ -	\$ -	\$ 1,477,632	\$ 2,462,720	\$ 3,201,536	\$ 3,694,080
Funded Based on Target Formula (PY P-2)	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE
Floor	-	-	-	-	-	-
Remaining Need after Gap (informational only, Gap %)	100%	100%	100%	100%	100%	100%
Current Year Gap Funding	-	-	-	-	-	-
Miscellaneous Adjustments	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement	\$ -	\$ -	\$ 1,477,632	\$ 2,462,720	\$ 3,201,536	\$ 3,694,080
Components of LCFF By Object Code						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
8011 - State Aid	\$ -	\$ -	\$ 877,324	\$ 1,462,206	\$ 1,900,868	\$ 2,193,309
8011 - Fair Share	-	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-	-
EPA (for LCFF Calculation purposes)	-	-	28,500	47,500	61,750	71,250
Local Revenue Sources:						
8021 to 8089 - Property Taxes	-	-	-	-	-	-
8096 - In-Lieu of Property Taxes	-	-	571,808	953,014	1,238,918	1,429,521
Property Taxes net of in-lieu	-	-	-	-	-	-
TOTAL FUNDING	\$ -	\$ -	\$ 1,477,632	\$ 2,462,720	\$ 3,201,536	\$ 3,694,080
Basic Aid Status	-	-	-	-	\$ -	\$ -
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ -	\$ -	\$ 1,477,632	\$ 2,462,720	\$ 3,201,536	\$ 3,694,080
EPA Details						
% of Adjusted Revenue Limit - Annual	16.08698870%	36.47280930%	19.00000000%	19.00000000%	19.00000000%	19.00000000%
% of Adjusted Revenue Limit - P-2	16.08698870%	36.47280930%	19.00000000%	19.00000000%	19.00000000%	19.00000000%
EPA (for LCFF Calculation purposes)	\$ -	\$ -	\$ 28,500	\$ 47,500	\$ 61,750	\$ 71,250
8012 - EPA, Current Year Receipt	-	-	28,500	47,500	61,750	71,250
(P-2 plus Current Year Accrual)	-	-	-	-	-	-
8019 - EPA, Prior Year Adjustment	-	-	-	-	-	-
(P-A less Prior Year Accrual)	-	-	-	-	-	-
Accrual (from Assumptions)	-	-	-	-	-	-
Summary of Student Population						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Unduplicated Pupil Population						
Enrollment	-	-	150	250	325	375
COE Enrollment	-	-	-	-	-	-
Total Enrollment	-	-	150	250	325	375
Unduplicated Pupil Count	-	-	62	104	135	156
COE Unduplicated Pupil Count	-	-	-	-	-	-
Total Unduplicated Pupil Count	-	-	62	104	135	156
Rolling %, Supplemental Grant	0.0000%	0.0000%	41.6500%	41.6500%	41.6500%	41.6500%
Rolling %, Concentration Grant	0.0000%	0.0000%	41.6500%	41.6500%	41.6500%	41.6500%
FUNDED ADA						
Adjusted Base Grant ADA	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	142.50	237.50	308.75	356.25
Total Adjusted Base Grant ADA	-	-	142.50	237.50	308.75	356.25
Necessary Small School ADA	Current year	Current year	Current year	Current year	Current year	Current year
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-	-
Total Funded ADA	0.00	0.00	142.50	237.50	308.75	356.25
ACTUAL ADA (Current Year Only)						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	142.50	237.50	308.75	356.25
Total Actual ADA	-	-	142.50	237.50	308.75	356.25
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-
LCAP Percentage to Increase or Improve Services						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Current year estimated supplemental and concen	\$ -	\$ -	\$ 113,622	\$ 189,370	\$ 246,181	\$ 284,055
Current year Percentage to Increase or Improve Si	0.00%	0.00%	8.33%	8.33%	8.33%	8.33%





Los Angeles | Palo Alto

Ⓐ 633 W. 5th Street, 26th Floor,
Los Angeles, CA 90071

530 Lytton Avenue, 2nd Floor,
Palo Alto, CA 94301

⒫ 213.335.6275

Ⓦ charterassetmanagement.com

Ms. Catherine Scott
Executive Director
Samoa Beach Academy
5251 Ericson Way, Arcata, CA 95521

July 30, 2020

To Ms. Catherine Scott and the Samoa Beach Academy Board of Directors:

Charter Asset Management (CAM) is the national leader in charter school lending. Since 2013, CAM has funded over \$600 million to more than 300 charter schools nationwide. We are pleased to present this letter of intent for Samoa Beach Academy. This letter of intent is not a commitment on the part of CAM to provide funding and it is not an offer, nor a binding agreement on the parties. A legally binding obligation will only be made pursuant to definitive written agreements to be negotiated, executed and delivered by the parties.

CAM offers up to \$1,200,000 in working capital for Samoa Beach Academy for the 2021-2022 school year. Please refer to the Memorandum of Understanding accompanying this letter for details on the proposed financial terms.

CAM reviews all financial, governance, and all other relevant information for the schools we fund. The availability of funding for each draw request is subject to and conditioned upon CAM's prior approval, satisfactory completion of due diligence, and the parties agreeing upon and reducing to writing all terms and conditions necessary and incidental to the validity of a separate contract. CAM has no obligation to provide funding until the parties have executed a formal written agreement covering each specific transaction.

Sincerely,

A handwritten signature in blue ink, appearing to read "Paul N. Im", with a stylized flourish at the end.

Paul N. Im
Managing Partner

DISCLAIMER: Nothing in this letter is intended to create nor does it constitute legally binding obligations of any party or an agreement by CAM of funding or the availability of funding. Neither party is relying on, or is entitled to rely on, this letter for any purpose. This letter is only for negotiation purposes and contains only proposed terms and/or other information to assist the parties in framing and negotiating the definitive terms of financing transactions through separate financing contracts. The availability of funding and any funding itself are subject to and conditioned upon satisfactory completion of due diligence and the parties agreeing upon and reducing to writing all terms and conditions necessary and incidental to the validity of separate financing contracts. Either party may, at any time prior to the execution of a definitive financing agreement, unilaterally terminate all negotiations pursuant to this letter, for any reason or for no reason, without any liability whatsoever to the other party.

Appendix G: Letter of Intent (Facility)



THE DANCO GROUP OF COMPANIES

Danco Builders
Danco Builders Northwest
Danco Communities
Danco Property Management
Danco Supportive Services
Western Living Concepts

5251 Ericson Way
Arcata, CA 95521
Phone: (707) 822-9000
Fax: (707) 822-9596
www.danco-group.com
Contractor's Licenses
CA 899392, 500851, 986583

October 28, 2020

Samoa Beach Academy

Catherine Scott

RE: Proposal To Lease
Lot 267 , Samoa, California

Dear Catherine Scott,

We are pleased to present the following proposal to lease the below referenced property on behalf of Samoa Beach Academy.

**LOCATION AND SIZE OF
PREMISES:**

Approx. 18,800 sq. ft. building with approx. 2900 sq. ft. of class rooms(three class rooms), approx. 4800 sq. ft. of learning labs (three learning labs class rooms, storage and prep rooms) with roll up doors to utilize the outside for over flow space, approx. 3200 sq. ft. of common area (library-theater room, student club room, two meeting rooms and storage) approx. 2000 sq. ft. of administrative space(4 offices, reception, conf. room, staff lounge, restroom) two student restrooms, approx. 2800 sq. ft. of support services for the campus

The exterior will have a parking lot that has two handicap parking stalls and 24 other stalls, fire lane and back lot for learning lab over flow and projects. Total asphalt area approx. 21,000 sq. ft.

TENANT:	Samoa Beach Academy
LEASE TERM:	60 months, commencing January 1 ST , 2021
RENT PROVISIONS:	Annually at 2021-22: \$ 262,500, 2022-23:\$ 446,250, 2023-24:\$ 591,728, 2024-25:\$ 696,418, 2025-26: \$ 757,703 on a triple net basis
EARLY OCCUPANCY:	Tenant shall receive immediate occupancy upon notice of completion.