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SAMOA BEACH
A C A D E M Y

Samoa Beach Academy

Establishment Charter Petition

**Submitted to the Northern Humboldt Union High School District
June 18, 2021**

Charter Term: July 1, 2023 – June 30, 2028

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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:

- Á 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)]
- Á 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)]
- Á The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Á The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- Á 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)]
- Á 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)]

- Á 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
- Á 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)]
- Á 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(1) and 47605.4(a)]
- Á The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- Á 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).
- Á 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)]
- Á 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)]

- Á 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)]
- Á 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)]
- Á The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- Á 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]
- Á 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”).
- Á The Charter School shall comply with the Public Records Act.
- Á The Charter School shall comply with the Family Educational Rights and Privacy Act.
- Á The Charter School shall comply with the Ralph M. Brown Act.
- Á The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- Á The Charter School shall comply with the Political Reform Act.
- Á 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 Petrusa. 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 started her career in real estate in Vail, CO and is now a certified life coach.

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 now a Court Appointed Special Advocate and has been working with teenage youth in foster care. 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 Petrusa – Board Member

Charles 'Chuck' Petrusa 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 led 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

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 Petrusha - 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.

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

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 will serve the entire community by preparing students who are ready to join the workforce upon graduation.

SBA will offer a rigorous standards-based instructional program for all students infused with the tenants of CTE and 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”) 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 specific CTE pathways, each focusing on a specific industry sector (others may be added as the school grows) which are: 1) Residential and Commercial Construction Pathway (Sector - Building and Construction Trades), 2) Patient Care Pathway (Sector - Health Science and Medical Technology), and 3) Business Management Pathway (Sector – Business and Finance). SBA has specifically planned for the CTE Pathways in the petition and in the budget. SBA has included \$300,000 of equipment specifically related to the CTE program for 300 students. SBA does intend to utilize fundraising to supplement the CTE program, including gifts-in-kind; however, non-public revenue has been excluded from the budget to be conservative. SBA will work in partnership with College of the Redwoods and Humboldt State University to offer dual enrollment opportunities to students and articulation agreements with each school as indicated by the Letters of Support in Appendix C.

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:

- Á small high school

- Á small class size
- Á individual student focused
- Á infused CTE standards into core content areas
- Á required courses include Financial Literacy and Leadership/Career Skills
- Á practice of mindfulness strategies
- Á monthly restorative practices Circles to support Social Emotional Learning
- Á internship opportunity in CTE Pathway
- Á collaboration with post-secondary institutions including College of the Redwoods and Humboldt State University
- Á extracurricular activities to include competitive sports and clubs
- Á strong English Language Development (“ELD”) program
- Á intervention and enrichment provided daily through Universal Access
- Á 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. SBA has specifically chosen CTE pathways that do not interfere with the District’s current CTE offerings.

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 300 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 as an adult. 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.

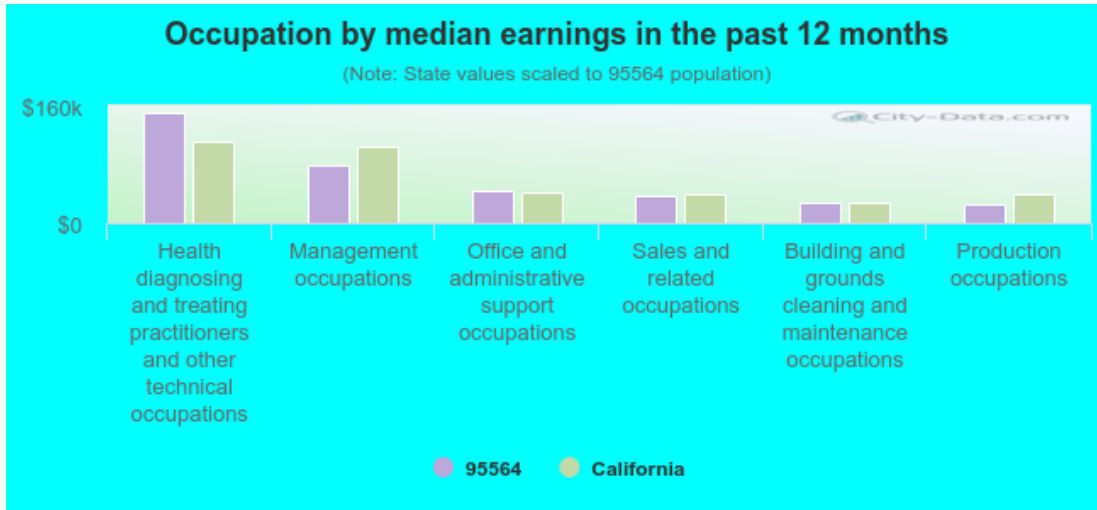
The target student population will mirror the District, which would include the following demographic population: 0.8% African American, 4.7% Native American, 1.7% Asian, 14.3% Latino, 0.4% Pacific Islander, 67.1% White, 9.5% Two or More Races. Additionally, the demographics are 1.2% English Learners ("ELs"), 40.6% Socioeconomically Disadvantaged ("SED") students, 1% Foster Youth ("FY"), 15.2% Students with Disabilities ("SWD"), and 4.7% Homeless Youth [Northern Humboldt Union High Summary | California School Dashboard \(CA Dept of Education\) \(caschooldashboard.org\)](https://caschooldashboard.org).

SBA is designed to serve the target student population paying close attention to the type of learner who will benefit from a CTE 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, core content classes 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 want the knowledge and experience that comes from working with guidance in choosing a major. The students who will choose SBA may already have parents, guardians, and families who work in SBA's specific pathways of Residential and Commercial Construction, Patient Care, and Business Management. 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 to 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 (Patient Care), management, office and administrative office, sales, and related occupations (Business Management) and building and grounds occupations (Residential and Commercial 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 grades 9-10, projecting to enroll 75 students in grade 9 and 75 students in grade 10. This process will continue rolling up the grade levels adding 75 students to grade 9 each year until each grade level serves 75 students for a total of 300 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, we anticipate 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, guardians, students, teachers, 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 2022-23 year for planning and implementation of the Charter School’s opening.

Table 1.1: Enrollment Roll-Out Plan 2023-2028

Grade	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
9	75	75	75	75	75
10	75	75	75	75	75
11		75	75	75	75
12			75	75	75
TOTAL	150	225	300	300	300

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. Specifically, 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). In addition, Samoa Peninsula is located in an area defined as rural county and in a Qualified Opportunity Zone (“QOZ”) (<https://www.ca-ilg.org/post/where-are-californias-opportunity-zones>). 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 growing and developing 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.

SBA will complement existing services, academic offerings, or programmatic offerings in the District. SBA has no intention of duplicating any programs currently offered by the chartering authority. First, SBA believes that all students who would like the opportunity to take CTE courses should be encouraged to do so. SBA purposefully chose CTE pathways that are not offered by the District. For example, McKinleyville High School (<https://mckinleyvillehighschool.nohum.org/apps/pages/course-catalog>) offers CTE courses in the following industry sectors: Agriculture, Business and Computer Science, Food Service and Culinary Arts, and Industrial Technology (automotive, metal, woodworking). Arcata High School (https://arcatahighschool.nohum.org/apps/pages/index.jsp?uREC_ID=1476335&type=d&pREC_ID=1627948) offers CTE courses in the following industry sectors: Agriculture and Natural Resources, Hospitality, Tourism and Recreation (Food Service), Arts Media and Entertainment, Information and Computer Technology, Transportation, and within Building and Construction (Cabinetmaking, Mill Work, and Woodworking (Wood), and Manufacturing and Product Development (Machine and Forming Technologies (Metal). SBA has chosen the following

industry sectors and pathways: Building and Construction Trades – Residential and Commercial Construction, Health Science and Medical Technology – Patient Care, and Business and Finance - Business Management. SBA will offer a CTE Survey Course in Freshman year to expose students to the three pathways and industry sectors, so the students can choose their area of study for their CTE course work which will lead them through Introductory courses, Concentrator courses, and Completer (Capstone) courses. SBA is committed to having all students complete additional courses like Leadership/Career Skills, Financial Literacy, Job Shadowing, and Internship.

Table 1.2: CTE Industry Sectors and Pathways by High School (These course offering are subject to change by the high schools)

Industry Sectors	McKinleyville High School Pathways	Arcata High School Pathways	Samoa Beach Academy Pathways
Agriculture and Natural Resources	Agriculture <i>Agriculture IVoc</i> <i>Sustainable Agriculture</i> <i>Biology</i> <i>Agriculture and Soil Chemistry</i> <i>Advanced Agriscience</i> <i>Agriculture Natural Resources</i> <i>Agriculture Government & Economics</i> <i>Ornamental Horticulture</i>	Agriscience <i>Sustainable Agriculture</i> <i>Biology</i> <i>Agriculture Soil Chemistry</i> <i>Advanced Agriculture</i> <i>Floral Design</i> <i>Agriculture Economics and Government</i>	
Business and Finance	Lists industry sector as Business/Computer Science <i>Leadership</i> <i>Personal Finance</i> <i>Technology Essentials 1</i> <i>Accounting 1</i> <i>Work Experience (1 or 2 periods)</i>		Business Management <i>Introduction to Bus/Fin</i> <i>Intermediate BusMgtTech</i> <i>Advanced Bus/MgtEnt</i> <i>Job Shadowing</i> <i>Internship</i>
Hospitality, Tourism, and Recreation	Food Service and Hospitality <i>Culinary Arts 1-2 (at AHS)</i>	Food Service and Hospitality <i>Culinary Arts 1-3</i>	
Arts, Media, and Entertainment	Performing Arts <i>Dance 1</i> <i>Drama 1-2</i> <i>Advanced Theater Workshop (ATW)/(Honors)</i> Visual and Media Arts <i>Art 1-2</i>	Performing Theatre Arts <i>Drama 1</i> <i>AAI Adv Theatre Study 1-3</i> Visual and Media Arts <i>Art 1</i> <i>Photography</i>	

	<i>AP Studio Art (2D & 3D)</i> <i>Makerspace</i> <i>Photography 1-2</i>	<i>AAI Design For</i> <i>Communication 1-3</i> <i>AAI Visual Dynamics 1-3</i> <i>Studio Art AP</i>	
Information and Communication Technologies		Games and Simulation <i>Computer Programming</i> <i>or Computer</i> <i>Programming AP</i> <i>Interactive Media 1</i> <i>Interactive Media 2</i> <i>Robotics Electronics</i> <i>Technology</i> Entrepreneurship Should be under Marketing, Sales, and Services Product Innovation Design should be under Manufacturing and Product Development	
Transportation	Systems Diagnostics, Service, and Repair <i>Automotive Tech 1</i> <i>Advance Auto Tech</i>	Diagnostic and Repair <i>Auto 1-2</i>	
Engineering and Architecture	Sector listed as Industrial Technology <i>Architectural Design</i> <i>Drafting</i>		
Building and Construction	Cabinetry, Millwork, and Woodworking <i>Wood 1-4</i>	Cabinetry, Millwork, and Woodworking <i>Wood 1-4</i>	Residential and Commercial Construction <i>Introduction to R&CC</i> <i>Intermediate R&CC</i> <i>Advanced R&CC</i> <i>Job Shadowing</i> <i>Internship</i>
Manufacturing and Product Development	<ul style="list-style-type: none"> • Machining and Forming Technology <i>Metal 1-4</i> • Product Innovation and Design <i>Makers</i> <i>Makers 2</i> 	<ul style="list-style-type: none"> • Machining and Forming Technology <i>Metal 1-4</i> • Product Innovation and Design <i>Makers</i> <i>Makers 2</i> 	
Health Science and Medical Technology			Patient Care <i>Introduction to PC</i> <i>Intermediate PC</i> <i>Advanced PC</i> <i>Job Shadowing</i> <i>Internship</i>

SBA is a student-driven trade and college preparatory high school, not a comprehensive high school like the District's high schools. SBA is committed to implementing University of California Curriculum Integration ("UCCI") courses, which combine UC approved core content with CTE pathways. SBA is focused on readying students for career and basic college preparatory requirements; therefore, SBA is not offering Advanced Placement courses; multiple foreign languages; fine arts courses like Dance, Ceramics, Music, Orchestra, and Theatre; State Seal of Biliteracy; or other opportunities that make the District's school unique and successful. SBA is founded on the commitment to implement Project Based Learning, Mindfulness, Differentiation Based Upon Multiple Intelligences, and Restorative Practice Circles. SBA will affirmatively support the District's Vision of "Developing caring, engaged and adaptable individuals who embrace opportunities and are empowered to meet challenges in their future."

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, guardians, and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools.

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:

- Á A creative thinker: Creates their own solutions/suggestions, brings new insights to the topic, and is able to apply prior learning to new contexts.
- Á An engaged learner: Applies appropriate learning strategies taught through previous lessons for directly aligned and related situations.
- Á Constructor of knowledge: Exhibits foundations of knowledge to successfully accomplish unfamiliar tasks and challenges.
- Á A flexible thinker: Adapts to new learning contexts and tasks by connecting, organizing, and working previous skills and knowledge into new structures.
- Á A critical thinker: Approaches a task by comparing, refining, and selecting from what they know while considering possible outcomes in order to find the best solution to the problem.
- Á Transfers information: Makes connections to prior knowledge and determines how the information will be used in the future.
- Á A sense-maker: Re-organizes and extrapolates familiar patterns so that they become meaningful in a new situation.

- Á 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.
- Á 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

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

Social Intelligence

- Á Flexibility in assuming either a leadership role or a collaborative position in order to best explore different lines of inquiry (as part of Student Leadership Development);
- Á Desire and ability to listen and hear empathetically;
- Á Consistent demonstration of honest and respectful communication;
- Á Self-motivated to take responsibility for one's actions, words, learning, deeds;
- Á Perseverance in the face of difficult challenges and setbacks;
- Á 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 CTE 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 from Residential and Commercial Construction, Patient Care, or Business Management to focus on in the remaining years of high school. The students will choose a CTE Pathway which includes three requirements of courses: 1. Introductory, 2. Concentrator, 3. Completer (Capstone). Students will be guided on the process, but this CTE plan is an example of a real-life experience. Students will participate in job shadowing and serving in an internship in the CTE Pathway of their choosing to gain work experience. Moreover, in the core content areas, authentic learning experiences span all disciplines. Students will investigate, inquire, research, and demonstrate State Standard mastery. The CTE program is supported by business partnerships in the community which may include guest speakers, involvement in developing or validating the curriculum, hosting students in job shadowing or internships, and financially supporting the learning laboratories and hands-on workshops with materials and equipment as evidenced by Business Letter of Support in Appendix D.

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 practices. All staff will receive training so

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

that they can support students in their daily interactions with others to effectively apply these skills. The Charter School will provide numerous parent/guardian workshops to capacitate parents/guardians 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/guardian 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 extracurricular activities and robust athletic programs. The extracurricular activities may include school clubs and organizations to include but not be limited to: Student Council, Career Technical Student Organization, School Newspaper, 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. Sports will be supported by a strong Parent/Guardian Booster which will help defray costs related to sports like league fees, coach training, uniforms, and equipment.

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 as possible 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

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

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 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 leadership, 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:

- Á Project Based Learning
- Á Mindfulness
- Á University of California Curriculum Integration ("UCCI") courses - UC approved core content with CTE pathways
- Á Career Technical Education
- Á Differentiation Based Upon Multiple Intelligences
- Á 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 & Bellissimo, 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

- Á Teachers provide some direct instruction and guide students in a project planning process that defines the work
- Á Topics, assignments, and student work is mostly guided by the project planning process
- Á Students' interests are usually a determining factor in what they learn
- Á Uses local community or current events as project themes to apply learning
- Á Products of student learning are defined during the planning process and student choice results in a variety of products
- Á 21st Century Skills that are mostly emphasized include collaboration, communication, critical thinking, and creativity
- Á 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 Charter 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/guardians 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 as evidenced by the professional development calendar included herein. Teachers will lead their classes in

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

mindfulness, knowing that the first few weeks of school will be a time for practice and learning. Parent/guardian workshops will also take place to educate and inform parents/guardians 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. 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, but 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 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.

Career Technical Education⁶

SBA is committed to providing a robust and sequential CTE program. In order to address what the California Department of Education (“CDE”) calls the Eleven Elements of High Quality CTE, SBA will use the standards-based curriculum produced by Savvas Career Technical Education. SBA has created the CTE program to address all CDE’s Eleven Elements which will be used for self-evaluation (Appendix E) and included herein:

1. Leadership at All Levels
2. High Quality Curriculum and Instruction
3. Career Exploration and Guidance
4. Student Support and Student Leadership Development
5. Industry Partnership
6. System Alignment and Coherence
7. Effective Organization Design
8. System Responsiveness to Changing Economic Demands
9. Skilled Faculty and Professional Development
10. Evaluation, Accountability, and Continuous Improvement
11. CTE Promotion, Outreach, Marketing, and Communication

California Standards for Career Ready Practice demonstrate the base knowledge and skills that all 21st Century learners need for post-secondary success. These Standards for Career Ready Practice begin with exploration which SBA students will receive in the CTE Survey course in grade 9. Since these standards are not pathway specific, it will help students explore pathways and prepare for the specific pathway they will choose. The Standards for Career Ready Practice for all industry sectors are:

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned with personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial literacy.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural and global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

⁶ California Career Technical Education Model Curriculum Standards

- [CTE Model Curriculum Standards - Standards & Framework \(CA Dept of Education\)](#)

California's 12 Standards for Career Ready Practice align with the state's CTE anchor standards and reflect the expectations from business and industry, labor and community organizations, and secondary and postsecondary education representatives from 42 participating states.⁷ The 11 anchor standards assume that students have mastered the Standards for Career Ready Practice and are similar across all 15 industry sectors. Anchor standards all start with 1 or Academics which is the sector-specific core academic standards related to each industry sector. Anchor standards 2-10 are aligned with State Standards of ELA, Math, History, and NGSS which develops and increases the student's industry specific vocabulary, expectations, and the pathway. The anchor standard 11 is the demonstration and application which highlights classroom, laboratory, and workplace learning specific to the industry standard. These anchor standards create the basis for SBA to work in unison with the UCCI courses. Teachers will be trained on the CTE Model Curriculum Standards and how to follow the academic alignment matrices as a resource to develop lessons. Since the teachers will be content-area experts in their courses, they will quickly be able to identify the related CTE standards which will bring CTE application and technology to their core curriculum. The goals of using the CTE standards in the core classes is to ease the transition of students from high school into the workforce. SBA is committed to this model so that CTE is integrated into all areas of instruction including core courses and industry specific courses. SBA believes that CTE should not stand alone and apart from the high school experience, rather it is integrated and infused as part of the curriculum, instruction, and experience at SBA. The anchor standards for the pathways available at SBA are included in Appendix F.

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 seven intelligences that can be found in the brain. They are:

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

⁷ <https://www.cde.ca.gov/ci/ct/sf/documents/ctestdfrontpages.pdf>

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/guardian 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 Savvas Curriculum Suite and instructional materials. 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 and the Board on the purchase of instructional materials and resources needed.

English Language Arts

SBA plans on using Savvas' myPerspectives. By combining print and technology in a student-centered, teacher-inspired classroom, students will be provided with learning experiences to 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 Savvas' Algebra I, Geometry, Algebra II, and Precalculus. These materials have been written specifically from the State Standards. The curriculum is visually engaging with visual models for mathematics charts, graphs, diagrams, and other forms of illustration to ensure the students understand the mathematical concepts. The curriculum has a direct impact on math to the

real world. There is an online component to support student independent practice. This curriculum will assist all students in receiving college and career readiness skills.

The curriculum was developed using essential questions, big ideas, backward design, transfer of knowledge, and application to the real world. meaning that the end goal was the driving force for scope and sequence of this program. 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:

- Á 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.
- Á Input from the current teacher will be used as a measure of the student’s progress in mathematics over the course of the year.
- Á The guidance from future mathematics teachers will help determine if a student can be successful in a particular mathematics course.
- Á 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.
- Á 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.
- Á Input from the student’s parents/guardians is also important in determining a student’s future decisions and directions with regards to mathematics.

Science

SBA plans to use 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 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 science topics through the

curriculum. Teachers will teach students how social science relates to CTE in participation with UCCI.

CTE Courses

Additionally, for components of the CTE program, SBA plans on using instructional materials in order to teach the anchor standards. These instructional materials and courses and materials engage students with problem-based, real-world experiences. They empower students to discover their interests and aptitudes, on the trail to postsecondary success. 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 completing a CTE pathway. 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 Residential and Commercial Construction, Patient Care, or Business Management, and they will also complete job shadowing 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.Á Digital Citizenship

- Á Students understand human, cultural, and social issues related to technology and practice legal and ethical behavior

6.Á Technology Operations and Concepts

- Á Students demonstrate a sound understanding of technology concepts, systems, and operations

Table 1.3: Instructional Materials (Subject to Change)

Core Curriculum Area	Textbooks and Instructional Materials
English Language Arts	Savvas myPerspectives
English Language Development	Savvas myPerspectives
Mathematics	Savvas Mathematics Algebra I Geometry Algebra II Precalculus
Science	Savvas Miller & Levine Biology Experience Chemistry Experience Physics Physical Science Concepts in Action Marine Science: The Dynamic Ocean
History-Social Science	Savvas World History United States History Magruder’s American Government Economics
Foreign Language	Savvas Realidades
Health/Physical Education	Savvas Health
Visual and Performing Arts	Savvas Learning Graphic Design and Illustration

Career Technical Education	<p style="text-align: center;">Savvas Core: Introduction to Basic Construction Skills, Sixth Edition</p> <p style="text-align: center;">McGraw Hill Carpentry and Building Construction</p> <p style="text-align: center;">NCCER Applied Construction Math, Core, Tools for Success</p> <p>Pierson and Fairchild's Principles & Techniques of Patient Care, 6e</p> <p>Workbook for Fundamental Concepts and Skills for the Patient Care Technician 1st Edition - Townsend Little</p> <p>Medical Terminology for Health Care Professionals 9th edition-Rice</p> <p>Business Management 14e</p> <p>James L. Burrow, Brad Kleindl, Michael B. Becraft</p> <p>Managerial Economics & Business Strategy, 9e</p> <p>Michael Baye and Jeff Prince</p> <p>Principles of Business for CSEC Examinations, 5e</p> <p>Waterman, Ramsingh, Ramsaroop</p> <p style="text-align: center;">Supplemental:</p> <p style="text-align: center;">Savvas</p> <p style="text-align: center;">Paxton Patterson</p> <p style="text-align: center;">Stride Learning Solutions</p> <p style="text-align: center;">APEX Learning</p> <p style="text-align: center;">Odysseyware</p> <p style="text-align: center;">CTE Online California</p>
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Course Descriptions

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

English

English 9- The 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.

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.

Precalculus- This course combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of

trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Science

Physical Science - Physical Science is the study of matter and energy and includes chemistry and physics. It is a basis for the further study of chemistry and physics. Labs or investigations are used to give students hands on learning and practical applications as well as to teach the material. Math is also very important to science students and calculators should be brought and used in class. Topics that will be studied include: matter, the periodic table, elements, mixtures, compounds, chemical reactions, light and electromagnetic spectrum, energy, heat, motion, Newton's laws and momentum.

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 an advanced level science class that satisfies the high school graduation requirement of a physical science class. The physics curriculum includes interactions of matter and energy, velocity, accelerations, force, energy, momentum, and charge. Students will be challenged to apply their knowledge of the laws of physics to solve physics related critical thinking problems.Á

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.

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).

Physical Education and Health

Physical Education I courses typically cover topics such as aquatics, rhythm/dance, individual and dual activities, the mechanics of body movement, and the effects of fitness on dynamic health. This course is the first year of the high school physical education sequence.

Physical Education II courses typically cover topics such as gymnastics/tumbling, combatives, team sports, the mechanics of body movement, and the effects of fitness on dynamic health. This course is the second year of the high school foundation courses, it expands the content of course I and includes the remainder of the required content areas.

Athletics in place of Second Year of Physical Education – If a student passes the CA Physical Fitness Test in grade 9, the second year of Physical Education may be waived if a student completes two full seasons of any sport in grades 10, 11, or 12. Student will meet the school counselor and submit a waiver form.

Health- The Comprehensive Health Education course cover topics related to two or more of the six content areas of health education, as defined in the Health Education Content Standards: nutrition and physical activity; growth, development, and sexual health; injury prevention and safety; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health. Comprehensive Health Education presents students with the opportunity to develop the with knowledge and skills as required in the California Healthy Youth Act (Education Code §§ 51930-51939). The California Healthy Youth Act requires that students in grades 7-12 receive comprehensive sexual health education and HIV prevention education at least once in middle school and once in high school.

Visual and Performing Arts

Graphic Arts – In Graphic Arts, students learn the principles of great design and typography while using professional-grade Adobe design software to create digital drawings, logos, advertisements, magazine layouts, and more. Students will create a digital portfolio to showcase their work. Students learn principles of great graphic design, digital drawing and tracing, typography, and text effects, creating print advertisements, editing, and retouching images, designing, and creating a logo, print design layouts, conduct a design critique, and create a digital design portfolio.

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- 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.

Career Technical Education

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 specific CTE pathways offered at SBA: Residential and Commercial Construction, Patient Care, and Business Management. This course will help students develop personal learning plans/career learning plans through experiential learning and hands on activities.

Building and Construction Trades – Residential and Commercial Construction Pathway

Introduction to Residential and Commercial Construction (Introductory) - This course will introduce students to career opportunities within the sector and focuses on the manner in which residential and commercial structures are designed and built. The course covers construction and building design, performance, and sustainability, the study of safety, hand, and power tools, planning and design, applicable mathematics, blueprint reading, trade nomenclature, residential and commercial construction standards, construction manufacturing standards, and other specialized skills. The pathway includes preparation for a Class B California License.

Intermediate Residential and Commercial Construction (Concentrator) - This course will build on foundational skills attained in the introductory course(s). Students will learn the impact of financial, technical, environmental, and labor trends on the construction industry. They will gain competence in mathematical calculations that are used in the trades and interpret technical drawings and schedules. The course will cover techniques for proper site preparation and foundation layout. Students will gain competence in carpentry skills that prepare them to lay out, fabricate, erect, install and repair wooden structures and fixtures. Topics covered may also be: framing, installing drywall and interior/exterior finishes, building walls and partitions, and installing roof systems, floors and floor coverings, and electrical wiring. Students will learn to integrate and employ sustainable construction practices and may develop skills that prepare them for a Class B California License.

Advanced Residential and Commercial Construction (Completer/Capstone) - This course allows students to demonstrate mastery in skills attained in concentrator courses. Students will apply appropriate mathematical calculations, interpret technical drawings, and demonstrate techniques for proper site preparation and foundation layout. They will demonstrate carpentry techniques for the construction of a single-family residence, proper installation techniques of internal and external materials and finishes, employ sustainable construction practices, and install plumbing and electrical systems that adhere to industry standards. Students may be prepared for a Class B California License.

Health Science and Medical Technology – Patient Care Pathway

Introduction to Patient Care (Introductory) - This introductory course is designed to provide students the necessary foundational technical skills of Health Sciences and integrated subject matter in science, mathematics, and English/language arts required to move to advanced curriculum and content in Health Science and Medical Technology. Students have the opportunity to experience a variety of options leading to the broad career selection of a specific pathways within Health Science and Medical Technology. Student will be introduced to the requirements of working in patient care careers, understanding all aspects of the interactions and responsibilities in working with people in diagnostic and therapeutic areas of health care.

Intermediate Patient Care (Concentrator) - This concentrator course is designed to provide students specific content knowledge with industry skills and leadership development within the Patient Care pathway. Courses are aligned to the basic knowledge levels necessary to learn and recognize word roots, prefixes, and suffixes used in medical language, understand the prevention, wellness, and disease process, and the associated skill application consistent with the Patient Care pathways scope and practice in either direct or indirect client/patient services including short term certifications such as cardiopulmonary resuscitation, and automated external defillation.

Advanced Patient Care (Completer/Capstone) - This capstone course prepares students within a specific career in the various areas of patient care that will enable them to complete the requirements for licensure, certification, or other industry recognized credentials; or students are prepared to enter into postsecondary education or training programs in the selected Patient Care pathway. If applicable, course content will provide the knowledge, industry skills and leadership development consistent with legislative requirements and the level of proficiency to perform skills within their identified scope of practice specific to employment.⁸

Business and Finance – Business Management Pathway

Introduction to Business and Finance (Introductory) - This course introduces students to key business concepts found in the Business Management, Financial Services, and International Business pathways. Students are introduced to the financial world and develop financial literacy through the study of income and wealth; financial institutions; how businesses raise capital; and study key investment-related terms and concepts. Students learn key concepts for managerial accounting, including manufacturing and cost accounting and budgeting. Students develop an understanding of how and why businesses choose to expand operations into other countries. Students examine careers in business, both as employees and as business owners.

⁸ [CBEDs_2017-18_Users_Guide_Final_v3.pdf\(feoe.org\)](#)

Intermediate Business Management Technologies (Concentrator) - This course provides an in-depth, hands-on introduction to business technologies used for business communication. Topics include communication through digital documents, presentations, data computation and presentation, as well as how to represent themselves through digital media to society. This course applies the principles of ethical and effective communication in the creation of business letters, memos, emails, as well as written and oral reports for a variety of business situations. Concepts taught in this course will satisfy local computer literacy requirements and prepares individuals to create business correspondence, reports, publications, and forms by using computer operating systems; word processing; database, spreadsheet, and desktop publishing software; hardware and peripherals. Related topics in this course include human relationships and effective communication, issue analysis, decision-making and problem-solving, leadership qualities and styles, and ensuring successful teamwork.

Advanced Business Management Enterprise and Project Management (Completer/Capstone) - This course prepares students to perform marketing and management functions and tasks associated with starting, owning, and operating a business. Students learn the principles and methods of organizing a business firm and for combining resources to produce goods and services, taking account of costs, profits, and the nature and extent of competition in markets. This course describes management functions and project management skills, project life cycle and project triangle as they are used to accomplish organizational goals. Program content addresses organizational theory; human resource development; management principles and styles; policy and strategy formation; production and operations management, planning and development; and economic theory and practice. Students are provided work-based learning opportunities and opportunities to obtain industry certification to demonstrate their mastery of career-ready skills.

Job Shadowing – Exploratory Work Experience Education - This EWEE course provides career guidance through non-paid observations and experiences at selected worksites. EWEE is an instructional course, where students have the opportunity to observe and sample a variety of conditions of work for ascertaining their interest and suitability for the occupations they are exploring, while including related classroom instruction in WEE. EWEE provides an opportunity for a broad spectrum of students to explore career paths with the goal of clarifying career directions.

Internship - Career Technical Education Work Experience Education - This CTWEE course reinforces and extends vocational learning opportunities for students through a combination of related classroom instruction and supervised unpaid internship. The CTWEE is to develop and refine occupational competencies necessary to acquire paid employment or paid placements, to adapt to the employment environment, and to advance in an occupation. Students enrolled in

CTWEE must have a worksite placement that is related to a previous or concurrently enrolled Career Technical Education course of study.

Other Required Courses

Leadership/Career skills – This course include the life skills necessary to be successful in college, career and in life. Leadership/Career Skills supports the successful CTE program. 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 be instructed in leadership by understanding leadership roles, building consensus, working toward a common goal, and serving as a leader. An example of this is that students will initiate a service project and will run a Career and Education Fair focused on the trades. These leadership and career skills are necessary to ensure that students become lifelong learners with a sense of confidence, mindfulness, leadership, and teamwork.

Financial Literacy – This course (also fulfills credit for Math, two semesters) 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.

Dual Enrollment - college credit courses typically cover any other interdisciplinary academic or CTE courses that are taken by a student in which the student earns college credit (dual or concurrent enrollment) while in high school. This course may also count toward the high school graduation requirements (i.e., the student receives both college credit and high school credit). Students must have approval by the Executive Director or designee, maintain a 3.0 grade point average, and acceptable discipline record.

Special Education Courses

These courses will be offered on an as-needed basis, based on the individual student’s IEP.

Resource Specialist Program (RSP) – RSP courses typically cover topics that support special education students to be successful in grade-level academic courses. Special education support courses present students with the opportunity to receive additional instruction to assist them in their regular academic courses.

Life Skills – Life Skills focuses on the goals of students with disabilities who are on a certificate of completion as by the IEP. The students will acquire skills in domestic, vocations, functional academics, recreation and leisure, and community living.

Special Day Class – Special Day Class will meet the requirement for graduation and addresses the students with disabilities whose IEPs require a Special Day Class. Class focuses on basic skills, problem solving, social development, and vocational skills.

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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 Leadership/Career Skills, and two semesters of Graphic Arts. These courses are required to graduate from SBA regardless of the program the student pursues.

Table 1.4: 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	(10 credits)
Financial Literacy (CR Math 10)		5 credits	(10 credits)
Precalculus		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

Biology/ Marine Science	10 credits	10 credits –Biology Lab	10 credits
Physical Science/ Physics	10 credits	10 credits – Physics Lab	
Chemistry		10 credits-Chemistry Lab	10 credits
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	20 credits Two years same Foreign Language. (30 recommended)	0 credits One year of either visual and performing arts or career technical education.

	career technical education.		
Spanish I		10 credits	
Spanish II		10 credits	
Spanish III		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.
Graphic Design	10 credits	10 credits	10 credits
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 courses that combine any of the “a-f” subject areas in an interdisciplinary fashion; and 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).	0 credits See above
TOTAL CREDITS	135	220	220

Sample Course Sequences

SBA has developed sample course sequences for students who are college bound and career bound. There are many options for students to include physical education, sports, and internships. Students who must make up courses or who wish to take additional courses may do so in Senior Year. SBA is committed to flexibility for students.

Table 1.5: Sample 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	Fin Lit/Ldrshp.CrrSkl

Health/Microsoft Office	World History with CTE	US History with CTE	Gov't/Econ with CTE
CTE Survey	CTE Introduction	CTE Concentrator	CTE Completer/Capstone
PE 1	PE 2	Graphic Design	Internship
Spanish I	Spanish II	Biology with CTE	Chemistry with CTE
60 Credits	60 Credits	60 Credits	60 Credits
			240 Credits

Table 1.6: Sample 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	Fin Lit/Ldrshp.CrrSkl
Health/Microsoft Office	World History with CTE	US History with CTE	Gov't/Econ with CTE
CTE Survey	CTE Introduction	CTE Concentrator	CTE Completer/Capstone
PE 1	Biology with CTE	Chemistry with CTE	Internship
Spanish I	Spanish II	Graphic Design	
Sport	Sport	Sport	Sport
60 +5 PE Credit/Sem.	60 +5 PE Credit/Sem.	60 +5 PE Credit/Sem.	50+5 PE Credit/Sem
			230 Credits + PE/Sport Credits

Table 1.7: Sample 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 Introduction	CTE Concentrator	CTE Completer/Capstone
PE 1	PE 2	Graphic Design	
Marine Science with CTE	Physical Science with CTE	Leadership/Career Skills	
60	60	60	40
			220 Credits

Table 1.8: Sample 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 Introduction	CTE Concentrator	CTE Completer/Capstone

PE 1	Graphic Design	Job Shadow	
Marine Science	Physical Science	Leadership/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, Leadership/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 is committed to hiring its own CTE teachers in order to provide hands-on, project based learning for students. Every CTE teacher will have the appropriate credential for teaching the subject(s) assigned as well as documented employment experience outside of education in the program area taught. SBA realizes that this is a difficult commitment, but SBA will utilize the planning year to recruit, hire, and retain credentialed teachers for the CTE program. Based on the excitement in the community and with our business partners, SBA is confident that all CTE courses will be taught by credentialed CTE teachers in-person.

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 1.9: 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 not offer AP.
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 in academic/CTE subjects	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 below:	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.
CTE Pathway – Completion of CTE pathway with a grade of C- or better, PLUS ONE below:	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.
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 in academic/CTE subjects	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 not offer AP.
CTE Pathway – Completion of CTE Pathway (for a-g requirement only)	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.

Credit Recovery

The school counselor 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/guardian to develop a plan for the student for credit recovery. SBA will purchase licenses in a credit recovery program like Apex Learning 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/guardian, and the student. If a student fails to make progress the following month, the school counselor will conference with the student and parent/guardian to review the plan for credit recovery and make necessary adjustments to the student’s schedule.

Dual Enrollment

SBA will offer an opportunity for students to participate in a dual enrollment program with the College of the Redwoods as evidenced by a letter of support. This partnership will enable students to take college classes while in high school for college credit. The high school student will be awarded both college credit and high school credit for the single course. 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.

Upon successful completion of the class, the student will receive the following benefits:

- Á Participation in dual enrollment may ease the transition from high school to college by providing a sense of what college academics are like.
- Á Dual enrollment is a cost-efficient way to accumulate college credits because courses will be free for SBA students.
- Á Students may earn college credits as part of an associate degree while also working toward high school graduation.

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 Family Handbook (provided in English, Spanish, and other languages as necessary), SBA will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college and university entrance requirements. 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 reasonably comprehensive 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 2023-24

The proposed school calendar has been developed to mirror the District’s calendar. The school calendar is 180 days. There are ten 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 1.10: Proposed 2023-2024 School Calendar (Subject to Change)

Samoa Beach Academy						
2023-2024 School Calendar						
July 2023						
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 2023						
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 2023						
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 2023						
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 2023						
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 2023						
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 2024						
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 2024						
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		
March 2024						
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 2024						
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 2024						
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 2024						
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						
Holiday – Jul 4, Sep 4, Nov 10, Nov 23; Dec 25; Jan 1; Jan 15; Feb 19; May 27						
Early Release Day for Professional Development – Sep 6, Oct 4, Nov 1, Dec 6, Jan 10, Feb 7, Mar 6, Apr 3, May 1, Jun 5						
School Recess- Nov 20-22, Nov 24, Dec 26-29, Jan 2-5, Feb 20-23, Mar 25-29						
Professional Development -No School-Aug 14-18, Oct 20, Jan 8, Apr 1, Apr 29, Jun 13						
First Day-Aug. 21, 2023 Last Day- Jun. 12, 2024						
Final Schedule – Min. Day – Dec 20-22, 2023; Jun. 10-12, 2024						
* End of Quarters*: End of Quarter 1: October 19, 2023 End of Quarter 2, Semester 1: December 22, 2023 End of Quarter 3: March 22, 2024 End of Quarter 4, Semester 2: June 12, 2024						

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 1.11: 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 1.12: 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 1.13: 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 1.14: 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 1.15: Instructional Minutes Calculator

Grades	Grades Offered	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.
J	Y*	F I	H H	F€	G €	î	G €	Fì	H í	Fì €	64800	î î î î	68
F€	Y*	F I	H H	F€	G €	î	G €	Fì	H í	Fì €	64800	î î î î	68
FF	Y*	F I	H H	F€	G €	î	G €	Fì	H í	Fì €	64800	î î î î	68
FG	Y*	F I	H H	F€	G €	î	G €	Fì	H í	Fì €	64800	î î î î	68

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/guardian partnerships and participating in shared decision making to include contributions to the Local Control and Accountability Plan (“LCAP”).

SBA has created a professional development calendar for the first year of the charter term. There will be 10 full days of professional development sessions and 10 early release 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 or the school counselor in the early years, then provided also by the Principal. 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.

- Á S – specific, significant, and stretching
- Á M – measurable, meaningful, and motivational
- Á A – agreed upon, attainable, achievable, acceptable, and action-oriented
- Á R – realistic, relevant, reasonable, rewarding and results-oriented
- Á 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 1.16: 2023-24 Professional Development Calendar (Subject to Change)

Date	Time	Type	Topic
8-14-23	8:30 AM–4:30 PM	All Staff	Welcome & Introductions Vision and Mission Dedicating Self to SBA Local Control Accountability Plan Goals Parents (Guardians) as Partners Required Trainings: Mandated Reporter, Sexual Harassment Prevention, Blood Borne Pathogens, Comprehensive School Safety Plan
8-15-23	8:30 AM–4:30 PM	Teachers	Beginning Mindfulness Training Beginning Restorative Practice Circles Training
8-16-23	8:30 AM–4:30 PM	Teachers	Review of Annual Data Career Technical Education Training (UCCI) and Core Content Curriculum Integration Lesson Planning Using Multiple Modalities Long Range Plans
8-17-23	8:30 AM–4:30 PM	Teachers	MTSS: Planning Intervention and Universal Access time Instructional Differentiation EL, SWD, SED, Low/High Achieving Students Project Based Learning

8-18-23	8:30 AM–4:30 PM	Teachers	School Operations and First Day Specifics SMART Goal Setting for Teachers Prepare Classrooms
9-6-23	1:30-3:30 PM	Teachers	Review of Formative Assessments Understanding Data from Assessments Informing Instruction
10-4-23	1:30-3:30 PM	Teachers	Project Based Learning
10-20-23	8:30 AM–4:30 PM	Teachers	Best Practices of UCCI integration of Career Technical Education Training and Core Content Curriculum Integration Using Multiple Modalities Begin CTE Plan
11-1-23	1:30-3:30 PM	Teachers	Review of Mindfulness and Circles Strategies IEP and SST Accommodations and Supports
12-6-23	1:30-3:30 PM	Teachers	MTSS Developing Behavior Data and Develop Strategies
1-8-24	8:30 AM–4:30 PM	Teachers	Update Pacing Guides and Lesson Plans with UCCI integration of Career Technical Education Training and Core Content Curriculum Integration Using Multiple Modalities Complete CTE Plan

1-10-24	1:30-3:30 PM	Teachers	Review of Formative Assessments Using SBAC Practice Tests, ICAs and IABs Preparing Students for Performance Tasks
2-7-24	1:30-3:30 PM	Teachers	Review SMART Goals and Adjust
3-6-24	1:30-3:30 PM	Teachers	Project-Based Learning LCAP Goal Setting
4-1-24	8:30 AM-4:30 PM	Teachers	Update Pacing Guides and Lesson Plans with UCCI integration of Career Technical Education Training and Core Content Curriculum Integration Using Multiple Modalities Review Progress on CTE Plan
4-3-24	1:30-3:30 PM	Teachers	CAASPP Administration Training and Schedule
4-29-24	8:30 AM-4:30 PM	Teachers	Advanced Mindfulness Training Advanced Restorative Practice Circles Training
5-1-24	1:30-3:30 PM	Teachers	Review of Formative and Summative Assessments MTSS and Interventions
6-5-24	1:30-3:30 PM	Teachers	Review of Year's Successes and Challenges including CTE Part I

6-13-24	8:30 AM–4:30 PM	Teachers	Planning for Next Year Filling out Student Records Review of Year’s Successes and Challenges including CTE Part II Review of Achievement Data Goal Setting for School
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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 designated instruction in ELD during the Universal Access time. In addition, students who are designated as ELs will receive integrated instruction in ELD in Core content areas. 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/Guardian Request

SBA teachers will address the needs of academically low achieving 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/guardian requests a referral to the Student Success Team. This referral includes information regarding specific concerns and previously attempted interventions and accommodations. Parent/guardian 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/guardian/teacher/administrator observations, grade reports, tests, homework, attendance, parent/guardian 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. The Charter School will implement a multi-tiered instructional and support framework prior to

referring a child for an evaluation under the Individuals with Disabilities Education Improvement Act (“IDEA”) but shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying the identification and referral of students suspected of having a disability.

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 Achieving Students

Assessment

All SBA students will participate in and benefit from an academically rigorous and standards-based curriculum. Academically low achieving 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 achieving 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 achieving 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 achieving 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 achieving 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 achieving 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 achieving 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, they 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/guardian in developing a Personal Learning Plan. A Personal Learning Plan is an intervention plan created by the teachers describing how they 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/guardians 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'/guardians' 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 Achieving Students

The mission of SBA includes ensuring that all students' educational experiences are rigorous, teachers are prepared to provide additional challenges for academically high achieving 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 achieving 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, Career Technical Student Organization, National Honor Society, or club and parent/guardian questionnaire.

SBA's administrator or designee will identify academically high achieving students from varying linguistic, economic, and cultural backgrounds. These students will have the opportunity to participate in dual enrollment courses, CTE courses, and other student leadership roles such as president of a club or captain of a team. The school counselor will be responsible for keeping parents/guardians abreast of internships, specialized programs, and other extracurricular activities directly relating to academically high achieving 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. Some students will take dual enrollment courses. The Charter School is committed to providing academically high achieving 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 achieving students to bring out the originality in them.

SBA encourages academically high achieving students to become leaders in student government, leaders in the Career Technical Student Organization, 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 achieving 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 achieving 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 achieving, 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 achieving 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 achieving 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 40.6%. 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:

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

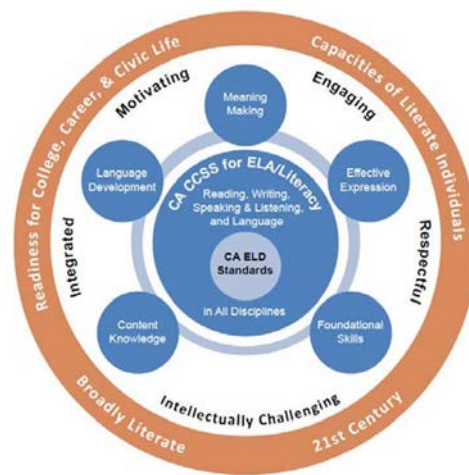
The inside white area describes the context in which instruction occurs. According to the ELA/ELD Framework, effective instruction should be integrated, motivating, engaging, respectful, and intellectually challenging for all students of all grade levels.

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 they 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/guardians, 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/guardians.

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/guardians 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.

- Á 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.
- Á Parental/guardian 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’/guardians’ 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.
- Á 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:

- Á Frontloading vocabulary;
- Á Models, demonstrations, visuals, and realia;
- Á Manipulative materials and hands-on materials;
- Á Repetition and review of concept and vocabulary;
- Á Choice of resources, tasks, language production options;
- Á Active participation in various individual and group configurations;
- Á Print-rich environment;

- Á Authentic and meaningful tasks, making connections between learning, and real-life experience;
- Á Opportunities for reflection and verbalizing thoughts through academic talk;
- Á Standards-based unit organization;
- Á Integration of listening, speaking, reading, and writing with content areas;
- Á Assessment and monitoring of progress toward standards and check for understanding;
- Á Development of metacognition and goal setting;
- Á Total Physical Response; and
- Á 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:

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

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 apply for 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 to include evaluations, accommodations, etc. 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 they 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/guardian 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.

The language in this section is intended to provide a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(c)(5)(A). It is intended to apply whether the Charter School is its own LEA member of a SELPA or a school of the District (with a “pass-through” model).

Special Education at SBA

SBA understands that the hands-on, authentic, real-life learning environment offered by the Charter School will be attractive to many students and families, and that the CTE program may attract a disproportionate number of students with disabilities. As students complete enrollment at the Charter School, the IEPs will be reviewed, and the IEP Team will hold a 30-Day IEP meeting. Based on the offer of FAPE, the Charter school will secure the staff and services necessary to implement the IEPs, and the budget will be revised to ensure that all students are served in accordance with their IEP. In Year One, SBA has budgeted for one (1) Special Education Teacher/Coordinator for an estimated 15.2% of SWD which would be 27 students. Special Education Consultant costs include all outside service provider costs estimated at \$84,313 (or 100% 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 SWD. This cost is in addition to the in-house special education positions included in the personnel costs. In total, School has budgeted more than 3 times the special education expenses than revenues in its first year (or an encroachment of 267% in the first year).

The Special Education Teacher/Coordinator will coordinate services for students with disabilities. In addition, SBA will contract with a third-party educational service provider such as 360 Degree Therapy, DirectEd, Goodfellow OT, or Aspire Speech, as necessary, to ensure that all services can be addressed by high quality service providers as per the needs of each individual student with disabilities as noted in their Individualized Education Program. Students with disabilities will receive services consistent with their IEP; and SBA will offer a full-continuum of services, as necessary. In Years Two and Three, SBA has budgeted for two (2) Special Education Teachers who can serve fifty-six (56) SWD. In Years Three and Four, SBA has budgeted for three (3) Special Education Teachers who can serve eighty-four (84) SWD which is 28% of the student population of 300. If the need for more staff arises, the Charter School will hire the necessary staff and revise the budget so that all students will be served.

The anticipated most common services will be provided by the Special Education Teacher/Coordinator(s) (on staff), the Speech Therapist (Service Provider), the School Psychologist (Service Provider for initial and triennial assessments, functional behavioral analysis, behavior plans, support, and counseling), and the School Nurse (Service Provider for health histories, support, and training). In addition, third-party educational service providers offer services that individual students with disabilities may require as a part of their IEP like Adaptive Physical Education or a Teacher for the Visually Impaired. SBA is committed to serving all students regardless of their eligibilities, the services required, and will follow the IEP by providing all services required based on individual student need.

Special education services will be provided during the instructional day and will address the student's specific IEP goals. Every general education teacher will be provided with a confidential copy of students' IEPs only for students whom they teach. The special educators, general educators, and service providers (as possible) will work collaboratively in regular meetings to discuss successes and challenges for individual students. Students will be provided with their accommodations or modifications as described in their IEP by their general education teacher in collaboration with their special education teacher. Further, the special education paraprofessionals will support SWD in the general education classroom. During core instruction, general education teachers, special education teachers, and paraprofessionals will assist students with disabilities in the general education classroom to access the material, provide supports identified in their IEP to include accommodations and modifications, and work on the student's specific IEP goals. In

addition, students will be supported with further mentorship from general educators, special education teachers, and paraprofessionals that addresses both academic and social skills. Classroom space will be set aside for special education teachers to provide services including addressing the needs of students with low incidence disabilities, as necessary. Those services requiring individual therapy like speech, counseling, occupational therapy, and evaluation will occur in a private, child-friendly office.

The special education services address specific IEP goals that are monitored quarterly and revised annually. Parents and guardians receive progress reports quarterly that describe the student's growth toward meeting their specific IEP goals. More information about parent involvement in the IEP process can be found later in this section under Assessment, IEP Meeting, IEP Development, and IEP Implementation.

A full-continuum of special education services at SBA include:

FAPE

SBA is committed to guaranteeing a free appropriate public education (“FAPE”) in the least restrictive environment (“LRE”) for any student regardless of disability category. The Charter School will exhaust its resources within the school before finding an appropriate placement outside the school. The Charter School will provide full-continuum of services for students with disabilities. If a child requires supports not offered at the Charter School, the Charter School will identify and provide appropriate alternative programming outside the school. Extensive related services in occupational and physical therapy, speech and language therapy, social and emotional interventions, and vision and hearing supports provided by third party contracted providers further ensure that all students' FAPE will be met. If a child is placed in residential or partial hospitalization setting, the Charter School will work with the agency and family to ensure that the child continues to receive educational services in those settings. Homebound Instruction and/or Instruction in the Home is granted for a short period of time with appropriate documentation for a student in order to continue to receive educational services while appropriate placement and/or services are determined.

Transportation is available as a related service if it is necessary for a student to receive FAPE. In making this determination, the IEP team will consider: (1) the needs of the student; and (2) the least restrictive form of transportation appropriate for the student. Transportation is provided as a related service for students with disabilities if the following conditions exist:

- a. A student is placed by the Charter School at a school other than their school of choice, which is referred to as the “home school.” “Home school” is defined as the student’s school of residence or school of choice;

- b. A student's disability prohibits them from getting to school in the same manner as their non-disabled peers. If the student requires transportation, the justification must be included on their IEP.

Least Restrictive Environment

All members of IEP teams will understand the concept of least restrictive environment. Special education programming is highly individualized. Instructional techniques, such as differentiated instruction, flexible grouping, use of Personal Learning Plans, and project-based learning, are used to enhance opportunities for inclusion of special education students in the general education classroom. To further maximize the benefit of inclusion, adaptations of materials and alternative forms of assessments are utilized. Interventions for students are based on the assessed needs and documented IEP; therefore, the degree of service for special education students is dependent upon individual needs. Paraprofessionals will assist in classrooms with providing additional support.

The special education services will be provided in the least restrictive environment as described below. The services will be provided as identified in the IEP. Special education teachers will provide individual or small group instruction in the areas of:

- Á Reading Comprehension
 - oÁ Details, facts, inference, and vocabulary
- Á Decoding
 - oÁ Sound symbol correspondence and phonetic rules
- Á Fluency
 - oÁ Rate and speed of reading automaticity
- Á Math Calculation
 - oÁ Number sense and mathematical reasoning
- Á Applied Problems
 - oÁ Real world math problems
- Á Written Expression
 - oÁ Writing conventions, grammar, and proofreading
 - oÁ Writing process
- Á Study Skills
 - oÁ Note taking (Cornell Notes)
 - oÁ Use of technology
 - oÁ Organization
 - oÁ Test taking strategies
- Á Social Skills
 - oÁ Behavior support
- Á Testing Accommodations
 - oÁ Additional time on tests

- Á Frequent breaks
- Á Small group testing environment

SBA seeks to provide educational opportunities for eligible students in the least restrictive environment as deemed appropriate by the IEP team. Supplementary aids and services are provided to ensure student success in a general education environment.

Supplementary Aids and Services that allow the students with disabilities to be successful in the general education environment are:

- Á Assessments and interventions (assessments to evaluate students' ability to respond to directions and what special adaptations students may require to work effectively).
- Á Assessments to identify social behavior and employability skills: Vocational Situational and community-based Functional academic
- Á Interests and preferences
- Á Social behavior
- Á Employability skills

Augmentative Communication/Resources/Alternative Access (examples):

SBA utilizes a wide range of assistive technology that includes both low tech and high-tech applications. All applications are specific to individual student needs.

- Á Boardmaker
- Á Franklin Spelling
- Á Co-Writer
- Á Micro Light Switch
- Á Slant Boards
- Á Recorded Books
- Á Enlarged print
- Á Interactive reading software
- Á Calculator
- Á Bookshare
- Á PECs
- Á FM System

Classroom Accommodations (accommodations provided in the classroom to promote meaningful learning experiences for students):

- Á Physical arrangement of classroom
- Á Lesson presentation
- Á Assignments

- Á Worksheets
- Á Homework
- Á Test Taking
- Á Organizational (weekly progress reports, extra set of books, reward system, etc.)
- Á Positive behavioral interventions
- Á Provide modified curriculum goals
- Á Books on tape/CD/audio file
- Á Change method of presentation
- Á Provide instructional adaptations
- Á Distraction Free work area
- Á Near point copy to copy notes
- Á Guided notes/study guide
- Á Adapted assessments/homework
- Á Chunking of tasks
- Á Use of checklists/work systems
- Á Behavior Logs/reward systems
- Á Enlarged Print
- Á Visual schedules
- Á Visual aides to support verbal instruction
- Á Extended Time (up to a certain percentage)
- Á Teacher checks for comprehension
- Á Review/repetition of previously taught skills
- Á Opportunities to take assessments in a small group
- Á Assessments read aloud at student request
- Á Repeat/restate directions
- Á Use of technology for writing assignments
- Á Access to support classes (when needed)
- Á Use of headphones
- Á Social stories as warranted
- Á Highlight key information

Physical adaptations and modifications to the classroom/school environment. (Categories of services that support eligible students in the regular education setting):

- Á Differentiated instruction that addresses learning styles and readiness levels of students
- Á Planned collaboration among teachers, paraeducators and clinical staff
- Á Interventions by trained staff to address social and behavioral needs of students
- Á Adaptive equipment
- Á Structural aids
- Á Preferential Seating close to instruction

- Á Seating near a strong role model (if possible)
- Á Movement breaks
- Á Sensory tools (i.e., wobble cushion, yoga ball, stool, fidgets, TheraBand, etc.), sensory room (when applicable)
- Á Supplemental PE
- Á Flexible seating

Services provided individually, in small groups or within the regular education classroom as deemed appropriate by the clinician of note.

- Á Physical Therapy
- Á Occupational Therapy
- Á Hearing Services
- Á Vision Services
- Á Therapeutic Interventions (Social-Emotional)
- Á Speech and Language Therapy
- Á School Health Services
- Á Counseling Services
- Á Special Transportation
- Á Behavior Management
- Á Adaptive Physical Education A
- Á Assistive Technology
- Á Psychological Services

Inclusion and Special Education

Inclusion is not simply the physical placement of a student within a regular classroom. It is a multi-pronged approach, shaped by student need as opposed to a student's identification of exceptionality. It includes positive classroom climate with active removal of attitudinal barriers, as well as the provision of integrated support geared to student needs, through differentiated instruction and equity based instruction. The purpose of education is to provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens who contribute to their society. Inclusive education is the belief that all students, including those students with disabilities, should receive their education to the fullest extent possible in the Charter School.

Students are successfully included, supported, and empowered when:

- Á They experience a sense of belonging and social citizenship
- Á The learning environment is modified to fit the student, not the student to fit the environment
- Á All identities and cultures are celebrated within the learning environment

- Á The right to participate and establishing a positive climate that promotes social engagement and friendships is prioritized
- Á Deficit thinking is rejected, and students are not organized within/outside the classroom by perceived ability

Adopting a more inclusive model can maintain or improve academic outcomes for students with special education needs, with no negative impacts on more typically developing students. Positive benefits from inclusion for all students in the classroom include:

- Á A more welcoming, positive school environment with increased collaboration and participation and higher academic expectations
- Á Access to a wider range of school resources and shared learning opportunities
- Á Increased social network and greater opportunities for friendships with increased safety through reduced isolation and readiness for inclusion beyond school

Nonpublic, Nonsectarian School Services

Nonpublic, nonsectarian school means a private, nonsectarian school that enrolls individuals with exceptional needs pursuant to an IEP, employs staff with appropriate credentials authorizing special education services, and is certified by the State. The Charter School may contract with State-certified nonpublic, nonsectarian schools or agencies to provide special education services not available at the Charter School. Contracts with the nonpublic school or agency contain assurances that the school or agency will comply with applicable Federal and State laws and regulations. Placement at a nonpublic, nonsectarian school will be reviewed annually at the IEP meeting or as needed. The Charter School will remain included in the student's instruction by performing at least monthly observation.

Designated Instructional Services (DIS)

Instruction and services shall be available, when necessary, for the student to benefit educationally from their educational program. Program services may be provided to individually or in small groups in a specialize area of educational need throughout the continuum of educational settings. Students may receive DIS services only or DIS in addition to one of the other placement options based on needs. These services, which are provided by appropriately trained professionals may include, but are not limited to, the following:

Language and Speech and Development and Remediation

Services include referral and assessment for individual suspected of having a disorder of language, speech, or hearing. Additional services include speech and language therapy and monitoring of student's progress of the student's IEP goals and objectives.

Adaptive Physical Education (APE)

Designed for students with disabilities who require developmental or corrective instruction and who are precluded from participating in general physical education.

Visually Impaired & Orientation/Mobility (VI/OM)

Services are provided to students who are visually impaired and for individuals needing orientation and mobility instruction. Services may include braille, enlarged print, adapting curricula, methods, media, and the environment to facilitate the learning process, consultation to students, parents, teachers, and other personnel as necessary to maximize the student's experience in the education setting.

Occupational and Physical Therapy (OT/PT)

Services are provided based upon the recommendation of the IEP Team.

Deaf and Hard of Hearing/Audiological Services

Services are provided to students with Deaf and Hard of Hearing needs. Services may include auditory training, instruction in oral, sign/written language development, adapting curricula, methods, media, and the environment to facilitate the learning process, consultation to students, parents, teachers, and other personnel as necessary to maximize the student's experience in the education setting.

Psychological Counseling

Services may be provided to students who require additional counseling and guidance services to supplement the students program as determined necessary by the IEP team to implement the IEP.

Behavior Support Services

SBA believes in the use of positive behavior support. This policy is designed to enable children with individualized educational programs, who need a Behavior Support Plan, to benefit from their FAPE within the least restrictive environment in accordance with the requirements in state and federal regulations. Effective techniques to teach socially appropriate alternative skills and reduce problem behavior will be employed. Positive side effects (e.g., improved attendance, grades, etc.) will also be monitored along with improvements in student general health/well-being as a result of positive behavior support. A least to most intrusive hierarchy of strategies will be utilized. Specifically, a multi-component approach will be used which follows a Functional Behavior Assessment (identification of antecedents and consequences of behavior). The Behavior Support Plan will be designed to teach alternative skills and to reduce problem behavior.

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.

The Charter School may seek resources and services (e.g., Behavioral Specialists, Physical Therapists, Speech Therapists, Occupational Therapists, School Psychologists, School Nurses, Services for Students with Low Incidence Disabilities, Adaptive Physical Education, Educationally Related Intensive Counseling Services, and IEP Mandated Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies, independent contractors, or by contract with the District or County at the sole cost to the Charter School.

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 parent/guardian 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/guardians 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/guardian, 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/guardian 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 parent/guardian, 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 parent/guardian 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 below 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 credentials 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 style="text-align: center;">ACTIONS TO ACHIEVE GOAL</p>	<p>Students identified by Home Language Survey will be given the ELPAC with in 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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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>
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u>	
<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>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	

<p style="text-align: center;">GOAL TO ACHIEVE SUBPRIORITY</p>	<p>The Charter School will create an inclusive environment by including parents/guardians in activities and communications.</p>
<p style="text-align: center;">ACTIONS TO ACHIEVE GOAL</p>	<p>The Charter School will provide opportunities for regular meetings that will allow parents/guardians to be partners in their child’s education.</p> <p>Parents/Guardians 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>
<p style="text-align: center;">MEASURABLE OUTCOME</p>	<p>The goal for parental/guardian involvement is at least 60% and includes the percentage of parents/guardians who volunteer, attend scheduled meetings and school sponsored family events, and/or workshops. Parent/guardian involvement will increase by 2% each year of the charter until a total of 70% of parent/guardian involvement is reached.</p>
<p style="text-align: center;">GOAL AND OUTCOMES FOR LATINO STUDENTS</p>	<p>The goal for parental/guardian involvement is at least 60% and includes the percentage of parents/guardians who volunteer, attend scheduled meetings and school sponsored family events, and/or workshops. Parent/guardian involvement will increase by 2% each year of the charter until a total of 70% of parent/guardian involvement is reached.</p>
<p style="text-align: center;">GOAL AND OUTCOMES FOR WHITE STUDENTS</p>	<p>The goal for parental/guardian involvement is at least 60% and includes the percentage of parents/guardians who volunteer, attend scheduled meetings and school sponsored family events, and/or workshops. Parent/guardian involvement will increase by 2% each year of the charter until a total of 70% of parent/guardian involvement is reached.</p>
<p style="text-align: center;">GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES</p>	<p>The goal for parental/guardian involvement is at least 60% and includes the percentage of parents/guardians who volunteer, attend scheduled meetings and school sponsored family events, and/or workshops. Parent/guardian involvement will increase by 2% each year of the charter until a total of 70% of parent/guardian involvement is reached.</p>

GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The goal for parental/guardian involvement is at least 60% and includes the percentage of parents/guardians who volunteer, attend scheduled meetings and school sponsored family events, and/or workshops. Parent/guardian involvement will increase by 2% each year of the charter until a total of 70% of parent/guardian involvement is reached.
METHODS OF MEASUREMENT	Parent/Guardian workshop sign-in sheets Parent/Guardian Teacher Conference sign-in sheets Calendar Flyers for school events
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	At least 60% of parents/guardians 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/guardians will be involved in activities supported by or sponsored by the Charter School.
GOAL AND OUTCOMES FOR WHITE STUDENTS	At least 60% of parents/guardians 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/guardians 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/guardians 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/guardians 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/guardians with disabilities, as necessary.</p> <p>The Charter School will hold parent/guardian meetings with parents/guardians 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/guardians will be involved in activities supported by or sponsored by the Charter School.
GOAL AND OUTCOMES FOR WHITE STUDENTS	At least 60% of parents/guardians 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/guardians 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/guardians will be involved in activities supported by or sponsored by the Charter School.
METHODS OF MEASUREMENT	<p>Sent email report</p> <p>Parent/Guardian Workshop sign-in sheets</p> <p>Copy of monthly school newsletter</p>

Website Log	
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u>	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<i>a. California Assessment of Student Performance and Progress statewide assessment</i>	
<i>b. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education.</i>	
<i>c. Percentage of ELs who make progress toward English language proficiency as measured by English Language Proficiency Assessment for California.</i>	
<i>d. EL reclassification rate</i>	
<i>e. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i>	
<i>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</i>	
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	Classroom instruction will be conducive to student learning. Adequate learning environments will be provided to all students. Appropriate State Standards-aligned instructional materials will be provided to all students. Implement a tiered intervention program during Universal Access.
MEASURABLE OUTCOME	There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2023-24 ELA and Math SBAC Scores over the county’s 2022-23 scores for All students, Latino students, White students, SWD, and SED students.

	<p>In 2024-25, scores will increase by 2% over the scores of 2023-24. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-2027, scores will increase by 2% over the 2025-26 scores. In 2027-28, scores will increase by 2% over the scores of 2026-27. Scores will increase 10% between 2023-24 and 2027-28.</p>
GOAL AND OUTCOMES FOR LATINO STUDENTS	<p>There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2023-24 ELA and Math SBAC Scores over the county's 2022-23 scores.</p> <p>In 2024-25, scores will increase by 2% over the scores of 2023-24. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-2027, scores will increase by 2% over the 2025-26 scores. In 2027-28, scores will increase by 2% over the scores of 2026-27. Scores will increase 10% between 2023-24 and 2027-28.</p>
GOAL AND OUTCOMES FOR WHITE STUDENTS	<p>There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2023-24 ELA and Math SBAC Scores over the county's 2022-23 scores.</p> <p>In 2024-25, scores will increase by 2% over the scores of 2023-24. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-2027, scores will increase by 2% over the 2025-26 scores. In 2027-28, scores will increase by 2% over the scores of 2026-27. Scores will increase 10% between 2023-24 and 2027-28.</p>
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	<p>There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2023-24 ELA and Math SBAC Scores over the county's 2022-23 scores.</p> <p>In 2024-25, scores will increase by 2% over the scores of 2023-24. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-2027, scores will increase by 2% over the 2025-26 scores. In 2027-28, scores will increase by 2% over the scores of 2026-27. Scores will increase 10% between 2023-24 and 2027-28.</p>
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2023-24 ELA and Math SBAC Scores over the county's 2022-23 scores.</p>

	In 2024-25, scores will increase by 2% over the scores of 2023-24. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-2027, scores will increase by 2% over the 2025-26 scores. In 2027-28, scores will increase by 2% over the scores of 2026-27. Scores will increase 10% between 2023-24 and 2027-28.
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/guardians with regular report cards Provide Professional Development on ELD instructional Strategies
MEASURABLE OUTCOME	There will be an increase of 2% over baseline established in 2023-24 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 2023-24 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 2023-24 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/Guardians 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	SBA will focus on the CTE program and will not be offering AP Courses. Provide information regarding Dual Enrollment to all high school students.
ACTIONS TO ACHIEVE GOAL	Provide information about dual enrollment to all high school students.
MEASURABLE OUTCOME	100% of qualified students will have access to dual enrollment.

GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of qualified students will have access to dual enrollment.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of qualified students will have access to dual enrollment.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of qualified students will have access to dual enrollment.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of qualified students will have access to dual enrollment.
METHODS OF MEASUREMENT	Roster of students enrolled in Dual Enrollment 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 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>	
<p><i>Pupil engagement, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> <i>a. School attendance rates</i> <i>b. Chronic absenteeism rates</i> <i>c. High school dropout rates</i> 	

<i>d. 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. Attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. The Charter School will recognize students with perfect or improved attendance.
MEASURABLE OUTCOME	Baseline attendance rate to be established in 2023-24. 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	Daily/monthly attendance reports P1/P2 reports
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will establish the chronic student absenteeism rate in the 2023-24 school year. This rate will not exceed 10%.
ACTIONS TO ACHIEVE GOAL	Students with improved or perfect attendance will be recognized during monthly awards ceremonies.

	Parents/guardians of students with more than 5 unexcused absences per semester will be meet with Charter School administration.
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
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	
<i>a. School climate, as measured by all of the following, as applicable:</i> <i>b. Pupil suspension rates</i> <i>c. Pupil expulsion rates</i> <i>d. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will have a 5% or lower suspension rate.
ACTIONS TO ACHIEVE GOAL	The Charter School implement positive student behavior program including restorative practices and mindfulness practices. The Charter School will incorporate alternatives to suspension.
MEASURABLE OUTCOME	Baseline for suspension rate will be set at 2023-24.

	The Charter School will have a 5% or lower suspension rate.
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, guardians, and teachers will feel a sense of community and connectedness.

ACTIONS TO ACHIEVE GOAL	<p>Annual school surveys will be sent to parents, guardians, students, staff, and community members.</p> <p>Parents/guardians and community members will be encouraged to participate in programs focusing on the students and school.</p>
MEASURABLE OUTCOME	<p>A baseline for completed and returned Annual Family Surveys will be established in 2023-24. Initial and ongoing parent/guardian and family satisfaction rates will be greater 70%. Completed and returned survey rates will increase by 3% in 2024-25 and then each following year will see an additional increase of 2% over the preceding year's rate.</p>
GOAL AND OUTCOMES FOR LATINO STUDENTS	<p>A baseline for completed and returned Annual Family Surveys will be established in 2023-24. Initial and ongoing parent/guardian and family satisfaction rates will be greater 70%. Completed and returned survey rates will increase by 3% in 2024-25 and then each following year will see an additional increase of 2% over the preceding year's rate.</p>
GOAL AND OUTCOMES FOR WHITE STUDENTS	<p>A baseline for completed and returned Annual Family Surveys will be established in 2023-24. Initial and ongoing parent/guardian and family satisfaction rates will be greater 70%. Completed and returned survey rates will increase by 3% in 2024-25 and then each following year will see an additional increase of 2% over the preceding year's rate.</p>
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	<p>A baseline for completed and returned Annual Family Surveys will be established in 2023-24. Initial and ongoing parent/guardian and family satisfaction rates will be greater 70%. Completed and returned survey rates will increase by 3% in 2024-25 and then each following year will see an additional increase of 2% over the preceding year's rate.</p>
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>A baseline for completed and returned Annual Family Surveys will be established in 2023-24. Initial and ongoing parent/guardian and family satisfaction rates will be greater 70%. Completed and returned survey rates will increase by 3% in 2024-25 and then each following year will see an additional increase of 2% over the preceding year's rate.</p>
METHODS OF MEASUREMENT	<p>Survey results</p>

<u>STATE PRIORITY #7— COURSE ACCESS</u>	
<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>Grades 1-6: 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>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
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>	
<p><i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i></p>	
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 2023-24 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 with CAASPP data from the 2023-24 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 2023-24 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 2023-24 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 2023-24 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 2023-24 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 2023-24 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 2023-24 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 2023-24 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 2023-24 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 advanced 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 School 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 in CAASPP	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	State Indicator for College Readiness (10) Determination for National Merit Scholar (11)	10, 11	As prescribed	State Indicator for College Readiness (10) Determination for National Merit Scholar (11)
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.
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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/guardians 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/guardian meetings including Parent (Guardian) 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 (Guardian) 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/guardian 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/guardians 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/guardians 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 G, H, and I, 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	Initial Term Length in Years
Patti Britt Campbell	President/Chairperson	3
David Edwin Lonn	Chief Financial Officer/Treasurer	2
Julianne Eagle	Secretary	2
Troy Nicolini	Board Member	3
Chuck Petrusa	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:

- Á Hire, supervise, evaluate, discipline, and dismiss the Executive Director of the Charter School;
- Á Approve all contractual agreements;
- Á 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;
- Á Approve and monitor the Charter School’s annual budget and budget revisions;
- Á 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;
- Á Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Á Establish operational committees as needed;

- Á Regularly measure progress of both student and staff performance;
- Á Involve parents/guardians and the community in school related programs;
- Á Execute all applicable responsibilities provided for in the California Corporations Code;
- Á Engage in ongoing strategic planning;
- Á Approve the school calendar and schedule of Board meetings;
- Á Review requests for out of state or overnight field trips;
- Á Participate in the dispute resolution procedure and complaint procedures when necessary;
- Á Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Á Approve annual independent fiscal audit; and
- Á 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 I. 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:

- Á Be in writing;
- Á Specify the entity designated;
- Á 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
- Á 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:

- Á Ensure the Charter School enacts its mission;
- Á Hire, promote, develop, supervise, and evaluate all employees of the Charter School;
- Á Communicate and report to the Charter School Board of Directors;
- Á Oversee school finances to ensure financial stability;
- Á Participate in and develop professional development workshops as needed;
- Á Serve or appoint a designee to serve on any committees of the Charter School;
- Á Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Á Ensure compliance with all applicable state and federal laws and help secure local grants;
- Á Communicate with parents/guardians, recruit new families and students, and assure families of academic growth;
- Á 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;
- Á Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Á Identify the staffing needs of the Charter School and offer staff development as needed;
- Á Maintain up-to-date financial records;
- Á Ensure that appropriate evaluation techniques are used for both students and staff;
- Á 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;
- Á Hire qualified substitute teachers as needed;
- Á Ensure the security of the school building;
- Á Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Á Encourage and support teacher professional development;
- Á Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;

- Á Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Á Provide all necessary financial reports as required for proper attendance reporting;
- Á Develop the school annual performance report, the SARC, and the LCAP;
- Á 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;
- Á Manage student discipline, and as necessary participate in the suspension and expulsion process; and
- Á 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 (Guardian) Advisory Council

Parents/guardians will be encouraged to form a Parent (Guardian) Advisory Council (“PAC”) to be responsible for parent/guardian involvement in school activities, programming, 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/guardian participation will play a vital role in the effectiveness of our program. We would encourage the parents/guardians 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/guardians 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/Guardian Involvement in Governance

In addition to maintaining the parent/guardian participation on the PAC, parents/guardians 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/guardian-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/guardian involvement is not a requirement for acceptance to, or continued enrollment at, SBA, in compliance with Education Code Section 47605(n).

Parent/Guardian Workshops

SBA views parents/guardians as partners in the education of their children. Parents/guardians bring a wealth of experiences to the school community. SBA will host monthly workshops in the evenings or in the mornings. The workshops will be presented by the Executive Director, Principal, school counselor, teachers, or parents/guardians. Below is a table of projected topics for the 2023-24 school year.

Table 4.2: Parent/Guardian Workshops (subject to change)

Month	Topic
August	Orientation – Understanding Assessments including CAASPP, ELPAC, and NWEA MAP
September	Back to School Night – Title I Parent/Guardian Rights Information
	Why is Attendance Important?
October	How to be an Educational Partner? Monitoring my Child’s work Using Educational Technology. Ensuring my Child is Successful.
November	What is Mindfulness? How to practice mindfulness at home?
December	Exhibition of Learning
January	College Access Night – Review of A-G requirements, FAFSA – Financial Aid, and Scholarships
February	Career Access Night – Review the requirements of the CTE pathways, job shadowing and internship requirements, work permits

March	LCAP Goals and Workshop
April	How to Support my Child's Social and Emotional Skills including Bullying and Suicide Prevention?
May	Positive Parenting Strategies for Teenagers
June	Exhibition of Learning

Ongoing School-Home Links

In accordance with the SBA ideals, we recognize that strong relationships between Charter School and home depend on mutual respect, trust, and communication. The best way to build such relationships is by fostering dialogue to assure that parents/guardians understand and support the fundamental mission and vision of SBA, and to help Charter School staff understand the needs, wishes, values, and culture of parents/guardians and students. Every staff member will serve as facilitators of this process. School-home bridge-building activities may include:

- Á Orientation for new families to clarify the mission and vision of SBA, the educational approach and expectations for parent/guardian participation, and a description of volunteer opportunities;
- Á Parent/guardian meetings to solicit input on major Charter School decisions and feedback on ongoing operations;
- Á Invitation of parents/guardians to committee meetings and Charter School functions;
- Á Training in how the SBA's assessment process works, including parents'/guardians' roles in it;
- Á Inclusion of parents/guardians in instruction, as appropriate;
- Á Regular communication between parents/guardians and teachers;
- Á Workshops to help parents/guardians support their children's education; and
- Á Charter School celebrations.

Teacher Involvement in Governance

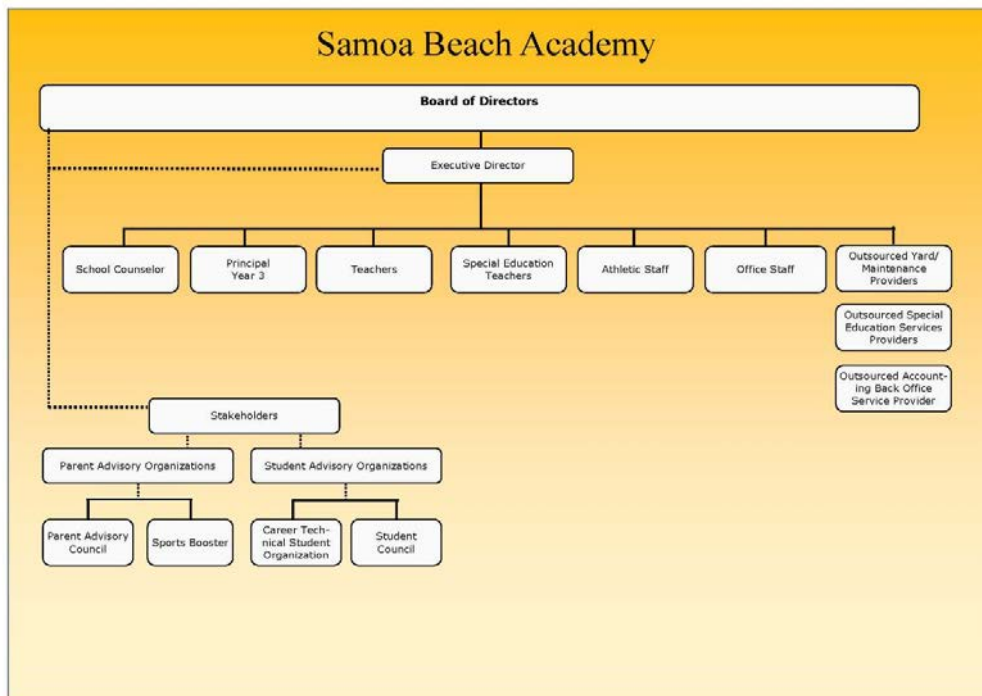
SBA views teachers as the experts in curriculum and instruction. As the primary executors of the SBA's educational program, they are the day-to-day stewards of the SBA's mission and vision. Their voices will be heard as authoritative in matters related to curriculum, instruction, and student achievement, and as having weight in all areas of Charter School decision-making. Teachers will confer among themselves, with administration and with the Board to discuss concerns, student progress, student needs, professional development plans, long-range Charter School plans, and other governance issues. Teachers and staff will serve or advise on the PAC and student organizations and clubs.

Student Involvement in Governance

An official Career Technical Student Organization (“CTSO”) will be chartered (once the application is approved) by the State Association. The students will develop an annual work plan of the leadership activities that will be embedded in the CTE courses. The students, teachers, staff, and administrators will ensure that the CTE program meets the needs of all students especially ELs, SWD, and SED students. Through the CTSO, additional courses or pathways may be developed and submitted to the Board for approval. Students’ voices are respected in Charter School decisions, and their expertise about their needs and interests is acknowledged and valued. Student opinion regarding the effectiveness of instructional styles in meeting their learning needs is integral to curricular design. In addition, members of the Student Council will have the opportunity to share with the Executive Director and the Board about these matters. SBA has a duty to be responsive to all students’ needs and interests, so long as they are consistent with the SBA’s mission and vision.

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:

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

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

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

Special Education Teacher/Coordinator Qualifications:

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

School Counselor Qualifications:

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

- Á Ability to foster rapport and relationships with colleagues, students, families, and supervisors; and,
- Á 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:

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

Office Staff Qualifications:

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

Other Classified Staff and Athletic Staff Qualifications:

- Á Strong communications skills;

- Á Be trained in and willing to continue learning how to manage student behavior, food safety, cleaning, athletic safety, or implement instructional strategies;
- Á Communicating clearly and effectively with key stakeholders; and,
- Á 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/guardians 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):

- Á child abuse reporting procedures
- Á routine and emergency disaster procedures
- Á 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
- Á procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- Á a discrimination and harassment policy consistent with Education Code Section 200
- Á provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- Á procedures for safe ingress and egress of pupils, parents, guardians, and employees to and from the Charter School

- Á a safe and orderly environment conducive to learning
- Á the rules and procedures on school discipline adopted pursuant to Education Code Section 35291, 35291.5, 47605, and 47605.6.
- Á 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 teacher, 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 15.2%. 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/guardians of students with disabilities and provide accommodations if needed.

2. One-on-one meetings between the Charter School and parents/guardians of students with disabilities who express interest in learning more about how SBA can meet the particular needs of their child.
3. Parents/guardians 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/guardians 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. The highlights of the CTE program will be included in the flyers. 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/guardian 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/guardians 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/guardian 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. The Charter School shall comply with all requirements of Education Code Section 47605(e)(4).

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

- Á Proof of immunization
- Á Proof of withdrawal from previous school (if applicable)
- Á Home Language Survey
- Á Completion of emergency medical information form
- Á Proof of minimum age requirements
- Á Release of records⁹

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.Á Siblings of students admitted to or attending SBA
- 2.Á Children of SBA teachers, staff, and Board (not to exceed 10% of SBA's enrollment)
- 3.Á 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.Á Residents of the District
- 5.Á 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.

⁹ 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) Á Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Á Willfully used force of violence upon the person of another, except self-defense.
- c) Á 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) Á 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) Á Committed or attempted to commit robbery or extortion.
- f) Á 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.
- 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.Á Causing a reasonable student to experience substantial interference with their academic performance.
 - iv.Á 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)Á“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.Á A message, text, sound, video, or image.
 - ii.Á A post on a social network Internet Web site including, but not limited to:
 - (a)ÁPosting 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)ÁCreating 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)ÁCreating 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.Á An act of cyber sexual bullying.
 - (a)ÁFor 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 firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or 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:

- Á The date and place of the expulsion hearing;
- Á A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
- Á A copy of SBA's disciplinary rules which relate to the alleged violation;

- Á 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;
- Á 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;
- Á The right to inspect and obtain copies of all documents to be used at the hearing;
- Á The opportunity to confront and question all witnesses who testify at the hearing; and
- Á 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.

- Á 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.
- Á 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.
- Á 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.
- Á 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.
- Á 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.

- Á 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.
- Á 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.
- Á 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.
- Á 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.
- Á 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, guardian, 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/guardian, 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 parent/guardian to determine:

- Á If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- Á 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/guardian, 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/guardian, 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:

- Á 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;
- Á 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
- Á 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:

- Á 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;
- Á 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

- Á 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:

- Á 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.
- Á The parent/guardian has requested an evaluation of the child.
- Á 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/guardians; 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/guardians, 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/guardians 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., 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/guardians and students of SBA of the closure provides information to assist parents/guardians 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/guardians, 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 J, 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 J, please find the following documents:

- Á Budget narrative
- Á A projected first year budget including startup costs.
- Á 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:

- Á 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.
- Á By July 1, an LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- Á 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.
- Á By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- Á 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:

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

- Á LEA Plans
- Á Compliance Reporting to County and State Grantors
- Á Attendance Reporting
- Á Food Program - Implementation and Claims Reporting
- Á Training - Charter School Finance, Accounting and Operation Functions, Budgets, Financial Reports
- Á Quarterly and Annual Filings of Tax Forms (IRS, EDD, etc.)
- Á 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 K. 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, guardians, 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 collaboratively 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 2023.

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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

- Á Clear Administrative Services Credential, Humboldt State University, Arcata, CA 2006
- Á Preliminary Administrative Services Credential, Level I, Humboldt State University, Arcata, CA 1998
- Á Professional Clear Multiple Subjects Credential, Humboldt State University, Arcata, CA 1985
- Á 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

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

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

- Á 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.
- Á Served as chairman of the Athletic Policy Advisory Committee for the Northern Humboldt Union High School District, 1997.
- Á Served as chairman of the athletic directors of the Humboldt-Del Norte Conference who served as advisors to the conference's board of managers.
- Á 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

- Á 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.
- Á Helped organize, develop, and implement the CORE Program which integrated the subjects of World History, English, Computer Applications, and Physical Education.
- Á 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

- Á Taught a self-contained fourth grade class with students from various economic and cultural backgrounds.
- Á 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

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

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

- Á Head Varsity Football Coach, McKinleyville High School, 1985-1999.
- Á Head Varsity Baseball Coach, McKinleyville High School, 1979-1981; 1985-1996.
- Á Assistant Football Coach, McKinleyville High School, 1978-1980.
- Á Assistant Baseball Coach, McKinleyville High School, 1977-1978.
- Á Basketball Coach, McKinleyville Elementary School, 1978-1981.
- Á Basketball Coach, Blue Lake Union Elementary School, 1982-1985.
- Á 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

- Á Was part of the initial group that brought Leadership Coaching to Humboldt County
- Á 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

Momenta 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

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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.

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

2007-2009: Assistant Superintendent, Willits Unified School District

- Á 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.
- Á Work with outside agencies such as Regional Center and Redwood Children's Services to coordinate services for Special Education students.
- Á Arrange for hiring of classified and certificated staff for all sites.
- Á Work with Maintenance Director to ensure safety and upkeep of all buildings in the district.
- Á Oversee all district construction projects.
- Á Arrange for STAR, CAHSEE, Physical Fitness, EAP and CELDT testing for all sites.
- Á 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.
- Á Oversee implementation of ASES and 21st Century After-school Grants and School Violence Prevention Grant.
- Á Assist superintendent in determining staffing needs and the issuing of lay-off notices.
- Á Serve as District Director of Technology.
- Á Chair District committees: Technology Committee, Health Advisory Committee, and English Learners Committee
- Á Assist superintendent in organizing and carrying out a District-wide in-service for over 100 teachers introducing Professional Learning Communities to Willits Unified.
- Á Assist and advise site administrators in the daily operations of schools.
- Á Conduct investigations as needed in response to complaints against staff members.

2005-2007: Principal, Willits Small Schools

- Á Principal of Sherwood Elementary (K-6), Secondary Community Day, Sanhedrin High School, New Horizons Independent Study Program (K-12), Willits Adult School
- Á Worked with staff to develop and implement High Priority Schools Grant for Sherwood Elementary.
- Á 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.
- Á Evaluated Classified and Certificated Staff.
- Á Directed WASC self study for accreditation of Sanhedrin High School.
- Á Researched and arranged for professional development opportunities for staff of all schools.
- Á Conducted monthly professional development meetings with all small schools staff.
- Á Prepared all State and Federally required reports
- Á 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.
- Á Developed and implemented a reading intervention and CAHSEE intervention program for Sanhedrin and Secondary Community Day School.
- Á Coordinated with staff to prepare for the Compliance Review for Willits Adult School.

2004-2005: Assistant Principal, Willits High School

- Á Evaluated classified and certificated staff.
- Á Revised and enforced School Discipline Policy.
- Á 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 | • Strong Interest Inventory Certification |
| • ACSA New Superintendent Academy | • LRP Special Education Legal Conf. |
| • Professional Learning Communities State Summit | • CASBO Attendance Workshop |
| • ACSA Superintendent Symposiums | • ACSA Coaching Certification |
| • School Services of Ca Budget Meetings | • Professional Learning Communities Summit |
| • SI&A Budget Workshops | • Leadership Network-SCOE |
| • ACSA School Business Academy | • PBIS Training |
| • MBTI Certification | • 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 Union School District to grant approval of the charter pursuant to Education Code Section 47605(a)(1) to enable the establishment of the Samoa 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 petitioner 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 Petitioner:

Catherine Scott _____ Date _____
 Name Signature

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

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Bradley S. Johnson	<i>Bradley S. Johnson</i>	06-16-2021	Career Technical Education Teaching Credential Building Trades and Construction	707-407-8115

Appendix C: Letters of Support: College of the Redwoods, Humboldt State University

April 26, 2021

Mr. Roger MacDonald, Superintendent
2755 McKinleyville Avenue
McKinleyville, CA 95519

Dear Superintendent Macdonald,

I am writing in support of the Samoa Beach Academy Charter Petition.

This school will be different from any other school in Humboldt County. The balance described in the charter petition of academic, career tech and social/emotional skills is outstanding and will serve the students of Humboldt County well as they move from the K-12 system into the college and career world.

The collaboration between the business community and local educators for the Samoa Beach Academy Charter Petition is a powerful combination to affect a positive opportunity for Humboldt County students.

College of the Redwoods stands ready to collaborate with Samoa Beach Academy on dual enrollment as well as articulation of Career Education Pathways.

I give my full support to the Samoa Beach Academy.

Sincerely,

A handwritten signature in black ink that reads "Keith Flamer". The signature is written in a cursive style with a large initial 'K'.

Dr. Keith Flamer
President/Superintendent

May 12, 2021

Dan Johnson
President, The Danco Group
5251 Ericson Way
Arcata, CA 95521

Dear Dan,

Warm greetings from Humboldt State University (HSU). I am excited to offer our full support for the Samoa Beach Academy (SBA) petition. Congratulations to you and your colleagues on your vision and the completion of the proposal for this new and much needed Charter School in Humboldt County.

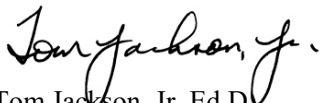
As you know, HSU is in the process of a self-study toward becoming California's third polytechnic university. Our proposal mirrors yours in many ways as we also have our eyes focused on better serving the workforce development opportunities and needs of our Northern Coastal region and State. The proposed areas of study in the SBA, including preparation for health career, science, and technology courses of study are in sync with our current and planned academic programs as a polytechnic. We are also engaged in close partnership with our local community college, The College of the Redwoods (CR) to serve the full higher educational needs of our local communities. I envision the SBA to be a vital third partner, seamlessly serving the students across our region.

The SBA's focus on active learning and on the holistic needs of students aligns with our approach at HSU and increases the likelihood of the success of students, many of whom have experienced adverse childhood experiences. The SBA approach serves as a model of Governor Newsom's most recent educational initiative focused on comprehensive student health and well-being in California.

My enthusiasm is shared by our Academic Vice President and Provost, Dr. Jenn Capps who also offers her full support. Dr. Capps wrote: "The Samoa Beach Academy focus on hands-on, inclusive and holistic academic pathways is by definition a "student's first" approach to education. This approach will be an asset in preparing future CR and HSU students and act as an economic driver for our local workforce".

It is my pleasure to offer my partnership and support on behalf of the students, staff and faculty of Humboldt State University. Congratulations again and we look forward to celebrating your successful petition.

Sincerely,



Tom Jackson, Jr, Ed.D
President, Humboldt State University

Appendix D: Business Letter of Support



SAMOA BEACH
ACADEMY

To the Chartering Authority:

There is a strong community need for Samoa Beach Academy to provide a student-driven trade and college preparatory high school. Samoa Beach Academy, and specifically the Career Technical Education program, has created excitement in the Humboldt area business community because it promises to prepare high school graduates for career or college. Businesses recognize that having a Charter School that focuses on a strong Career Technical Education program for *all* students will serve the entire community by preparing students with the knowledge, experience, work ethic, life skills and confidence to begin working upon graduation whether as their career or while supporting themselves through college.

Through the development and design of the Charter School, Samoa Beach Academy has fostered business partnerships in the community. Our business partners have pledged support for Samoa Beach Academy now and in the future. This support may include providing guest speakers, giving tours, hosting students in job shadowing or internships, and financially supporting the learning laboratories and hands-on workshops with materials and equipment. We know that our community has a diverse range of experts to provide our youth with the knowledge and ability to excel in their chosen career or college paths.

Please find a list of businesses below who have pledged programmatic and financial support for Samoa Beach Academy. These businesses represent the three Career Technical Education pathways (construction, healthcare, and business) that will be offered by Samoa Beach Academy:

- Á Mercer Fraser
- Á O & M Industries
- Á McCullough Construction Inc.
- Á The Danco Group
- Á Humboldt Builders Exchange
- Á St. Joseph's Healthcare
- Á Benchmark Realty
- Á Carl Johnson Co.
- Á Mad River Lumber
- Á Hensel's Ace Hardware
- Á Arcata Core Pilates
- Á Big Oil & Tire
- Á Open Door Community Health Centers
- Á Holly Yashi
- Á George Peterson Insurance
- Á Redwood Capital Bank
- Á Schmidbauer Lumber, Inc.
- Á C&K Johnson Industries
- Á White Electrical
- Á Pauli Shaw Insurance
- Á Hilfiker Pipe Company
- Á Little Learners Center
- Á Healthsport

**Appendix E: CDE CTE 11 Elements of a High-Quality CTE Program
Self-Review Tool**

**California Department of Education
 Career Technical Education (CTE)
 11 Elements of a High-Quality CTE Program
 Self-Review Tool**

Update 09/15

1. LEADERSHIP AT ALL LEVELS		
Yes	No	What is being Assessed
		1A. The CTE pathways are articulated with post-secondary and industry through programs of study, formal articulation agreements and dual enrollment.
		1B. Local district administrators participate in CTE professional development regarding the benefits of CTE and the management of CTE within the larger context of educational improvement to serve all students.
		1C. Investment is made to provide support for CTE leadership at the local level to ensure that CTE administrators, teacher(s), and counseling and instructional leaders have sufficient time and resources to implement system improvements and work with their counterparts in other programs.
Comments:		

2. HIGH-QUALITY CURRICULUM AND INSTRUCTION		
Yes	No	What is being Assessed
		2A. The CTE Model Curriculum Standards are the basis for content of courses offered. Curriculum addresses "Pathway" standards within the program pathway(s) and course sequence.
		2B. Career paths have been identified and can be found on a chart or diagram in the CTE Plan.

Evidence

- Dual Enrollment information
- Articulation Agreements
- Dates and Names of Activities
- Dates and Names of Activities

Evidence

- Course Outlines
- Course Catalog
- Local CTE Plan
- Review Curriculum Document
- Local CTE Plan

**California Department of Education
 Career Technical Education (CTE)
 11 Elements of a High-Quality CTE Program
 Self Review Tool**

Updated: 09/15

2. HIGH-QUALITY CURRICULUM AND INSTRUCTION cont.		Evidence
Yes	No	What is being Assessed
		<p>2C. The CTE program has classroom-linked work-based learning and work experience education opportunities through strengthened industry partnerships, effective coordination with Regional Occupation Center/Program (ROC/P), adult schools, Work Experience Education, and Cooperative Work Experience Education programs, and a systematic review of policies and practices addressing barriers to access, including insurance, liability, and other issues.</p>
		<p>2D. The school master schedule allows students to follow the recommended sequence of CTE courses to complete the selected career path(s).</p>
		<p>2E. Students are provided with a strong experience in and understanding of all aspects of industry.</p>
		<p>2F. Technology is incorporated into program instruction.</p>
		<p>2G. There is collaboration between academic and CTE teachers.</p>
		<p>2H. CTE courses are industry certified, have been submitted to meet high school graduation requirements, University of California a-g (UC a-g) credit, or articulated with a community college.</p>
		<p>Comments:</p>

**California Department of Education
 Career Technical Education (CTE)
 11 Elements of a High-Quality CTE Program
 Self Review Tool**

Updated: 09/15

3. CAREER EXPLORATION AND GUIDANCE		Evidence
Yes	No	What is being Assessed
—	—	3A. Students are counseled regarding: <ul style="list-style-type: none"> • CTE career opportunities. • CTE and academic courses necessary to complete career pathway offerings. • Post-secondary education and training options.
—	—	3B. All students have a completed a four year career plan that is updated annually.
Comments:		

4. STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT		Evidence
Yes	No	What is being Assessed
—	—	4A. An official Career Technical Student Organization (CTSO) has been chartered (or in application process) by the State Association.
—	—	4B. A local CTSO work plan is developed annually and a copy is furnished to local administration.

**California Department of Education
 Career Technical Education (CTE)
 11 Elements of a High-Quality CTE Program
 Self Review Tool**

Updated: 09/15

4. STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT cont.		Evidence
Yes	No	What is being Assessed
		4C. Leadership activities are embedded in the CTE curriculum.
		4D. All students enrolled in CTSO's are affiliated with the State Association.
		4E. Program meets the needs of special population students (including special education, english learners, non-traditional students, and the general student population).
		4F. Students are made aware of non-traditional CTE offerings and pathways that lead to high skill, high wage, or high demand careers.
		Comments:

**California Department of Education
 Career Technical Education (CTE)
 11 Elements of a High-Quality CTE Program
 Self Review Tool**

Updated: 09/15

5. INDUSTRY PARTNERSHIPS		Evidence
Yes	No	What is being Assessed
		<p>5A. The Local CTE Advisory Committee is operational and reflects the committee membership as outlined in the California <i>Education Code</i> §8070 and meets at least once a year.</p> <ul style="list-style-type: none"> • List of Advisory <ul style="list-style-type: none"> ○ Members ○ Titles ○ Industry • List of Educators • Agenda/Minutes/Sign-In • E-mails
		<p>5B. Business/industry is involved in student learning activities.</p> <ul style="list-style-type: none"> • List of Activities – <ul style="list-style-type: none"> ○ Job Shadowing ○ Speakers • Percent of Industry Participation
		<p>5C. Business/industry is involved in the development and validation of the curriculum.</p> <ul style="list-style-type: none"> • List of Advisory Members and Industries • Agenda/Meeting Minutes/Sign-In Sheets
		<p>5D. Labor market demand has been documented for the Program.</p> <ul style="list-style-type: none"> • Labor Market Projections
		<p>5E. There are industry certification standards and certificates for students who achieve industry recognized skill and knowledge requirements.</p> <ul style="list-style-type: none"> • Copy of Certification Standards • Percentage of Students Receiving Certification
		Comments:

**California Department of Education
 Career Technical Education (CTE)
 11 Elements of a High-Quality CTE Program
 Self Review Tool**

Updated: 09/15

6. SYSTEM ALIGNMENT AND COHERENCE		
Yes	No	What is being Assessed
		6A. A Program of Study, with a post-secondary institution, has been developed.
		6B. Sufficient time is provided for faculty to build cross-segmental and cross-disciplinary collaborations aimed at aligning curricula and programs, as well as models, tools, and professional development to facilitate pathway development.
		6C. Each CTE program sequence will include at least one district-funded CTE course in the industry sector.
Comments:		

7. EFFECTIVE ORGANIZATIONAL DESIGN		
Yes	No	What is being Assessed
		7A. Opportunities provide for better use of after-school, extended-day, and out-of-school time for career exploration, projects, and WBL connected to in-class curricula.
		7B. There are open-entry/open-exit strategies where feasible, in ways that maintain the integrity of CTE courses and course sequences and comply with industry requirements; structure and sequence curriculum in modules or “chunks” tied to jobs with multiple entry and exit points, and with multiple levels of industry-recognized credentials built into the sequencing of the pathway.

**California Department of Education
 Career Technical Education (CTE)
 11 Elements of a High-Quality CTE Program
 Self Review Tool**

Updated: 09/15

7. EFFECTIVE ORGANIZATIONAL DESIGN cont.		Evidence
Yes	No	What is being Assessed
		7C. Provides education and training for students and incumbent workers at times and locations convenient to students and employers, including non-traditional time or methods.
		<ul style="list-style-type: none"> • Distance Learning Activities • Internet CTE Research Project Completed by Students
Comments:		

8. SYSTEM RESPONSIVENESS TO CHANGING ECONOMIC DEMANDS		Evidence
Yes	No	What is being Assessed
		8A. Mechanisms are in place that systematically track labor market demands, maintain the currency of occupational classifications, and ensure that teachers and counselors are informed of new developments in their fields.
		8B. There is sufficient funding to cover costs of necessary equipment and facilities.
		8C. There is a partnership among local businesses and local workforce development and educational organization to provide consistent and reliable data about the regional economic and labor markets for planning programs.
		<ul style="list-style-type: none"> • Minutes Showing Business/Industry Input Into Curriculum And Programs • Documented Costs Over Last 2 Years • Assessment of Ongoing Costs • Labor Market Reports for both Regional and Global • Advisory Committee Minutes/Agendas
Comments:		

**California Department of Education
 Career Technical Education (CTE)
 11 Elements of a High-Quality CTE Program
 Self Review Tool**

Updated: 09/15

9. SKILLED FACULTY AND PROFESSIONAL DEVELOPMENT		
Yes	No	What is being Assessed
		<p>9A. Every CTE teacher has the appropriate credential for teaching the subject(s) assigned as well as documented employment experience outside of education in the program area taught.</p> <p>9B. Based on the previous year's records, every CTE teacher, teaching at least half time CTE, attends a minimum of four professional development activities.</p> <p>9C. The CTE staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable.)</p> <p>9D. A written record of minutes of action taken during CTE staff meetings is kept in Department files.</p>
Evidence		
<ul style="list-style-type: none"> • Approved by Local Credential offices • List of Teacher Technical Development Activities Such as Staff Exchange, Technical Conferences, Industry Certification Training, Etc. • Staff Meeting Minutes • Staff Meeting Minutes 		
Comments:		

10. EVALUATION, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT		
Yes	No	What is being Assessed
		<p>10A. A District CTE Plan is on file with the local administration and a copy is retained in the local department files.</p> <p>10B. Updates of the CTE Plan are sent to the local administrator by February. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) CTSO Program of Work; (4) Advisory Committee Roster.</p>
Evidence		
<ul style="list-style-type: none"> • Local Plan Files • Meeting Notes • Improvement Plan 		

**California Department of Education
 Career Technical Education (CTE)
 11 Elements of a High-Quality CTE Program
 Self Review Tool**

Updated: 09/15

10. EVALUATION, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT cont.		What is being Assessed	Evidence
Yes	No		
.	—	10C. Enrollment report (CDE 101-E1) <ul style="list-style-type: none"> • All CTE courses are properly identified in data system (including new courses). • Enrollment figures and reports are reviewed by: <ul style="list-style-type: none"> ◦ Site Staff and district CTE staff ◦ Site and district advisory committees • Completed and submitted by October 15 to the CDE. 	<ul style="list-style-type: none"> • CDE Records • Local Data System • Meeting Notes/Minutes
.	—	10D. A follow-up system (including membership in California Partnership for Achieving Student Success [CALPASS]) is used which gathers the following information from program completers: <ul style="list-style-type: none"> • Student placement status in postsecondary education or advanced training, in military service, or in employment. • Opinion regarding the value and relevance of the CTE program. • Suggestions for improving the CTE program. 	<ul style="list-style-type: none"> • CDE Records • Meeting Notes/Minutes
.	—	10E. Graduate Follow Up/Placement Report (CDE 101-E2) The Graduate Follow Up data collected and presented to the CDE by March 15.	<ul style="list-style-type: none"> • CDE Records
.	—	10F. The CTE Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.	<ul style="list-style-type: none"> • Meeting Notes • Advisory Agenda/Minutes
.	—	10G. All Core Indicators meet or exceed the State level targets.	<ul style="list-style-type: none"> • Meeting Dates, Discussion Points
.	—	10H. The Expenditure Reports (CDE 101-A and VE-5) are received by the CDE by September 30.	<ul style="list-style-type: none"> • CDE Records • Interview of District Fiscal Representative
		Comments:	

**California Department of Education
 Career Technical Education (CTE)
 11 Elements of a High-Quality CTE Program
 Self Review Tool**

Updated: 09/15

11. CTE PROMOTION, OUTREACH, MARKETING, AND COMMUNICATION		Evidence
Yes	No	What is being Assessed
		11A. The CTE program has a recruitment brochure or similar document used to promote the program.
		11B. The CTE Department(s) conduct recruitment activities.
Comments:		

Appendix F: Anchor Standards for SBA CTE Pathways

Building and Construction Trades, the sector of Residential and Commercial Construction Pathway

D. Residential and Commercial Construction Pathway

The Residential and Commercial Construction pathway provides learning opportunities for students interested in preparing for careers in construction and building design, performance, and sustainability. The standards focus on the manner in which residential and commercial structures are designed and built. The pathway includes instruction in the way in which these structures are built (Class B California License).

Sample occupations associated with this pathway:

- Á Plumber
- Á Electrician
- Á Building Inspector
- Á Estimator
- Á Carpenter

D1.0 Recognize the impact of financial, technical, environmental, and labor trends on the past and future of the construction industry.

D1.1 Understand significant historical trends in the construction industry.

D1.2 Understand the environmental regulations that influence residential and commercial design.

D1.3 Demonstrate knowledge of the California Environmental Quality Act (CEQA) and Environmental Impact Review (EIRs) impacts on residential and commercial construction.

D2.0 Apply the appropriate mathematical calculations used in the construction trades.

D2.1 Apply formulas to determine area, volume, lineal, board, and square feet.

D2.2 Apply the Pythagorean Theorem to calculate pipe offsets, roof slope, and check for square.

D2.3 Estimate the materials needed to complete a specific task.

D2.4 Determine the total developed length of the water supply piping system.

D2.5 Calculate the residual pressure at the highest outlet per the requirements of the Plumbing Code.

D2.6 Calculate the total fixture unit demand from the fixtures indicated on the construction drawings using the tables of the plumbing code.

D2.7 Calculate the proper slope for drain, waste and vent (DWV) piping.

D2.8 Apply Ohm's Law to calculate resistance, current flow, and voltage in series, parallel, and combination circuits.

D2.9 Calculate the load on an electrical system from general lighting and small and large appliances.

D3.0 Interpret and apply information from technical drawings, schedules, and specifications used in the construction trades.

D3.1 Identify the elements used in technical drawings, including types of lines, symbols, details, and views.

D3.2 Identify and interpret the elements of technical drawings, including plan, elevation, section, and detail views.

- D3.3 Interpret technical drawings specifications.
- D3.4 Identify plumbing, electrical, and mechanical symbols and other abbreviations used in construction drawings.
- D3.5 Interpret and scale dimensions from a set of plans using an architect's scale.
- D3.6 Interpret sectional and detail drawings to determine construction details such as corners, rough openings, stairs, and roof systems.
- D3.7 Understand the sequencing and phases of residential and commercial construction projects.

- D4.0 Demonstrate techniques for proper site preparation.
- D4.1 Use leveling devices to check for elevation, level, and plumb.
- D4.2 Demonstrate how to establish grades using survey instruments.
- D4.3 Install batter boards.
- D4.4 Check site layout for square using the diagonal method.
- D4.5 Describe excavation and backfill methods.
- D4.6 Identify different methods and equipment used for compaction.
- D4.7 Identify types of backfill materials and how they are used.

- D5.0 Demonstrate foundation layout techniques to include setting forms, placing reinforcements, and placing concrete according to construction drawings, specifications, and building codes.
- D5.1 Describe the sequencing procedures for placing large and small slabs.
- D5.2 Demonstrate how to establish elevations for concrete structures.
- D5.3 Lay out location and elevation of concrete/masonry structures based on construction drawings.
- D5.4 Develop a material take-off in accordance with construction drawings and specifications.
- D5.5 Lay out location for reinforcements, expansion joints, openings, and embedded items based on construction drawings, specifications, and building codes.
- D5.6 Construct, place, and brace forms for concrete as detailed in construction drawings for footings, slab, and raised floors.
- D5.7 Place and secure reinforcement as detailed by construction drawings, building codes, and industry standards.
- D5.8 Place secure embedded hardware as detailed on construction drawings.
- D5.9 Demonstrate proper removal and care of concrete forms.
- D5.10 Use appropriate tools and techniques for placing, compacting, screeding, and finishing consolidating concrete in slabs and footings.

- D6.0 Demonstrate carpentry techniques for the construction of a single-family residence.
- D6.1 Properly place a moisture barrier and pest control guard on a foundation.
- D6.2 Attach a sill plate at top of concrete foundation.
- D6.3 Lay out, cut, and install joist supports, rim joists, and floor joists as specified on construction plans.
- D6.4 Install a subfloor.
- D6.5 Demonstrate wall and plate layout, including rough openings.
- D6.6 Measure, cut, and assemble wall components using appropriate tools and fasteners.
- D6.7 Demonstrate the ability to square wall systems and install wall bracing and shear

panels according to code.

- D6.8 Stand, square, plumb, and brace walls.
 - D6.9 Describe the applications and uses of metal stud framing.
 - D6.10 Lay out, cut, and install ceiling joists and common and jack rafters.
 - D6.11 Frame and erect shed and gable roof systems.
 - D6.12 Lay out and install trusses “on-center” with specified hardware.
 - D6.13 Install appropriate blocking, bracing, lookouts, fascia, and drip edge.
 - D6.14 Frame for roof penetrations and attic access.
 - D6.15 Apply roof sheathing and install appropriate flashings.
 - D6.16 Understand different roofing materials and methods of application.
-
- D7.0 Demonstrate proper installation techniques of interior finish materials and protective finishes.
 - D7.1 Identify types and uses of wall finishing materials.
 - D7.2 Cut, fit, and install gypsum wallboard onto a framed wall using appropriate fasteners.
 - D7.3 Describe the finishes and textures for gypsum wallboard.
 - D7.4 Properly prepare walls to receive protective finishes.
 - D7.5 Apply finishes according to specifications and industry standards.
 - D7.6 Identify types and application of finish flooring materials.
 - D7.7 Install pre-hung interior doors.
 - D7.8 Install interior trim and case work.
-
- D8.0 Demonstrate the application of exterior finish materials and protective finishes in building construction.
 - D8.1 Describe the installation procedures and techniques of masonry siding materials.
 - D8.3 Install wood, vinyl, and/or manufactured siding.
 - D8.4 Demonstrate preparation techniques for applying exterior paint and stain.
 - D8.5 Apply exterior paint and stain according to specifications.
 - D8.6 Describe various types and uses of doors and windows used in building construction.
 - D8.7 Install pre-hung windows and doors using appropriate flashing and trim.
 - D8.8 Caulk and seal joints to prevent air and moisture infiltration and increase energy efficiency.
 - D8.9 Install vents for efficient attic and crawl space ventilation.
 - D8.10 Install various types of floor, wall, and ceiling thermal insulation.
 - D8.11 Describe mold-prevention techniques.
-
- D9.0 Understand, integrate, and employ sustainable construction practices in the building trades.
 - D9.1 Identify design and energy solutions for improving building energy efficiency.
 - D9.2 Identify materials used in building construction to increase energy efficiency and sustainability.
 - D9.3 Calculate energy requirements and loads for buildings and structures.
 - D9.4 Demonstrate the application of constructing materials intended to improve building efficiency and sustainability.
 - D9.5 Analyze and evaluate buildings for energy efficiency and performance.
 - D9.6 Develop solutions to improve building energy performance and efficiency.
-
- D10.0 Demonstrate skills necessary to complete a plumbing system in a single-family residence

in accordance with accepted industry standards.

- D10.1 Demonstrate techniques for cutting, deburring, and joining metallic and nonmetallic water piping.
 - D10.2 Lay out and install hot and cold water piping to fixture locations as indicated on the construction documents.
 - D10.3 Perform pressure test of an installed piping system.
 - D10.4 Install fastened in-place fixture valves and shut-off valves as indicated on construction drawings.
 - D10.5 Install and secure proper drainage piping to fixture locations.
 - D10.6 Determine the proper slope for DWV piping using hand levels, laser levels, and transits.
 - D10.7 Install traps and vents as indicated by construction drawings, specifications, and government codes.
 - D10.8 Install angle stops at water supply stub outs.
 - D10.9 Install plumbing fixtures.
 - D10.10 Connect the water supply to faucets and water closets.
 - D10.11 Connect fixture tailpieces to fixtures and to traps.
 - D10.12 Check for the proper functioning of fixtures.
-
- D11.0 Demonstrate skills necessary to complete an electrical system in a single-family residence in accordance with accepted industry standards.
 - D11.1 Determine whether or not an electrical circuit is “live.”
 - D11.2 Prepare rough framing for the installation of electrical cables and conduit.
 - D11.3 Lay out components to the tolerances indicated on the construction drawings, specifications, and government codes.
 - D11.4 Install typical devices, junction boxes, and panels.
 - D11.5 Install lighting and ceiling fan support boxes according to the National Electrical Code (NEC).
 - D11.6 Install conduit typical of residential construction and pull conductors through conduit as required by the NEC.
 - D11.7 Splice and tap conductors for the installation of fixtures and devices.
 - D11.8 Install low voltage control and communication cables.
 - D11.9 Demonstrate grounding techniques for all electrical boxes, cabinets, and enclosures.
 - D11.10 Terminate electrical connections to receptacles, switches, lighting fixtures, large appliances, and other devices.
 - D11.11 Select receptacles and switches based on load requirements.
 - D11.12 Terminate equipment grounding and neutral conductor at the electrical service.
 - D11.13 Terminate communication and control wiring.

Health Science and Medical Technology, the sector Patient Care Pathway

B. Patient Care Pathway

The standards for the Patient Care pathway apply to occupations or functions involved in the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The standards specify the knowledge and skills needed by professional and technical personnel pursuing careers in this pathway.

Sample occupations associated with this pathway:

- Á Kinesiotherapist
- Á Nurse Anesthetist
- Á Respiratory Therapist
- Á Radiologic Technician
- Á Dental Hygienist

B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment

- B1.1 Know relationship and use of an integrated health care delivery system.
- B1.2 Understand the range between prevention, diagnosis, pathology, and treatment procedures.
- B1.3 Understand the significance of nontraditional approaches to health care in relationship to delivery systems.
- B1.4 Illustrate the value of preventive and early intervention in relationship to health care practices.
- B1.5 Describe the importance of reimbursement systems in relationship to the delivery of patient care.

B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.

- B2.1 Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment.
- B2.2 Describe basic stages of growth and development.
- B2.3 Recognize common disease and disorders of the human body.
- B2.4 Compare normal function of the human body to the diagnosis and treatment of disease and disorders.

B3.0 Know how to apply mathematical computations used in health care delivery system.

- B3.1 Apply mathematical computations related to health care procedures (metric and household, conversions and measurements).
- B3.2 Analyze diagrams, charts, graphs, and tables to interpret health care results.
- B3.3 Record time using the 24-hour clock.

B4.0 Recognize and practice components of an intake assessment relevant to patient care.

- B4.1 Conduct basic interview to acquire new knowledge (e.g., medical and family histories).
- B4.2 Identify and summarize major life events as they impact health care practices and patient outcomes.
- B4.3 Observe patient actions, interests, and behaviors while documenting responses.
- B4.4 Collect and synthesize information or data about the patient's symptoms and vital signs.
- B4.5 Evaluate information gathered and connect patient data to appropriate system of care.

B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.

- B5.1 Use medical terminology in patient care appropriate to communicate information and

observations.

B5.2 Accurately spell and define occupationally specific terms related to health care.

B5.3 Use roots, prefixes, and suffixes to communicate information.

B5.4 Use medical abbreviations to communicate information.

B5.5 Know the basic structure of medical terms.

B5.6 Demonstrate the correct pronunciation of medical terms.

B5.7 Practice word building medical terminology skills.

B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.

B6.1 Observe and document the ability of patients to comprehend and understand procedures and determine how to adjust communication techniques.

B6.2 Use active listening skills (e.g., reflection, restatement, and clarification) and communication techniques to gather information from the patient.

B6.3 Formulate appropriate responses to address the patients concerns and questions in a positive manner.

B6.4 Employ sensitivity and withhold bias when communicating with patients.

B6.5 Report patient's progress and response to treatment goals.

B6.6 Maintain written guidelines of the Health Insurance Portability and Accountability Act (HIPAA) in all communications.

B7.0 Apply observation techniques to detect changes in the health status of patients.

B7.1 Demonstrate observation techniques.

B7.2 Differentiate between normal and abnormal patient health status.

B7.3 Document the patient findings and report information appropriately.

B7.4 Plan basic care procedures within the scope of practice to assist with patient comfort.

B8.0 Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.

B8.1 Explain the principles of body mechanics.

B8.2 Determine appropriate equipment for transportation and transfer, including the modification of equipment and techniques to accommodate the health status of the patient.

B8.3 Demonstrate appropriate transport and transfer methods to accommodate the health status of the patient.

B8.4 Evaluate equipment for possible hazards.

B8.5 Integrate proper body mechanics, ergonomics, safety equipment, and techniques to prevent personal injury to patients and clients.

B9.0 Implement wellness strategies for the prevention of injury and disease.

B9.1 Know and implement practices to prevent injury and protect health for self and others.

B9.2 Determine effective health and wellness routines for health care workers (i.e., stress management, hygiene, diet, rest, and drug use).

B9.3 Identify practices to prevent injuries and protect health, for self and others (i.e., seatbelts, helmets, and body mechanics).

B9.4 Know how to access available wellness services (i.e., screening, exams, and

immunizations).

- B9.5 Identify alternative/complementary health practices as used for injury and disease prevention.
- B9.6 Explore consequences of not utilizing available wellness services and behaviors that prevent injury and illness.

B10.0 Comply with protocols and preventative health practices necessary to maintain a safe and healthy environment for patients, health care workers, coworkers, and self within the health care setting.

- B10.1 Describe the infection control cycle with consideration of the various types of microorganisms.
- B10.2 Demonstrate use of facility policies and procedures of infection control while performing patient care.
- B10.3 Evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines.
- B10.4 Demonstrate the use of appropriate personal protective equipment (PPE).
- B10.5 Practice proper hand hygiene.
- B10.6 Use various manual and mechanical decontamination and sterilization techniques and procedures.
- B10.7 Document and analyze sanitation and infection control procedures.

B11.0 Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.

- B11.1 Describe basic emergency procedures used to respond to a hazardous spill.
- B11.2 Explain how waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations including hazardous chemicals, biohazards, and radioactive materials.
- B11.3 Adhere to the health care setting's waste management program (e.g., recycling and reduction of regulated medical, solid, hazardous, chemical, and radioactive waste materials).
- B11.4 Apply protective practices and procedure for airborne and blood-borne pathogens for equipment and facilities and identify unsafe conditions for corrective action.

B12.0 Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning.

- B12.1 Understand scope of practice and related skills within prevention, diagnosis, pathology, and treatment occupations.
- B12.2 Describe the various roles and responsibilities of health care workers as team members in an integrated health care delivery system
- B12.3 Demonstrate the knowledge and delivery of specific skills and procedures as outlined within the scope of practice appropriate for patient care in prevention, diagnosis, pathology, and treatment.
- B12.4 Follow appropriate guidelines for implementation of various procedures.

B13.0 Research factors that define cultural differences between and among different ethnic, racial,

and cultural groups and special populations.

- B13.1 Utilize culturally appropriate community resources.
- B13.2 Recognize complementary and alternative medicine as practiced within various cultures.
- B13.3 Develop ethnographic skills, by location and information retrieval, carefully observe social behavior, and manage stress and time.
- B13.4 Ask questions and explore aspects of global significance.
- B13.5 Analyze data using relevant concepts.
- B13.6 Know when and how to incorporate trained interpreters to facilitate communication and improve patient outcomes.

Business and Finance, the sector of Business Management Pathway

A. Business Management Pathway

Management consists of planning, leading, and controlling an organization or effort to accomplish a goal. In the Business Management pathway, students learn entrepreneurship and business fundamentals, goal-setting, resource allocation, organizational structure and management techniques, economics, financial data, risk management, information technology, and supply chain management.

Sample occupations associated with this pathway:

- Á Human Resources Specialist
- Á Education Administrator
- Á Purchasing Agent
- Á Office Manager
- Á Chief Financial Officer

A1.0 Explain entrepreneurship and the fundamentals of developing a new business.

- A1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders.
- A1.2 Analyze management theories and their application within the business environment.
- A1.3 Develop personal management skills to function effectively, efficiently, and collaboratively in a business environment.
- A1.4 Determine the type of business organization most appropriate for various business profiles.
- A1.5 Construct and defend a business plan (components may include an executive summary, organizational structure, market analysis, Strengths Weaknesses Opportunities and Threats (SWOT) analysis, marketing plan, operating procedures, financial data, and feasibility and supporting documentation).

A2.0 Plan, organize, secure, and manage resources of a project to achieve specific goals.

- A2.1 Determine Specific, Measurable, Achievable, Realistic and Time-bound (SMART) goals for a specific project.
- A2.2 Develop a project schedule, including the constraints of cost, time, and scope, to illustrate project structure using Gantt, Program Evaluation Review Technique (PERT), or other project planning tools.
- A2.3 Optimize allocation of resources necessary to achieve predefined objectives.
- A2.4 Evaluate beneficial change, or added value, of a specific project.

A3.0 Investigate the functions and techniques of management and organizational structure and distinguish between small and large companies.

- A3.1 Explain the organizational structure of various business environments.
- A3.2 Describe management's role in demonstrating leadership, motivating employees, resolving conflict, addressing stress, and recognizing formal and informal employee groups.
- A3.3 Recognize a business' responsibility to employees, shareholders, society, and the environment.
- A3.4 Summarize techniques for managing human resources to maximize operational efficiencies and effectiveness.
- A3.5 Describe the role of organized labor and its influence on government and businesses.
- A3.6 Apply operations management principles and procedures to the design of an operations plan.

A4.0 Apply economic concepts as they relate to business.

- A4.1 Identify factors of production needed to create wealth.
- A4.2 Explain the role of business in a free-enterprise system.
- A4.3 Recognize the determinants of supply and demand and their impact on pricing.
- A4.4 Calculate productivity with various levels of input.
- A4.5 Illustrate the business cycle elaborating on leading, coinciding, and lagging economic indicators.
- A4.6 Show the relationship between economic conditions and financial markets, including exchange rates.

A5.0 Analyze financial data in order to make short-term and long-term decisions.

- A5.1 Describe factors that affect the value of an asset, inflation, interest rates, risk, and return.
- A5.2 Determine investment and finance options available at different stages of a business or product life cycle.
- A5.3 Compare and interpret financial reports for internal and external use to analyze risk and return to make business decisions.
- A5.4 Analyze how credit reports quantify credit worthiness.
- A5.5 Assess how types of financial markets influence interest rates, inflation, balance of trade, and unemployment and the impact on business decisions.
- A5.6 Create and use budgets to guide financial decision making.

A6.0 Explain the importance of risk management and regulatory compliance in business.

- A6.1 Identify, assess, and prioritize risks.
- A6.2 Describe the concept and process of risk management, including the use of risk management tools such as insurance.
- A6.3 Compare and contrast the various types of taxes in terms of the business structure.

A7.0 Utilize information and technology tools to conduct business effectively and efficiently.

- A7.1 Describe appropriate computer hardware used in business.
- A7.2 Apply appropriate software used in business.

A7.3 Examine technological trends and analyze the impact of technological innovations on the marketing and distribution of goods and services.

A7.4 Integrate appropriate use of the Internet in business.

A7.5 Investigate data security systems for business.

A8.0 Construct a Marketing Plan.

A8.1 Describe effective marketing techniques.

A8.2 Explore how products and services are conceived, developed, maintained, and improved in response to market opportunities.

A8.3 Conduct market analysis and assess the business organization's position within their industry.

A8.4 Interpret how market research is used to develop strategies for marketing.

A8.5 Differentiate the components of a promotional plan (e.g., advertising, public relations, and sales promotion) and describe how the plan is used to achieve a stated outcome.

A8.6 Practice selling techniques used to aid customers and clients in making buying decisions.

A9.0 Apply principles of supply chain management and SCM 2.0 to a business model.

A9.1 Describe Logistics Management systems.

A9.2 Illustrate the management of the complete flow of materials and activities in the supply chain from suppliers to customers.

A9.3 Summarize materials management, including effective inventory management practices, E= Procurement, and continuous control practices.

A9.4 Create a master plan for resources that addresses market demand, sales, and operations planning.

A9.5 Change variables in a master plan for resources, analyze its effect, and recommend corrective actions.

Appendix G: 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.

4 5 9 8 6 4 2

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.

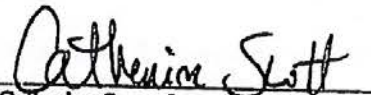
Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable 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, 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

NCTD

A0843788

CAT 81042

FILED *Emr.*
Secretary of State
State of California

la JUN 19 2020 *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

[Signature]
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 H: 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 I: 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 J: 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 2023-24 through 2027-28 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 2023-24 with enrollment of 150 and grow to 300 at capacity. The following table shows SBA’s projected enrollment and ADA.

Table A: Enrollment & ADA

	2023-24	2024-25	2025-26	2026-27	2027-28
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>Projected Enrollment & ADA by Grade</i>					
9th Grade	75	75	75	75	75
10th Grade	75	75	75	75	75
11th Grade	-	75	75	75	75
12th Grade	-	-	75	75	75
Total Projected Enrollment	150	225	300	300	300
<i>Average Daily Attendance (ADA)</i>					
ADA %	95%	95%	95%	95%	95%
Total	142.50	213.75	285.00	285.00	285.00

Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be around \$12,559/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 91% 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

	2023-24	2024-25	2025-26	2026-27	2027-28
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>Summary of Revenue Programs</i>					
State Aid - Revenue Limit	\$1,641,186	\$2,549,121	\$3,398,828	\$3,398,828	\$3,398,828
Federal Revenue	74,026	133,303	178,949	192,581	192,581
Other State Revenue	75,650	120,154	161,319	164,658	164,658
Total Revenues	\$1,790,862	\$2,802,578	\$3,739,095	\$3,756,067	\$3,756,067
<i>State Revenues as % of Total</i>	<i>91.6%</i>	<i>91.0%</i>	<i>90.9%</i>	<i>90.5%</i>	<i>90.5%</i>
<i>Revenues per ADA</i>	<i>\$12,567</i>	<i>\$13,111</i>	<i>\$13,120</i>	<i>\$13,179</i>	<i>\$13,179</i>

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 v.22.1b released 5/19/2021) 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 41.93%. 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 35% of the LCFF revenues (or \$4,138 per ADA) are projected to be disbursed via In-Lieu Property Taxes. This amount was based on the rates available as of the 20-21 first principal apportionment.

Table C: Projected State Revenues

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
State Aid - Revenue Limit					
LCFF State Aid	\$1,023,037	\$1,621,897	\$2,162,529	\$2,162,529	\$2,162,529
Education Protection Account	28,500	42,750	57,000	57,000	57,000
In Lieu of Property Taxes	589,649	884,474	1,179,299	1,179,299	1,179,299
Total State Revenue Limit	\$1,641,186	\$2,549,121	\$3,398,828	\$3,398,828	\$3,398,828

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. The specific calculation used noted below provided by the External Business Manager for Humboldt County Office of Education:

School District	2019-20 AB602	Projected 2019-20 AB602	December 2018	Based on December, 2018 Unduplicated Count					2019-20 SELPA ADA	Projected 2019-20 Base SELPA Allocation	Combined SELPA 2019-20 Allocation for Federal, State & Local SELPA Revenue	SELPA Federal Rate/Undupl. Ct.	2019-20 SELPA State and Local Funding Distribution
	Augmentation Students by District of Service	Augmentation Per Student	Unduplicated Pupil Count	DIS Count	Speech Only Allocation Rate	Undup Count	Rate per Unduplicated	Unduplicated Allocation	Per ADA Rate	Per ADA Rate	Resource: 3310 Object: 8181 (c x Federal rate)*	4,264,360 3,789 1,125.4579	Resource: 6500 Object: 8792 (k-l)
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	
XXXX Charter	0.50	4,759	57	0	\$1,857.26	57	2,254.82	128,525	374.87	38,928	172,212	64,151	108,061

Based on this information, SBA calculated the year 1 revenues from the SELPA using the calculation below.

SPED % 17%

Source	Driver	Funding Rate	Total	Rate per ADA
AB602 Augmentation	Augmentation Students	\$9,517.7800	0.00 \$ -	
Rate per Unduplicated	Unduplicated SPED Count	\$2,254.8200	24.23 \$ 54,623.01	
Base rate per ADA	ADA	\$ 103.8442	142.50 \$ 14,797.80	
Total Funding			\$ 69,420.81	
Fed Rate	Unduplicated SPED Count	\$1,125.4579	24.23 \$ 27,264.22	\$ 191.33
Local Portion			\$ 42,156.60	\$ 295.84

As noted above, SBA’s state special education funding includes general state/local aid of \$296/ADA based on an unduplicated rate of 41.93% 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

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Federal Revenue					
Special Education - Entitlement	-	\$27,264	\$40,896	\$54,528	\$54,528
Federal Child Nutrition	42,217	63,326	84,435	84,435	84,435
Title I, Part A - Basic Low Income	17,925	26,888	35,850	35,850	35,850
Title II, Part A - Teacher Quality	3,884	5,826	7,768	7,768	7,768
Other Federal Revenue	10,000	10,000	10,000	10,000	10,000
Total Federal Revenue	\$74,026	\$133,303	\$178,949	\$192,581	\$192,581

Other State Revenues

Lottery & Mandated Block Grant

Lottery funding is based upon a projection of \$207 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 \$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

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Other State Revenue					
State Special Education	\$42,157	\$63,235	\$84,313	\$84,313	\$84,313
Child Nutrition	3,996	5,994	7,992	7,992	7,992
Mandated Cost	-	6,679	10,018	13,358	13,358
State Lottery	\$29,498	\$44,246	\$58,995	\$58,995	\$58,995
Total Other State Revenue	\$75,650	\$120,154	\$161,319	\$164,658	\$164,658

Other Local Revenues

Although SBA does intend to utilize fundraising for the CTE program, including gifts-in-kind, non-public revenue has been excluded from the budget to be conservative.

Expenditures

The projected expenditures through 2027-28 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table F: Summary of Projected Expenses

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Summary of Projected Expenses					
Certificated Salaries	\$480,750	\$751,740	\$1,017,517	\$1,092,519	\$1,114,370
Classified Salaries	36,000	86,720	88,454	90,223	92,028
Employee Benefits	158,503	262,854	342,607	366,993	374,137
Total Compensation	\$675,253	\$1,101,314	\$1,448,578	\$1,549,735	\$1,580,534
Books and Supplies	311,556	477,908	627,783	542,550	551,352
Subagreement Services	98,813	151,184	205,610	209,723	213,917
Operations and Housekeeping	103,000	157,590	214,322	218,609	222,981
Facilities, Repairs and Other Leases	321,600	492,048	669,185	682,569	696,220
Professional/Consulting Services	177,448	250,716	325,040	330,085	334,047
Interest	15,802	21,135	20,631	8,174	-
Total Non-Comp	\$1,028,219	\$1,550,581	\$2,062,572	\$1,991,710	\$2,018,517
Total Expenses	\$1,703,473	\$2,651,894	\$3,511,150	\$3,541,445	\$3,599,051

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) at capacity remain relatively constant near 42% 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

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Instructional Staff Ratio					
School Attendance	150.0	225.0	300.0	300.0	300.0
Certificated Teacher (including Resource)	7.0	11.0	14.0	15.0	15.0
Certificated Pupil Support (including SPED)	0.5	1.0	1.0	1.0	1.0
Classified Instructional Aides	-	-	-	-	-
Total Instructional Staff	7.5	12.0	15.0	16.0	16.0
<i>Student : Instructional Staff Ratio</i>	<i>20.0</i>	<i>18.8</i>	<i>20.0</i>	<i>18.8</i>	<i>18.8</i>

The staffing tables associated with our financial projections are shown below:

Table H: Staffing Summary

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Total Staffing					
Instructional Staff					
Teachers					
9th Grade	3.0	3.0	3.0	3.0	3.0
10th Grade	3.0	3.0	3.0	3.0	3.0
11th Grade	-	3.0	3.0	3.0	3.0
12th Grade	-	-	3.0	3.0	3.0
Other (Resource Teacher)	1.0	2.0	2.0	3.0	3.0
Total Teacher	7.0	11.0	14.0	15.0	15.0
Other Instructional Staff					
Certificated Pupil Support	0.5	1.0	1.0	1.0	1.0
Total Other Instructional Staff	0.5	1.0	1.0	1.0	1.0
Total Instructional Staff	7.5	12.0	15.0	16.0	16.0
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	9.5	15.0	19.0	20.0	20.0

For the first year of operations (2023-24), it is assumed that the Executive Director and Secretary/Registrar will begin on July 1, 2023.

The average salary structure for key FTE staff positions is listed in the table below. The comparative data used to estimate the average certificated teacher salary for the first year of operations was the Northern Humboldt Union High School District salary scale dated 7/1/20. The average salary of \$51,500 correlates to Class C, Step 5. The Counselor salary was based on Class D, Step 8. The budget also assumes a 2% cost of living adjustment/step-and-column increase every year. Average salary costs included in the budget are noted below:

Table I: Average Annualized Salary by Position

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Average Annualized Salary by Position					
Teacher (including SPED)	51,500	52,530	53,581	54,652	55,745
Counselor	60,500	61,710	62,944	64,203	65,487
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

	2023-24	2024-25	2025-26	2026-27	2027-28
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Employee Benefits					
OASDI	32,039	51,985	68,570	73,330	74,797
Medicare	7,493	12,158	16,037	17,150	17,493
Health and Welfare	81,000	137,700	177,908	191,017	194,838
State Unemployment	4,900	7,350	9,310	9,800	9,800
Workers' Compensation	7,235	11,738	15,484	16,558	16,890
Other Benefits	25,838	41,923	55,299	59,137	60,320
Total Benefits	\$158,503	\$262,854	\$342,607	\$366,993	\$374,137

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 in lieu of State pension plans.

Books and Supplies and Food Services

Many of the core programming cost projections after the initial start-up period from July 1, 2023 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

	2023-24	2024-25	2025-26	2026-27	2027-28
	<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	\$26,250	\$40,163	\$54,621	\$55,713	\$56,828
Books and Other Materials	18,750	28,688	39,015	39,795	40,591
School Supplies	11,250	42,213	82,409	84,057	85,738
Software	70,750	108,248	147,217	150,161	153,164
Office Expense	12,750	19,508	26,530	27,061	27,602
Business Meals	750	1,148	1,561	1,592	1,624
Noncapitalized Equipment	115,600	153,095	161,038	66,470	65,750
Food Services	55,456	84,848	115,393	117,701	120,055
Total Books & Supplies	\$311,556	\$477,908	\$627,783	\$542,550	\$551,352

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. The school has also included \$300,000 of equipment specifically related to the CTE program.

Table L: Equipment Purchases

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Device Counts					
Staff FTE Count for Devices	9	15	19	20	20
New Staff Purchases	9	6	4	1	-
Replacement Purchases	-	2	3	4	4
Enrollment	150	225	300	300	300
New Student Purchases	150	75	75	-	-
Replacement Purchases	-	50	74	99	99
Start-Up Element and Unit Cost					
Student Desks and Chairs	\$22,500	\$18,675	\$22,388	\$14,850	\$14,850
Teacher Desks and Chairs	2,250	1,950	1,750	1,200	1,000
Student Technology	30,000	24,900	29,850	19,800	19,800
Teacher Technology	5,850	5,070	4,550	3,120	2,600
CTE Equipment	50,000	100,000	100,000	25,000	25,000
Other Non-Cap Equipment	5,000	2,500	2,500	2,500	2,500
Total Non-Cap Equipment in Line 4400	\$115,600	\$153,095	\$161,038	\$66,470	\$65,750

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

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Subagreement Services					
Special Education	84,313	128,999	175,439	178,948	182,527
Substitutes	12,000	18,360	24,970	25,469	25,978
Security	2,500	3,825	5,202	5,306	5,412
Total Subagreement Services	\$98,813	\$151,184	\$205,610	\$209,723	\$213,917

SPED Consultants and Total Program Costs

Special Education Consultant costs include all outside service provider costs estimated at \$84,313 (or 100% 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. In total, School has budgeted more than 3 times the special education expenses than revenues in its first year (or an encroachment of 267% in the first year). This conservative budgeting continues through the full term of the budget with details as follows:

Table N: Special Education Program

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Special Education Program					
Revenues					
Federal IDEA	-	\$27,264	\$40,896	\$54,528	\$54,528
State AB602	42,157	63,235	84,313	84,313	84,313
Total Revenues	\$42,157	\$90,499	\$125,210	\$138,842	\$138,842
Expenses					
Resource Teacher Salaries	\$51,500	\$105,060	\$107,161	\$163,957	\$167,236
Resource Teacher Benefits	16,726	34,121	34,803	53,248	54,313
Specialized Services	84,313	128,999	175,439	178,948	182,527
SELPA Fee	2,319	4,977	6,887	7,636	7,636
Total Expenses	\$154,858	\$273,157	\$324,290	\$403,789	\$411,712
Annual Encroachment	\$112,701	\$182,658	\$199,080	\$264,947	\$272,871
<i>as a % of Revenue</i>	<i>267%</i>	<i>202%</i>	<i>159%</i>	<i>191%</i>	<i>197%</i>

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 O: Professional Services

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Professional Services					
IT	\$5,000	\$7,650	\$10,404	\$10,612	\$10,824
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	\$22,950	\$31,212	\$31,836	\$32,473
General Consulting	\$10,000	\$15,300	\$20,808	\$21,224	\$21,649
Special Activities/Field Trips	\$41,250	\$63,113	\$85,833	\$87,550	\$89,301
Bank Charges	\$180	\$275	\$375	\$382	\$390
Printing	\$2,500	\$3,825	\$5,202	\$5,306	\$5,412
Other taxes and fees	\$1,500	\$2,295	\$3,121	\$3,184	\$3,247
Payroll Service Fee	\$4,038	\$4,393	\$4,679	\$4,750	\$4,750
Management Fee	\$53,250	\$63,927	\$85,282	\$85,621	\$85,621
District Oversight Fee	\$16,412	\$25,491	\$33,988	\$33,988	\$33,988
SPED Encroachment	\$2,319	\$4,977	\$6,887	\$7,636	\$7,636
Public Relations/Recruitment	\$3,500	\$3,570	\$3,641	\$3,714	\$3,789
Total Professional Services	\$177,448	\$250,716	\$325,040	\$330,085	\$334,047

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 P: Facilities, Repairs and Other Leases Expenses

	2023-24	2024-25	2025-26	2026-27	2027-28
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>Facilities, Repairs and Other Leases</i>					
Rent	\$300,000	\$459,000	\$624,240	\$636,725	\$649,459
Equipment Leases	3,600	5,508	7,491	7,641	7,794
Real/Personal Property Taxes	3,000	4,590	6,242	6,367	6,495
Repairs and Maintenance	15,000	22,950	31,212	31,836	32,473
Total Facilities, Repairs and Other Leases	\$321,600	\$492,048	\$669,185	\$682,569	\$696,220

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 Q: Operations and Housekeeping

	2023-24	2024-25	2025-26	2026-27	2027-28
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>Operations and Housekeeping</i>					
Auto and Travel	\$3,000	\$4,590	\$6,242	\$6,367	\$6,495
Dues & Memberships	\$2,000	\$3,060	\$4,162	\$4,245	\$4,330
Insurance	\$20,000	\$30,600	\$41,616	\$42,448	\$43,297
Utilities	\$45,000	\$68,850	\$93,636	\$95,509	\$97,419
Janitorial Services	\$24,000	\$36,720	\$49,939	\$50,938	\$51,957
Communications	\$7,500	\$11,475	\$15,606	\$15,918	\$16,236
Postage and Shipping	\$1,500	\$2,295	\$3,121	\$3,184	\$3,247
Total Operations and Housekeeping	\$103,000	\$157,590	\$214,322	\$218,609	\$222,981

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 4th 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 2% of each receivable sale during the first 4 years.

Table R: Interest

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Interest</i>					
Interest	15,802	21,135	20,631	8,174	-
Total Interest	\$15,802	\$21,135	\$20,631	\$8,174	-

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 4th 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 2023-24 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 nearly a 5% cash reserve by the 4th year of operations with no outstanding loans or factoring. At the end of Year 5, SBA is projected to have a cash balance of \$325,000 representing a reserve equal to 9% of expenses.

Table S: Statement of Activities & Cash Balance

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
Statement of Activities					
Revenues					
State Aid - Revenue Limit	\$1,641,186	\$2,549,121	\$3,398,828	\$3,398,828	\$3,398,828
Federal Revenue	74,026	133,303	178,949	192,581	192,581
Other State Revenue	75,650	120,154	161,319	164,658	164,658
Total Revenues	\$1,790,862	\$2,802,578	\$3,739,095	\$3,756,067	\$3,756,067
Expenses					
Certificated Salaries	\$480,750	\$751,740	\$1,017,517	\$1,092,519	\$1,114,370
Classified Salaries	36,000	86,720	88,454	90,223	92,028
Employee Benefits	158,503	262,854	342,607	366,993	374,137
Books & Supplies	311,556	477,908	627,783	542,550	551,352
Subagreement Services	98,813	151,184	205,610	209,723	213,917
Operations and Housekeeping	103,000	157,590	214,322	218,609	222,981
Facilities, Repairs and Other Leases	321,600	492,048	669,185	682,569	696,220
Professional Services	177,448	250,716	325,040	330,085	334,047
Depreciation and Interest	15,802	21,135	20,631	8,174	-
Total Expenses	\$1,703,473	\$2,651,894	\$3,511,150	\$3,541,445	\$3,599,051
Increase/(Decrease) of Net Assets	\$87,390	\$150,684	\$227,945	\$214,621	\$157,015
	5.1%	5.7%	6.5%	6.1%	4.4%
Beginning Cash Balance	-	16,637	42,201	77,645	168,929
Ending Cash Balance	\$16,637	\$42,201	\$77,645	\$168,929	\$325,945
Cash Balance (% of Expenditures)	1.0%	1.6%	2.2%	4.8%	9.1%

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 20%, 4 times the recommended level, by the end of year 5.

Table T: Statement of Fund Balance

	2023-24	2024-25	2025-26	2026-27	2027-28
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>Fund Balance</i>					
Beginning Fund Balance	-	\$87,390	\$238,074	\$466,019	\$680,640
Increase/(Decrease) in Net Assets	87,390	150,684	227,945	214,621	157,015
Ending Fund Balance	\$87,390	\$238,074	\$466,019	\$680,640	\$837,656
Fund Balance (% of Expenditures)	5.1%	9.0%	13.3%	19.2%	23.3%

Samoa Beach Academy

Multi-Year Forecast

Revised 6/7/21



	2023-24	2024-25	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast	Forecast	Forecast
Assumptions					
LCFF COLA	3.11%	3.54%	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	225.00	300.00	300.00	300.00
Average Daily Attendance	142.50	213.75	285.00	285.00	285.00
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	\$ 1,023,037	\$ 1,621,897	\$ 2,162,529	\$ 2,162,529	\$ 2,162,529
8012 Education Protection Account	28,500	42,750	57,000	57,000	57,000
8096 In Lieu of Property Taxes	589,649	884,474	1,179,299	1,179,299	1,179,299
	<u>1,641,186</u>	<u>2,549,121</u>	<u>3,398,828</u>	<u>3,398,828</u>	<u>3,398,828</u>
Federal Revenue					
8181 Special Education - Entitlement	-	27,264	40,896	54,528	54,528
8220 Federal Child Nutrition	42,217	63,326	84,435	84,435	84,435
8290 Title I, Part A - Basic Low Income	17,925	26,888	35,850	35,850	35,850
8291 Title II, Part A - Teacher Quality	3,884	5,826	7,768	7,768	7,768
8296 Other Federal Revenue	10,000	10,000	10,000	10,000	10,000
	<u>74,026</u>	<u>133,303</u>	<u>178,949</u>	<u>192,581</u>	<u>192,581</u>
Other State Revenue					
8311 State Special Education	42,157	63,235	84,313	84,313	84,313
8520 Child Nutrition	3,996	5,994	7,992	7,992	7,992
8550 Mandated Cost	-	6,679	10,018	13,358	13,358
8560 State Lottery	29,498	44,246	58,995	58,995	58,995
	<u>75,650</u>	<u>120,154</u>	<u>161,319</u>	<u>164,658</u>	<u>164,658</u>
Total Revenue	\$ 1,790,862	\$ 2,802,578	\$ 3,739,095	\$ 3,756,067	\$ 3,756,067
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	360,500	577,830	750,128	819,783	836,179
1300 Administrators' Salaries	90,000	112,200	204,444	208,533	212,704
1900 Other Certificated Salaries	30,250	61,710	62,944	64,203	65,487
	<u>480,750</u>	<u>751,740</u>	<u>1,017,517</u>	<u>1,092,519</u>	<u>1,114,370</u>
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
	<u>36,000</u>	<u>86,720</u>	<u>88,454</u>	<u>90,223</u>	<u>92,028</u>
Benefits					
3301 OASDI	32,039	51,985	68,570	73,330	74,797
3311 Medicare	7,493	12,158	16,037	17,150	17,493
3401 Health and Welfare	81,000	137,700	177,908	191,017	194,838
3501 State Unemployment	4,900	7,350	9,310	9,800	9,800
3601 Workers' Compensation	7,235	11,738	15,484	16,558	16,890
3901 Other Benefits	25,838	41,923	55,299	59,137	60,320
	<u>158,503</u>	<u>262,854</u>	<u>342,607</u>	<u>366,993</u>	<u>374,137</u>



Samoa Beach Academy

Multi-Year Forecast

Revised 6/7/21

	2023-24 Budget	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast	2027-28 Forecast
Books and Supplies					
4100 Textbooks and Core Curricula	26,250	40,163	54,621	55,713	56,828
4200 Books and Other Materials	18,750	28,688	39,015	39,795	40,591
4302 School Supplies	11,250	42,213	82,409	84,057	85,738
4305 Software	70,750	108,248	147,217	150,161	153,164
4310 Office Expense	12,750	19,508	26,530	27,061	27,602
4311 Business Meals	750	1,148	1,561	1,592	1,624
4400 Noncapitalized Equipment	115,600	153,095	161,038	66,470	65,750
4700 Food Services	55,456	84,848	115,393	117,701	120,055
	311,556	477,908	627,783	542,550	551,352
Subagreement Services					
5102 Special Education	84,313	128,999	175,439	178,948	182,527
5103 Substitute Teacher	12,000	18,360	24,970	25,469	25,978
5105 Security	2,500	3,825	5,202	5,306	5,412
	98,813	151,184	205,610	209,723	213,917
Operations and Housekeeping					
5201 Auto and Travel	3,000	4,590	6,242	6,367	6,495
5300 Dues & Memberships	2,000	3,060	4,162	4,245	4,330
5400 Insurance	20,000	30,600	41,616	42,448	43,297
5501 Utilities	45,000	68,850	93,636	95,509	97,419
5502 Janitorial Services	24,000	36,720	49,939	50,938	51,957
5900 Communications	7,500	11,475	15,606	15,918	16,236
5901 Postage and Shipping	1,500	2,295	3,121	3,184	3,247
	103,000	157,590	214,322	218,609	222,981
Facilities, Repairs and Other Leases					
5601 Rent	300,000	459,000	624,240	636,725	649,459
5603 Equipment Leases	3,600	5,508	7,491	7,641	7,794
5605 Real/Personal Property Taxes	3,000	4,590	6,242	6,367	6,495
5610 Repairs and Maintenance	15,000	22,950	31,212	31,836	32,473
	321,600	492,048	669,185	682,569	696,220
Professional/Consulting Services					
5801 IT	5,000	7,650	10,404	10,612	10,824
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	22,950	31,212	31,836	32,473
5806 Special Activities/Field Trips	41,250	63,113	85,833	87,550	89,301
5807 Bank Charges	180	275	375	382	390
5808 Printing	2,500	3,825	5,202	5,306	5,412
5809 Other taxes and fees	1,500	2,295	3,121	3,184	3,247
5810 Payroll Service Fee	4,038	4,393	4,679	4,750	4,750
5811 Management Fee	53,250	63,927	85,282	85,621	85,621
5812 District Oversight Fee	16,412	25,491	33,988	33,988	33,988
5814 SPED Encroachment	2,319	4,977	6,887	7,636	7,636
5815 Public Relations/Recruitment	3,500	3,570	3,641	3,714	3,789
	177,448	250,716	325,040	330,085	334,047

Samoa Beach Academy

Multi-Year Forecast

Revised 6/7/21



	2023-24	2024-25	2025-26	2026-27	2027-28
	Budget	Forecast	Forecast	Forecast	Forecast
Interest					
7438 Interest Expense	15,802	21,135	20,631	8,174	-
	15,802	21,135	20,631	8,174	-
Total Expenses	\$ 1,703,473	\$ 2,651,894	\$ 3,511,150	\$ 3,541,445	\$ 3,599,051
Surplus (Deficit)	\$ 87,390	\$ 150,684	\$ 227,945	\$ 214,621	\$ 157,015
Fund Balance, Beginning of Year	\$ -	\$ 87,390	\$ 238,074	\$ 466,019	\$ 680,640
Fund Balance, End of Year	\$ 87,390	\$ 238,074	\$ 466,019	\$ 680,640	\$ 837,656
	5.1%	9.0%	13.3%	19.2%	23.3%
Cash Flow Adjustments					
Surplus (Deficit)	87,390	150,684	227,945	214,621	157,015
Cash Flows From Operating Activities					
Public Funding Receivables	(192,635)	(75,677)	(104,600)	(6,748)	-
Accounts Payable	1,868	1,005	1,127	187	-
Cash Flows From Financing Activities					
Proceeds from Factoring	790,103	1,056,760	1,031,526	408,718	-
Payments on Factoring	(670,089)	(1,107,208)	(1,120,555)	(525,495)	-
Total Change in Cash	16,637	25,564	35,443	91,285	157,015
Cash, Beginning of Year	-	16,637	42,201	77,645	168,929
Cash, End of Year	\$ 16,637	\$ 42,201	\$ 77,645	\$ 168,929	\$ 325,945

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
and the Humboldt County Board of Education

Samoa Beach Academy
Monthly Cash Flow/Budget FY23-24

Revised 6/7/21

ADA = 142.50



	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	Annual Budget
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	-	-	378,524	-	-	184,147	-	92,073	92,073	92,073	92,073	92,073	1,023,037
8012 Education Protection Account	-	-	-	7,125	-	-	7,125	-	-	7,125	-	-	7,125	28,500
8096 In Lieu of Property Taxes	-	-	-	153,309	47,172	47,172	47,172	47,172	82,551	41,275	41,275	41,275	41,275	589,649
	-	-	-	538,957	47,172	47,172	238,444	47,172	174,624	140,474	133,349	133,349	140,474	1,641,186
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	-	2,111	4,011	4,011	4,011	4,011	4,011	4,011	4,011	4,011	8,021	42,217
8290 Title I, Part A - Basic Low Income	-	-	4,481	-	-	4,481	-	-	4,481	-	-	-	4,481	17,925
8291 Title II, Part A - Teacher Quality	-	-	971	-	-	971	-	-	971	-	-	-	971	3,884
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	10,000	-	10,000
	-	-	5,452	2,111	4,011	9,463	4,011	4,011	9,463	4,011	4,011	14,011	13,473	74,026
Other State Revenue														
8311 State Special Education	-	-	-	-	-	-	-	-	8,431	8,431	8,431	8,431	8,431	42,157
8520 Child Nutrition	-	-	-	200	380	380	380	380	380	380	380	380	759	3,996
8550 Mandated Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8560 State Lottery	-	-	-	-	-	-	-	-	-	-	-	-	29,498	29,498
	-	-	-	200	380	380	380	380	8,811	8,811	8,811	8,811	38,688	75,650
Total Revenue	-	-	5,452	541,268	51,562	57,014	242,834	51,562	192,898	153,295	146,170	156,170	192,635	1,790,862
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	-	32,773	32,773	32,773	32,773	32,773	32,773	32,773	32,773	32,773	32,773	32,773	-	360,500
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	-	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	-	30,250
	7,500	43,023	43,023	43,023	43,023	43,023	43,023	43,023	43,023	43,023	43,023	43,023	-	480,750
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	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	-	32,039
3311 Medicare	152	667	667	667	667	667	667	667	667	667	667	667	-	7,493
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	245	245	245	245	245	245	1,225	980	490	245	245	245	-	4,900
3601 Workers' Compensation	147	644	644	644	644	644	644	644	644	644	644	644	-	7,235
3901 Other Benefits	525	2,301	2,301	2,301	2,301	2,301	2,301	2,301	2,301	2,301	2,301	2,301	-	25,838
	8,470	13,461	13,461	13,461	13,461	13,461	14,441	14,196	13,706	13,461	13,461	13,461	-	158,503

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
and the Humboldt County Board of Education

Samoa Beach Academy

Monthly Cash Flow/Budget FY23-24

Revised 6/7/21

ADA = 142.50



	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	Annual Budget
Books and Supplies														
4100 Textbooks and Core Materials	-	6,563	6,563	6,563	6,563	-	-	-	-	-	-	-	-	26,250
4200 Books and Reference Materials	3,750	3,750	3,750	3,750	3,750	-	-	-	-	-	-	-	-	18,750
4302 School Supplies	938	938	938	938	938	938	938	938	938	938	938	938	-	11,250
4305 Software	5,896	5,896	5,896	5,896	5,896	5,896	5,896	5,896	5,896	5,896	5,896	5,896	-	70,750
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	1,063	-	12,750
4311 Business Meals	63	63	63	63	63	63	63	63	63	63	63	63	-	750
4400 Noncapitalized Equipment	-	23,120	23,120	23,120	23,120	23,120	-	-	-	-	-	-	-	115,600
4700 Food Services	-	5,041	5,041	5,041	5,041	5,041	5,041	5,041	5,041	5,041	5,041	5,041	-	55,456
	11,708	46,432	46,432	46,432	46,432	36,120	13,000	13,000	13,000	13,000	13,000	13,000	-	311,556
Subagreement Services														
5102 Special Education	-	7,665	7,665	7,665	7,665	7,665	7,665	7,665	7,665	7,665	7,665	7,665	-	84,313
5103 Substitute Teacher	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	-	12,000
5105 Security	-	227	227	227	227	227	227	227	227	227	227	227	-	2,500
	-	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	-	98,813
Operations and Housekeeping														
5201 Auto and Travel	-	273	273	273	273	273	273	273	273	273	273	273	-	3,000
5300 Dues & Memberships	167	167	167	167	167	167	167	167	167	167	167	167	-	2,000
5400 Insurance	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	20,000
5501 Utilities	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-	45,000
5502 Janitorial Services	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	24,000
5900 Communications	625	625	625	625	625	625	625	625	625	625	625	625	-	7,500
5901 Postage and Shipping	-	-	150	150	150	150	150	150	150	150	150	150	-	1,500
	8,208	8,481	8,631	8,631	8,631	8,631	8,631	8,631	8,631	8,631	8,631	8,631	-	103,000
Facilities, Repairs and Other Leases														
5601 Rent	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	-	300,000
5603 Equipment Leases	300	300	300	300	300	300	300	300	300	300	300	300	-	3,600
5605 Real/Personal Property Taxes	250	250	250	250	250	250	250	250	250	250	250	250	-	3,000
5610 Repairs and Maintenance	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	15,000
	26,800	26,800	26,800	26,800	26,800	26,800	26,800	26,800	26,800	26,800	26,800	26,800	-	321,600
Professional/Consulting Services														
5801 IT	417	417	417	417	417	417	417	417	417	417	417	417	-	5,000
5803 Legal	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	-	22,500
5804 Professional Development	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	15,000
5805 General Consulting	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	10,000
5806 Special Activities/Field Trips	-	-	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	-	-	41,250
5807 Bank Charges	15	15	15	15	15	15	15	15	15	15	15	15	-	180
5808 Printing	-	-	250	250	250	250	250	250	250	250	250	250	-	2,500
5809 Other taxes and fees	-	-	150	150	150	150	150	150	150	150	150	150	-	1,500
5810 Payroll Service Fee	336	336	336	336	336	336	336	336	336	336	336	336	-	4,038
5811 Management Fee	4,438	4,438	4,438	4,438	4,438	4,438	4,438	4,438	4,438	4,438	4,438	4,438	-	53,250
5812 District Oversight Fee	-	-	-	5,390	472	472	2,384	472	1,746	1,405	1,333	1,333	1,405	16,412
5814 SPED Encroachment	-	-	-	-	-	-	-	-	464	464	464	464	464	2,319
5815 Public Relations/Recruitment	1,167	1,167	1,167	-	-	-	-	-	-	-	-	-	-	3,500
	8,247	8,247	15,731	19,954	15,036	15,036	16,948	15,036	16,774	16,432	16,361	11,778	1,868	177,448

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
and the Humboldt County Board of Education

Samoa Beach Academy
Monthly Cash Flow/Budget FY23-24

Revised 6/7/21

ADA = 142.50



	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	Annual Budget
Interest														
7438 Interest Expense	5,299	-	2,946	-	921	1,565	921	1,749	-	2,400	-	-	-	15,802
	5,299	-	2,946	-	921	1,565	921	1,749	-	2,400	-	-	-	15,802
Total Expenses	79,234	158,428	169,007	170,284	166,287	156,619	135,747	134,418	133,917	135,730	133,259	128,676	1,868	1,703,473
Monthly Surplus (Deficit)	(79,234)	(158,428)	(163,555)	370,984	(114,724)	(99,604)	107,087	(82,856)	58,981	17,565	12,911	27,495	190,767	87,390
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(79,234)	(158,428)	(163,555)	370,984	(114,724)	(99,604)	107,087	(82,856)	58,981	17,565	12,911	27,495	190,767	87,390
Cash flows from operating activities														
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(192,635)	(192,635)
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	1,868	1,868
Cash flows from financing activities														
Proceeds from Factoring	264,967	-	147,317	-	46,037	78,262	46,037	87,470	-	120,014	-	-	-	790,103
Payments on Factoring	-	-	-	(264,967)	-	-	(147,317)	-	(46,037)	(78,262)	(46,037)	(87,470)	-	(670,089)
Total Change in Cash	185,733	(158,428)	(16,238)	106,018	(68,688)	(21,342)	5,806	4,614	12,945	59,316	(33,125)	(59,975)		
Cash, Beginning of Month	-	185,733	27,305	11,068	117,085	48,398	27,056	32,862	37,476	50,421	109,737	76,612		
Cash, End of Month	185,733	27,305	11,068	117,085	48,398	27,056	32,862	37,476	50,421	109,737	76,612	16,637		

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
and the Humboldt County Board of Education



Samoa Beach Academy
Monthly Cash Flow/Forecast FY24-25

Revised 6/7/21

ADA = 213.75

	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.)
Revenues															ADA = 142.50	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	54,063	54,063	297,348	97,314	97,314	194,628	97,314	145,971	145,971	145,971	145,971	145,971	1,621,897	1,023,037	598,860
8012 Education Protection Account	-	-	-	7,125	-	-	7,125	-	-	17,813	-	-	10,688	42,750	28,500	14,250
8096 In Lieu of Property Taxes	-	35,379	70,758	123,826	70,758	70,758	70,758	70,758	123,826	61,913	61,913	61,913	61,913	884,474	589,649	294,825
	-	89,442	124,821	428,299	168,072	168,072	272,511	168,072	269,797	225,696	207,884	207,884	218,571	2,549,121	1,641,186	907,935
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	13,632	-	-	6,816	6,816	27,264	-	27,264
8220 Federal Child Nutrition	-	-	3,166	3,166	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	63,326	42,217	21,109
8290 Title I, Part A - Basic Low Income	-	-	6,722	-	-	6,722	-	-	6,722	-	-	-	-	6,722	17,925	8,963
8291 Title II, Part A - Teacher Quality	-	-	1,456	-	-	1,456	-	-	1,456	-	-	-	1,456	5,826	3,884	1,942
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	10,000	-	10,000	10,000	-
	-	-	11,345	3,166	6,333	14,511	6,333	6,333	28,143	6,333	6,333	23,149	21,327	133,303	74,026	59,277
Other State Revenue																
8311 State Special Education	-	3,162	3,162	5,691	5,691	5,691	5,691	5,691	5,691	5,691	5,691	5,691	5,691	63,235	42,157	21,078
8520 Child Nutrition	-	-	300	300	599	599	599	599	599	599	599	599	599	5,994	3,996	1,998
8550 Mandated Cost	-	-	-	-	-	6,679	-	-	-	-	-	-	-	6,679	-	6,679
8560 State Lottery	-	-	-	-	-	-	11,062	-	-	11,062	-	-	22,123	44,246	29,498	14,749
	-	3,162	3,461	5,991	6,291	12,970	17,352	6,291	6,291	17,352	6,291	6,291	28,414	120,154	75,650	44,504
Total Revenue	-	92,604	139,627	437,456	180,695	195,552	296,195	180,695	304,231	249,381	220,507	237,323	268,312	2,802,578	1,790,862	1,011,716
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	52,530	52,530	52,530	52,530	52,530	52,530	52,530	52,530	52,530	52,530	52,530	-	577,830	360,500	(217,330)
1300 Administrators' Salaries	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	-	112,200	90,000	(22,200)
1900 Other Certificated Salaries	-	5,610	5,610	5,610	5,610	5,610	5,610	5,610	5,610	5,610	5,610	5,610	-	61,710	30,250	(31,460)
	9,350	67,490	67,490	67,490	67,490	67,490	67,490	67,490	67,490	67,490	67,490	67,490	-	751,740	480,750	(270,990)
Classified Salaries																
2300 Classified Administrators' 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	-	50,000	-	(50,000)
2400 Clerical and Office Staff Salaries	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	-	36,720	36,000	(720)
	7,227	7,227	7,227	7,227	7,227	7,227	7,227	7,227	7,227	7,227	7,227	7,227	-	86,720	36,000	(50,720)
Benefits																
3301 OASDI	1,056	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	-	51,985	32,039	(19,946)
3311 Medicare	247	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	12,158	7,493	(4,665)
3401 Health and Welfare	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	-	137,700	81,000	(56,700)
3501 State Unemployment	368	368	368	368	368	368	1,838	1,470	735	368	368	368	-	7,350	4,900	(2,450)
3601 Workers' Compensation	239	1,045	1,045	1,045	1,045	1,045	1,045	1,045	1,045	1,045	1,045	1,045	-	11,738	7,235	(4,504)
3901 Other Benefits	852	3,734	3,734	3,734	3,734	3,734	3,734	3,734	3,734	3,734	3,734	3,734	-	41,923	25,838	(16,086)
	14,236	22,334	22,334	22,334	22,334	22,334	23,804	23,437	22,702	22,334	22,334	22,334	-	262,854	158,503	(104,350)
Books and Supplies																
4100 Textbooks and Core Curricula Mate	-	10,041	10,041	10,041	10,041	-	-	-	-	-	-	-	-	40,163	26,250	(13,913)
4200 Books and Other Reference Materi	5,738	5,738	5,738	5,738	5,738	-	-	-	-	-	-	-	-	28,688	18,750	(9,938)
4302 School Supplies	3,518	3,518	3,518	3,518	3,518	3,518	3,518	3,518	3,518	3,518	3,518	3,518	-	42,213	11,250	(30,963)
4305 Software	9,021	9,021	9,021	9,021	9,021	9,021	9,021	9,021	9,021	9,021	9,021	9,021	-	108,248	70,750	(37,498)
4310 Office Expense	1,626	1,626	1,626	1,626	1,626	1,626	1,626	1,626	1,626	1,626	1,626	1,626	-	19,508	12,750	(6,758)
4311 Business Meals	96	96	96	96	96	96	96	96	96	96	96	96	-	1,148	750	(398)
4400 Noncapitalized Equipment	-	30,619	30,619	30,619	30,619	30,619	-	-	-	-	-	-	-	153,095	115,600	(37,495)
4700 Food Services	-	7,713	7,713	7,713	7,713	7,713	7,713	7,713	7,713	7,713	7,713	7,713	-	84,848	55,456	(29,392)
	19,997	68,370	68,370	68,370	68,370	52,592	21,973	21,973	21,973	21,973	21,973	21,973	-	477,908	311,556	(166,352)

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
and the Humboldt County Board of Education



Samoa Beach Academy
Monthly Cash Flow/Forecast FY24-25

Revised 6/7/21

ADA = 213.75

	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	-	11,727	11,727	11,727	11,727	11,727	11,727	11,727	11,727	11,727	11,727	11,727	-	128,999	84,313	(44,686)
5103 Substitute Teacher	-	1,669	1,669	1,669	1,669	1,669	1,669	1,669	1,669	1,669	1,669	1,669	-	18,360	12,000	(6,360)
5105 Security	-	348	348	348	348	348	348	348	348	348	348	348	-	3,825	2,500	(1,325)
	-	13,744	13,744	13,744	13,744	13,744	13,744	13,744	13,744	13,744	13,744	13,744	-	151,184	98,813	(52,371)
Operations and Housekeeping																
5201 Auto and Travel	-	417	417	417	417	417	417	417	417	417	417	417	-	4,590	3,000	(1,590)
5300 Dues & Memberships	255	255	255	255	255	255	255	255	255	255	255	255	-	3,060	2,000	(1,060)
5400 Insurance	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	-	30,600	20,000	(10,600)
5501 Utilities	5,738	5,738	5,738	5,738	5,738	5,738	5,738	5,738	5,738	5,738	5,738	5,738	-	68,850	45,000	(23,850)
5502 Janitorial Services	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	-	36,720	24,000	(12,720)
5900 Communications	956	956	956	956	956	956	956	956	956	956	956	956	-	11,475	7,500	(3,975)
5901 Postage and Shipping	-	-	230	230	230	230	230	230	230	230	230	230	-	2,295	1,500	(795)
	12,559	12,976	13,206	13,206	13,206	13,206	13,206	13,206	13,206	13,206	13,206	13,206	-	157,590	103,000	(54,590)
Facilities, Repairs and Other Leases																
5601 Rent	38,250	38,250	38,250	38,250	38,250	38,250	38,250	38,250	38,250	38,250	38,250	38,250	-	459,000	300,000	(159,000)
5603 Equipment Leases	459	459	459	459	459	459	459	459	459	459	459	459	-	5,508	3,600	(1,908)
5605 Real/Personal Property Taxes	383	383	383	383	383	383	383	383	383	383	383	383	-	4,590	3,000	(1,590)
5610 Repairs and Maintenance	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	15,000	(7,950)
	41,004	41,004	41,004	41,004	41,004	41,004	41,004	41,004	41,004	41,004	41,004	41,004	-	492,048	321,600	(170,448)
Professional/Consulting Services																
5801 IT	638	638	638	638	638	638	638	638	638	638	638	638	-	7,650	5,000	(2,650)
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	-	-	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	-	22,950	15,000	(7,950)
5805 General Consulting	-	-	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	-	15,300	10,000	(5,300)
5806 Special Activities/Field Trips	-	-	7,013	7,013	7,013	7,013	7,013	7,013	7,013	7,013	7,013	7,013	-	63,113	41,250	(21,863)
5807 Bank Charges	23	23	23	23	23	23	23	23	23	23	23	23	-	275	180	(95)
5808 Printing	-	-	383	383	383	383	383	383	383	383	383	383	-	3,825	2,500	(1,325)
5809 Other taxes and fees	-	-	230	230	230	230	230	230	230	230	230	230	-	2,295	1,500	(795)
5810 Payroll Service Fee	366	366	366	366	366	366	366	366	366	366	366	366	-	4,393	4,038	(355)
5811 Management Fee	5,327	5,327	5,327	5,327	5,327	5,327	5,327	5,327	5,327	5,327	5,327	5,327	-	63,927	53,250	(10,677)
5812 District Oversight Fee	-	894	1,248	4,283	1,681	1,681	2,725	1,681	2,698	2,257	2,079	2,079	2,186	25,491	16,412	(9,079)
5814 SPED Encroachment	-	174	174	313	313	313	313	313	1,063	313	313	688	688	4,977	2,319	(2,659)
5815 Public Relations/Recruitment	1,190	1,190	1,190	-	-	-	-	-	-	-	-	-	-	3,570	3,500	(70)
	9,456	10,525	22,328	27,645	25,043	25,043	22,754	21,709	23,476	22,286	22,108	15,470	2,874	250,716	177,448	(73,268)
Interest																
7438 Interest Expense	4,758	1,654	2,725	-	2,627	2,627	2,627	-	-	4,116	-	-	-	21,135	15,802	(5,333)
	4,758	1,654	2,725	-	2,627	2,627	2,627	-	-	4,116	-	-	-	21,135	15,802	(5,333)
Total Expenses	118,586	245,324	258,427	261,020	261,045	245,267	213,829	209,789	210,821	213,379	209,085	202,447	2,874	2,651,894	1,703,473	(948,422)
Monthly Surplus (Deficit)	(118,586)	(152,720)	(118,800)	176,437	(80,350)	(49,715)	82,366	(29,095)	93,409	36,002	11,422	34,876	265,438	150,684	87,390	63,294

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
and the Humboldt County Board of Education

Samoa Beach Academy
Monthly Cash Flow/Forecast FY24-25
Revised 6/7/21



ADA = 213.75

	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.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(118,586)	(152,720)	(118,800)	176,437	(80,350)	(49,715)	82,366	(29,095)	93,409	36,002	11,422	34,876	265,438	150,684		
Cash flows from operating activities																
Public Funding Receivables	149,254	13,884	-	-	-	29,498	-	-	-	-	-	-	(268,312)	(75,677)		
Accounts Payable	(1,868)	-	-	-	-	-	-	-	-	-	-	-	2,874	1,005		
Cash flows from financing activities																
Proceeds from Factoring	237,878	82,717	136,239	-	131,374	131,374	131,374	-	-	205,805	-	-	-	1,056,760		
Payments on Factoring	(120,014)	-	-	(237,878)	(82,717)	(136,239)	(136,239)	-	(131,374)	(131,374)	(131,374)	-	-	(1,107,208)		
Total Change in Cash	146,664	(56,120)	17,439	(61,442)	(31,693)	(25,083)	77,501	(29,095)	(37,964)	110,433	(119,952)	34,876				
Cash, Beginning of Month	16,637	163,301	107,181	124,620	63,178	31,485	6,403	83,903	54,809	16,844	127,277	7,326				
Cash, End of Month	163,301	107,181	124,620	63,178	31,485	6,403	83,903	54,809	16,844	127,277	7,326	42,201				

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
and the Humboldt County Board of Education



Samoa Beach Academy
Monthly Cash Flow/Forecast FY25-26

Revised 6/7/21

ADA = 285.00

	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.)
Revenues																
State Aid - Revenue Limit																ADA = 213.75
8011 LCFF State Aid	-	81,095	81,095	346,005	145,971	145,971	243,285	145,971	194,628	194,628	194,628	194,628	194,628	2,162,529	1,621,897	540,632
8012 Education Protection Account	-	-	-	7,125	-	-	7,125	-	-	17,813	-	-	24,938	57,000	42,750	14,250
8096 In Lieu of Property Taxes	-	53,068	106,137	147,412	94,344	94,344	94,344	94,344	165,102	82,551	82,551	82,551	82,551	1,179,299	884,474	294,825
	-	134,163	187,232	500,542	240,315	240,315	344,753	240,315	359,729	294,991	277,179	277,179	302,116	3,398,828	2,549,121	849,707
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	20,448	-	-	10,224	10,224	40,896	27,264	13,632
8220 Federal Child Nutrition	-	-	4,222	4,222	8,443	8,443	8,443	8,443	8,443	8,443	8,443	8,443	8,443	84,435	63,326	21,109
8290 Title I, Part A - Basic Low Income	-	-	8,963	-	-	8,963	-	-	8,963	-	-	-	-	8,963	26,888	8,963
8291 Title II, Part A - Teacher Quality	-	-	1,942	-	-	1,942	-	-	1,942	-	-	-	-	1,942	5,826	1,942
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	10,000	-	10,000	10,000	-
	-	-	15,126	4,222	8,443	19,348	8,443	8,443	39,796	8,443	8,443	28,668	29,572	178,949	133,303	45,645
Other State Revenue																
8311 State Special Education	-	4,216	4,216	7,588	7,588	7,588	7,588	7,588	7,588	7,588	7,588	7,588	7,588	84,313	63,235	21,078
8520 Child Nutrition	-	-	400	400	799	799	799	799	799	799	799	799	799	7,992	5,994	1,998
8550 Mandated Cost	-	-	-	-	-	6,679	-	-	-	-	-	-	3,339	10,018	6,679	3,339
8560 State Lottery	-	-	-	-	-	-	14,749	-	-	-	-	-	29,498	58,995	44,246	14,749
	-	4,216	4,615	7,988	8,387	15,066	23,136	8,387	8,387	23,136	8,387	8,387	41,224	161,319	120,154	41,165
Total Revenue	-	138,379	206,973	512,752	257,145	274,729	376,333	257,145	407,913	326,571	294,009	314,233	372,912	3,739,095	2,802,578	936,517
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	68,193	68,193	68,193	68,193	68,193	68,193	68,193	68,193	68,193	68,193	68,193	-	750,128	577,830	(172,298)
1300 Administrators' Salaries	17,037	17,037	17,037	17,037	17,037	17,037	17,037	17,037	17,037	17,037	17,037	17,037	-	204,444	112,200	(92,244)
1900 Other Certificated Salaries	-	5,722	5,722	5,722	5,722	5,722	5,722	5,722	5,722	5,722	5,722	5,722	-	62,944	61,710	(1,234)
	17,037	90,953	90,953	90,953	90,953	90,953	90,953	90,953	90,953	90,953	90,953	90,953	-	1,017,517	751,740	(265,777)
Classified Salaries																
2300 Classified Administrators' 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	-	51,000	50,000	(1,000)
2400 Clerical and Office Staff Salaries	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	-	37,454	36,720	(734)
	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	7,371	-	88,454	86,720	(1,734)
Benefits																
3301 OASDI	1,393	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107	-	68,570	51,985	(16,586)
3311 Medicare	326	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	1,428	-	16,037	12,158	(3,879)
3401 Health and Welfare	14,826	14,826	14,826	14,826	14,826	14,826	14,826	14,826	14,826	14,826	14,826	14,826	-	177,908	137,700	(40,208)
3501 State Unemployment	466	466	466	466	466	466	2,328	1,862	931	466	466	466	-	9,310	7,350	(1,960)
3601 Workers' Compensation	315	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	-	15,484	11,738	(3,745)
3901 Other Benefits	1,124	4,925	4,925	4,925	4,925	4,925	4,925	4,925	4,925	4,925	4,925	4,925	-	55,299	41,923	(13,376)
	18,449	29,130	29,130	29,130	29,130	29,130	30,992	30,527	29,596	29,130	29,130	29,130	-	342,607	262,854	(79,754)
Books and Supplies																
4100 Textbooks and Core Curricula Mate	-	13,655	13,655	13,655	13,655	-	-	-	-	-	-	-	-	54,621	40,163	(14,459)
4200 Books and Other Reference Materi	7,803	7,803	7,803	7,803	7,803	-	-	-	-	-	-	-	-	39,015	28,688	(10,328)
4302 School Supplies	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	-	82,409	42,213	(40,197)
4305 Software	12,268	12,268	12,268	12,268	12,268	12,268	12,268	12,268	12,268	12,268	12,268	12,268	-	147,217	108,248	(38,969)
4310 Office Expense	2,211	2,211	2,211	2,211	2,211	2,211	2,211	2,211	2,211	2,211	2,211	2,211	-	26,530	19,508	(7,023)
4311 Business Meals	130	130	130	130	130	130	130	130	130	130	130	130	-	1,561	1,148	(413)
4400 Noncapitalized Equipment	-	32,208	32,208	32,208	32,208	32,208	-	-	-	-	-	-	-	161,038	153,095	(7,943)
4700 Food Services	-	10,490	10,490	10,490	10,490	10,490	10,490	10,490	10,490	10,490	10,490	10,490	-	115,393	84,848	(30,545)
	29,279	85,632	85,632	85,632	85,632	64,174	31,967	31,967	31,967	31,967	31,967	31,967	-	627,783	477,908	(149,875)

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
and the Humboldt County Board of Education



Samoa Beach Academy

Monthly Cash Flow/Forecast FY25-26

Revised 6/7/21

ADA = 285.00

	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.)
Subagreement Services																
5102 Special Education	-	15,949	15,949	15,949	15,949	15,949	15,949	15,949	15,949	15,949	15,949	15,949	-	175,439	128,999	(46,440)
5103 Substitute Teacher	-	2,270	2,270	2,270	2,270	2,270	2,270	2,270	2,270	2,270	2,270	2,270	-	24,970	18,360	(6,610)
5105 Security	-	473	473	473	473	473	473	473	473	473	473	473	-	5,202	3,825	(1,377)
	-	18,692	18,692	18,692	18,692	18,692	18,692	18,692	18,692	18,692	18,692	18,692	-	205,610	151,184	(54,426)
Operations and Housekeeping																
5201 Auto and Travel	-	567	567	567	567	567	567	567	567	567	567	567	-	6,242	4,590	(1,652)
5300 Dues & Memberships	347	347	347	347	347	347	347	347	347	347	347	347	-	4,162	3,060	(1,102)
5400 Insurance	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	-	41,616	30,600	(11,016)
5501 Utilities	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	-	93,636	68,850	(24,786)
5502 Janitorial Services	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	-	49,939	36,720	(13,219)
5900 Communications	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	-	15,606	11,475	(4,131)
5901 Postage and Shipping	-	-	312	312	312	312	312	312	312	312	312	312	-	3,121	2,295	(826)
	17,080	17,647	17,960	17,960	17,960	17,960	17,960	17,960	17,960	17,960	17,960	17,960	-	214,322	157,590	(56,732)
Facilities, Repairs and Other Leases																
5601 Rent	52,020	52,020	52,020	52,020	52,020	52,020	52,020	52,020	52,020	52,020	52,020	52,020	-	624,240	459,000	(165,240)
5603 Equipment Leases	624	624	624	624	624	624	624	624	624	624	624	624	-	7,491	5,508	(1,983)
5605 Real/Personal Property Taxes	520	520	520	520	520	520	520	520	520	520	520	520	-	6,242	4,590	(1,652)
5610 Repairs and Maintenance	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	-	31,212	22,950	(8,262)
	55,765	55,765	55,765	55,765	55,765	55,765	55,765	55,765	55,765	55,765	55,765	55,765	-	669,185	492,048	(177,137)
Professional/Consulting Services																
5801 IT	867	867	867	867	867	867	867	867	867	867	867	867	-	10,404	7,650	(2,754)
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	1,951	-	23,409	22,950	(459)
5804 Professional Development	-	-	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	-	31,212	22,950	(8,262)
5805 General Consulting	-	-	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	-	20,808	15,300	(5,508)
5806 Special Activities/Field Trips	-	-	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	-	-	85,833	63,113	(22,721)
5807 Bank Charges	31	31	31	31	31	31	31	31	31	31	31	31	-	375	275	(99)
5808 Printing	-	-	520	520	520	520	520	520	520	520	520	520	-	5,202	3,825	(1,377)
5809 Other taxes and fees	-	-	312	312	312	312	312	312	312	312	312	312	-	3,121	2,295	(826)
5810 Payroll Service Fee	390	390	390	390	390	390	390	390	390	390	390	390	-	4,679	4,393	(286)
5811 Management Fee	7,107	7,107	7,107	7,107	7,107	7,107	7,107	7,107	7,107	7,107	7,107	7,107	-	85,282	63,927	(21,355)
5812 District Oversight Fee	-	1,342	1,872	5,005	2,403	2,403	3,448	2,403	3,597	2,950	2,772	2,772	3,021	33,988	25,491	(8,497)
5814 SPED Encroachment	-	232	232	417	417	417	417	417	1,542	417	417	980	980	6,887	4,977	(1,909)
5815 Public Relations/Recruitment	1,214	1,214	1,214	-	-	-	-	-	-	-	-	-	-	3,641	3,570	(71)
	11,559	13,133	29,235	34,740	32,137	32,137	29,782	28,737	31,056	29,284	29,106	20,131	4,001	325,040	250,716	(74,325)
Interest																
7438 Interest Expense	6,228	2,627	-	2,627	3,698	3,114	-	-	-	2,336	-	-	-	20,631	21,135	505
	6,228	2,627	-	2,627	3,698	3,114	-	-	-	2,336	-	-	-	20,631	21,135	505
Total Expenses	162,769	320,952	334,738	342,871	341,339	319,297	283,482	281,972	283,360	283,458	280,944	271,969	4,001	3,511,150	2,651,894	(859,256)
Monthly Surplus (Deficit)	(162,769)	(182,573)	(127,765)	169,881	(84,193)	(44,568)	92,851	(24,826)	124,553	43,113	13,066	42,264	368,912	227,945	150,684	77,261

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
and the Humboldt County Board of Education

Samoa Beach Academy
Monthly Cash Flow/Forecast FY25-26
Revised 6/7/21



ADA = 285.00

	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.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(162,769)	(182,573)	(127,765)	169,881	(84,193)	(44,568)	92,851	(24,826)	124,553	43,113	13,066	42,264	368,912	227,945		
Cash flows from operating activities																
Public Funding Receivables	225,503	-	22,123	-	-	-	20,686	-	-	-	-	-	(372,912)	(104,600)		
Accounts Payable	(2,874)	-	-	-	-	-	-	-	-	-	-	-	4,001	1,127		
Cash flows from financing activities																
Proceeds from Factoring	311,404	131,374	-	131,374	184,896	155,702	-	-	-	116,777	-	-	-	1,031,526		
Payments on Factoring	(205,805)	-	-	(311,404)	(131,374)	-	(131,374)	-	(184,896)	(155,702)	-	-	-	(1,120,555)		
Total Change in Cash	165,460	(51,199)	(105,642)	(10,150)	(30,671)	111,134	(17,837)	(24,826)	(60,343)	4,188	13,066	42,264				
Cash, Beginning of Month	42,201	207,661	156,462	50,820	40,670	9,999	121,133	103,297	78,470	18,127	22,315	35,381				
Cash, End of Month	207,661	156,462	50,820	40,670	9,999	121,133	103,297	78,470	18,127	22,315	35,381	77,645				

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
and the Humboldt County Board of Education



Samoa Beach Academy
Monthly Cash Flow/Forecast FY26-27

Revised 6/7/21

ADA = 285.00

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 285.00	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	108,126	108,126	194,628	194,628	194,628	194,628	194,628	194,628	194,628	194,628	194,628	194,628	2,162,529	2,162,529	-
8012 Education Protection Account	-	-	-	7,125	-	-	7,125	-	-	17,813	-	-	24,938	57,000	57,000	-
8096 In Lieu of Property Taxes	-	70,758	141,516	94,344	94,344	94,344	94,344	94,344	165,102	82,551	82,551	82,551	82,551	1,179,299	1,179,299	-
	-	178,884	249,642	296,097	288,972	288,972	296,097	288,972	359,729	294,991	277,179	277,179	302,116	3,398,828	3,398,828	-
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	27,264	-	-	13,632	13,632	54,528	40,896	13,632
8220 Federal Child Nutrition	-	-	4,222	4,222	8,443	8,443	8,443	8,443	8,443	8,443	8,443	8,443	8,443	84,435	84,435	-
8290 Title I, Part A - Basic Low Income	-	-	8,963	-	-	8,963	-	-	8,963	-	-	-	-	8,963	35,850	-
8291 Title II, Part A - Teacher Quality	-	-	1,942	-	-	1,942	-	-	1,942	-	-	-	-	1,942	7,768	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	10,000	-	10,000	10,000	-
	-	-	15,126	4,222	8,443	19,348	8,443	8,443	46,612	8,443	8,443	32,076	32,980	192,581	178,949	13,632
Other State Revenue																
8311 State Special Education	-	4,216	4,216	7,588	7,588	7,588	7,588	7,588	7,588	7,588	7,588	7,588	7,588	84,313	84,313	-
8520 Child Nutrition	-	-	400	400	799	799	799	799	799	799	799	799	799	7,992	7,992	-
8550 Mandated Cost	-	-	-	-	-	6,679	-	-	-	-	-	-	6,679	13,358	10,018	3,339
8560 State Lottery	-	-	-	-	-	-	14,749	-	-	-	14,749	-	29,498	58,995	58,995	-
	-	4,216	4,615	7,988	8,387	15,066	23,136	8,387	8,387	23,136	8,387	8,387	44,564	164,658	161,319	3,339
Total Revenue	-	183,100	269,384	308,306	305,802	323,386	327,676	305,802	414,729	326,571	294,009	317,641	379,660	3,756,067	3,739,095	16,972
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	74,526	74,526	74,526	74,526	74,526	74,526	74,526	74,526	74,526	74,526	74,526	-	819,783	750,128	(69,655)
1300 Administrators' Salaries	17,378	17,378	17,378	17,378	17,378	17,378	17,378	17,378	17,378	17,378	17,378	17,378	-	208,533	204,444	(4,089)
1900 Other Certificated Salaries	-	5,837	5,837	5,837	5,837	5,837	5,837	5,837	5,837	5,837	5,837	5,837	-	64,203	62,944	(1,259)
	17,378	97,740	97,740	97,740	97,740	97,740	97,740	97,740	97,740	97,740	97,740	97,740	-	1,092,519	1,017,517	(75,003)
Classified Salaries																
2300 Classified Administrators' 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	-	52,020	51,000	(1,020)
2400 Clerical and Office Staff Salaries	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	-	38,203	37,454	(749)
	7,519	7,519	7,519	7,519	7,519	7,519	7,519	7,519	7,519	7,519	7,519	7,519	-	90,223	88,454	(1,769)
Benefits																
3301 OASDI	1,490	6,531	6,531	6,531	6,531	6,531	6,531	6,531	6,531	6,531	6,531	6,531	-	73,330	68,570	(4,760)
3311 Medicare	348	1,527	1,527	1,527	1,527	1,527	1,527	1,527	1,527	1,527	1,527	1,527	-	17,150	16,037	(1,113)
3401 Health and Welfare	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	-	191,017	177,908	(13,109)
3501 State Unemployment	490	490	490	490	490	490	2,450	1,960	980	490	490	490	-	9,800	9,310	(490)
3601 Workers' Compensation	336	1,475	1,475	1,475	1,475	1,475	1,475	1,475	1,475	1,475	1,475	1,475	-	16,558	15,484	(1,075)
3901 Other Benefits	1,202	5,267	5,267	5,267	5,267	5,267	5,267	5,267	5,267	5,267	5,267	5,267	-	59,137	55,299	(3,839)
	19,785	31,208	31,208	31,208	31,208	31,208	33,168	32,678	31,698	31,208	31,208	31,208	-	366,993	342,607	(24,385)
Books and Supplies																
4100 Textbooks and Core Curricula Mate	-	13,928	13,928	13,928	13,928	-	-	-	-	-	-	-	-	55,713	54,621	(1,092)
4200 Books and Other Reference Materi	7,959	7,959	7,959	7,959	7,959	-	-	-	-	-	-	-	-	39,795	39,015	(780)
4302 School Supplies	7,005	7,005	7,005	7,005	7,005	7,005	7,005	7,005	7,005	7,005	7,005	7,005	-	84,057	82,409	(1,648)
4305 Software	12,513	12,513	12,513	12,513	12,513	12,513	12,513	12,513	12,513	12,513	12,513	12,513	-	150,161	147,217	(2,944)
4310 Office Expense	2,255	2,255	2,255	2,255	2,255	2,255	2,255	2,255	2,255	2,255	2,255	2,255	-	27,061	26,530	(531)
4311 Business Meals	133	133	133	133	133	133	133	133	133	133	133	133	-	1,592	1,561	(31)
4400 Noncapitalized Equipment	-	13,294	13,294	13,294	13,294	13,294	-	-	-	-	-	-	-	66,470	161,038	94,568
4700 Food Services	-	10,700	10,700	10,700	10,700	10,700	10,700	10,700	10,700	10,700	10,700	10,700	-	117,701	115,393	(2,308)
	29,865	67,787	67,787	67,787	67,787	45,900	32,606	32,606	32,606	32,606	32,606	32,606	-	542,550	627,783	85,233

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
and the Humboldt County Board of Education



Samoa Beach Academy
Monthly Cash Flow/Forecast FY26-27

Revised 6/7/21

ADA = 285.00

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	-	16,268	16,268	16,268	16,268	16,268	16,268	16,268	16,268	16,268	16,268	16,268	-	178,948	175,439	(3,509)
5103 Substitute Teacher	-	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	-	25,469	24,970	(499)
5105 Security	-	482	482	482	482	482	482	482	482	482	482	482	-	5,306	5,202	(104)
	-	19,066	19,066	19,066	19,066	19,066	19,066	19,066	19,066	19,066	19,066	19,066	-	209,723	205,610	(4,112)
Operations and Housekeeping																
5201 Auto and Travel	-	579	579	579	579	579	579	579	579	579	579	579	-	6,367	6,242	(125)
5300 Dues & Memberships	354	354	354	354	354	354	354	354	354	354	354	354	-	4,245	4,162	(83)
5400 Insurance	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	-	42,448	41,616	(832)
5501 Utilities	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	-	95,509	93,636	(1,873)
5502 Janitorial Services	4,245	4,245	4,245	4,245	4,245	4,245	4,245	4,245	4,245	4,245	4,245	4,245	-	50,938	49,939	(999)
5900 Communications	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	-	15,918	15,606	(312)
5901 Postage and Shipping	-	-	318	318	318	318	318	318	318	318	318	318	-	3,184	3,121	(62)
	17,421	18,000	18,319	18,319	18,319	18,319	18,319	18,319	18,319	18,319	18,319	18,319	-	218,609	214,322	(4,286)
Facilities, Repairs and Other Leases																
5601 Rent	53,060	53,060	53,060	53,060	53,060	53,060	53,060	53,060	53,060	53,060	53,060	53,060	-	636,725	624,240	(12,485)
5603 Equipment Leases	637	637	637	637	637	637	637	637	637	637	637	637	-	7,641	7,491	(150)
5605 Real/Personal Property Taxes	531	531	531	531	531	531	531	531	531	531	531	531	-	6,367	6,242	(125)
5610 Repairs and Maintenance	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	-	31,836	31,212	(624)
	56,881	56,881	56,881	56,881	56,881	56,881	56,881	56,881	56,881	56,881	56,881	56,881	-	682,569	669,185	(13,384)
Professional/Consulting Services																
5801 IT	884	884	884	884	884	884	884	884	884	884	884	884	-	10,612	10,404	(208)
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	-	-	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	-	31,836	31,212	(624)
5805 General Consulting	-	-	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	-	21,224	20,808	(416)
5806 Special Activities/Field Trips	-	-	9,728	9,728	9,728	9,728	9,728	9,728	9,728	9,728	9,728	-	87,550	85,833	(1,717)	
5807 Bank Charges	32	32	32	32	32	32	32	32	32	32	32	32	-	382	375	(7)
5808 Printing	-	-	531	531	531	531	531	531	531	531	531	531	-	5,306	5,202	(104)
5809 Other taxes and fees	-	-	318	318	318	318	318	318	318	318	318	318	-	3,184	3,121	(62)
5810 Payroll Service Fee	396	396	396	396	396	396	396	396	396	396	396	396	-	4,750	4,679	(72)
5811 Management Fee	7,135	7,135	7,135	7,135	7,135	7,135	7,135	7,135	7,135	7,135	7,135	7,135	-	85,621	85,282	(339)
5812 District Oversight Fee	-	1,789	2,496	2,961	2,890	2,890	2,961	2,890	3,597	2,950	2,772	2,772	3,021	33,988	33,988	-
5814 SPED Encroachment	-	232	232	417	417	417	417	417	1,917	417	417	1,167	1,167	7,636	6,887	(750)
5815 Public Relations/Recruitment	1,238	1,238	1,238	-	-	-	-	-	-	-	-	-	-	3,714	3,641	(73)
	11,675	13,696	30,286	33,166	33,095	33,095	29,698	29,627	31,834	29,687	29,509	20,531	4,188	330,085	325,040	(5,045)
Interest																
7438 Interest Expense	-	3,503	-	-	3,114	-	-	1,557	-	-	-	-	-	8,174	20,631	12,456
	-	3,503	-	-	3,114	-	-	1,557	-	-	-	-	-	8,174	20,631	12,456
Total Expenses	160,523	315,400	328,805	331,685	334,728	309,727	294,996	295,992	295,662	293,025	292,847	283,869	4,188	3,541,445	3,511,150	(30,295)
Monthly Surplus (Deficit)	(160,523)	(132,300)	(59,422)	(23,379)	(28,926)	13,659	32,680	9,811	119,067	33,546	1,163	33,773	375,472	214,621	227,945	(13,324)

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
and the Humboldt County Board of Education

Samoa Beach Academy
Monthly Cash Flow/Forecast FY26-27
Revised 6/7/21



ADA = 285.00

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(160,523)	(132,300)	(59,422)	(23,379)	(28,926)	13,659	32,680	9,811	119,067	33,546	1,163	33,773	375,472	214,621		
Cash flows from operating activities																
Public Funding Receivables	311,359	-	29,498	-	-	-	32,056	-	-	-	-	-	(379,660)	(6,748)		
Accounts Payable	(4,001)	-	-	-	-	-	-	-	-	-	-	-	4,188	187		
Cash flows from financing activities																
Proceeds from Factoring	-	175,165	-	-	155,702	-	-	77,851	-	-	-	-	-	408,718		
Payments on Factoring	(116,777)	-	-	-	(175,165)	-	-	(155,702)	-	-	(77,851)	-	-	(525,495)		
Total Change in Cash	30,058	42,865	(29,924)	(23,379)	(48,388)	13,659	64,736	(68,040)	119,067	33,546	(76,688)	33,773				
Cash, Beginning of Month	77,645	107,703	150,568	120,644	97,265	48,876	62,535	127,272	59,232	178,299	211,845	135,157				
Cash, End of Month	107,703	150,568	120,644	97,265	48,876	62,535	127,272	59,232	178,299	211,845	135,157	168,929				

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
and the Humboldt County Board of Education



Samoa Beach Academy
Monthly Cash Flow/Forecast FY27-28

Revised 6/7/21

ADA = 285.00

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
ADA = 285.00																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	108,126	108,126	194,628	194,628	194,628	194,628	194,628	194,628	194,628	194,628	194,628	194,628	2,162,529	2,162,529	-
8012 Education Protection Account	-	-	-	7,125	-	-	7,125	-	-	17,813	-	-	24,938	57,000	57,000	-
8096 In Lieu of Property Taxes	-	70,758	141,516	94,344	94,344	94,344	94,344	94,344	165,102	82,551	82,551	82,551	82,551	1,179,299	1,179,299	-
	-	178,884	249,642	296,097	288,972	288,972	296,097	288,972	359,729	294,991	277,179	277,179	302,116	3,398,828	3,398,828	-
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	27,264	-	-	13,632	13,632	54,528	54,528	-
8220 Federal Child Nutrition	-	-	4,222	4,222	8,443	8,443	8,443	8,443	8,443	8,443	8,443	8,443	8,443	84,435	84,435	-
8290 Title I, Part A - Basic Low Income	-	-	8,963	-	-	8,963	-	-	8,963	-	-	-	8,963	35,850	35,850	-
8291 Title II, Part A - Teacher Quality	-	-	1,942	-	-	1,942	-	-	1,942	-	-	-	1,942	7,768	7,768	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	10,000	-	10,000	10,000	-
	-	-	15,126	4,222	8,443	19,348	8,443	8,443	46,612	8,443	8,443	32,076	32,980	192,581	192,581	-
Other State Revenue																
8311 State Special Education	-	4,216	4,216	7,588	7,588	7,588	7,588	7,588	7,588	7,588	7,588	7,588	7,588	84,313	84,313	-
8520 Child Nutrition	-	-	400	400	799	799	799	799	799	799	799	799	799	7,992	7,992	-
8550 Mandated Cost	-	-	-	-	-	6,679	-	-	-	-	-	-	6,679	13,358	13,358	-
8560 State Lottery	-	-	-	-	-	-	14,749	-	-	-	-	14,749	-	58,995	58,995	-
	-	4,216	4,615	7,988	8,387	15,066	23,136	8,387	8,387	23,136	8,387	8,387	44,564	164,658	164,658	-
Total Revenue	-	183,100	269,384	308,306	305,802	323,386	327,676	305,802	414,729	326,571	294,009	317,641	379,660	3,756,067	3,756,067	-
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	76,016	76,016	76,016	76,016	76,016	76,016	76,016	76,016	76,016	76,016	76,016	-	836,179	819,783	(16,396)
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	-	5,953	5,953	5,953	5,953	5,953	5,953	5,953	5,953	5,953	5,953	5,953	-	65,487	64,203	(1,284)
	17,725	99,695	99,695	99,695	99,695	99,695	99,695	99,695	99,695	99,695	99,695	99,695	-	1,114,370	1,092,519	(21,850)
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	1,520	6,662	6,662	6,662	6,662	6,662	6,662	6,662	6,662	6,662	6,662	6,662	-	74,797	73,330	(1,467)
3311 Medicare	355	1,558	1,558	1,558	1,558	1,558	1,558	1,558	1,558	1,558	1,558	1,558	-	17,493	17,150	(343)
3401 Health and Welfare	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	-	194,838	191,017	(3,820)
3501 State Unemployment	490	490	490	490	490	490	2,450	1,960	980	490	490	490	-	9,800	9,800	-
3601 Workers' Compensation	343	1,504	1,504	1,504	1,504	1,504	1,504	1,504	1,504	1,504	1,504	1,504	-	16,890	16,558	(331)
3901 Other Benefits	1,226	5,372	5,372	5,372	5,372	5,372	5,372	5,372	5,372	5,372	5,372	5,372	-	60,320	59,137	(1,183)
	20,171	31,822	31,822	31,822	31,822	31,822	33,782	33,292	32,312	31,822	31,822	31,822	-	374,137	366,993	(7,144)
Books and Supplies																
4100 Textbooks and Core Curricula Mate	-	14,207	14,207	14,207	14,207	-	-	-	-	-	-	-	-	56,828	55,713	(1,114)
4200 Books and Other Reference Materi	8,118	8,118	8,118	8,118	8,118	-	-	-	-	-	-	-	-	40,591	39,795	(796)
4302 School Supplies	7,145	7,145	7,145	7,145	7,145	7,145	7,145	7,145	7,145	7,145	7,145	7,145	-	85,738	84,057	(1,681)
4305 Software	12,764	12,764	12,764	12,764	12,764	12,764	12,764	12,764	12,764	12,764	12,764	12,764	-	153,164	150,161	(3,003)
4310 Office Expense	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	-	27,602	27,061	(541)
4311 Business Meals	135	135	135	135	135	135	135	135	135	135	135	135	-	1,624	1,592	(32)
4400 Noncapitalized Equipment	-	13,150	13,150	13,150	13,150	13,150	-	-	-	-	-	-	-	65,750	66,470	720
4700 Food Services	-	10,914	10,914	10,914	10,914	10,914	10,914	10,914	10,914	10,914	10,914	10,914	-	120,055	117,701	(2,354)
	30,462	68,733	68,733	68,733	68,733	46,408	33,258	33,258	33,258	33,258	33,258	33,258	-	551,352	542,550	(8,802)

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
and the Humboldt County Board of Education



Samoa Beach Academy
Monthly Cash Flow/Forecast FY27-28

Revised 6/7/21

ADA = 285.00

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
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	16,593	-	182,527	178,948	(3,579)
5103 Substitute Teacher	-	2,362	2,362	2,362	2,362	2,362	2,362	2,362	2,362	2,362	2,362	2,362	-	25,978	25,469	(509)
5105 Security	-	492	492	492	492	492	492	492	492	492	492	492	-	5,412	5,306	(106)
	-	19,447	19,447	19,447	19,447	19,447	19,447	19,447	19,447	19,447	19,447	19,447	-	213,917	209,723	(4,194)
Operations and Housekeeping																
5201 Auto and Travel	-	590	590	590	590	590	590	590	590	590	590	590	-	6,495	6,367	(127)
5300 Dues & Memberships	361	361	361	361	361	361	361	361	361	361	361	361	-	4,330	4,245	(85)
5400 Insurance	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	-	43,297	42,448	(849)
5501 Utilities	8,118	8,118	8,118	8,118	8,118	8,118	8,118	8,118	8,118	8,118	8,118	8,118	-	97,419	95,509	(1,910)
5502 Janitorial Services	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	4,330	-	51,957	50,938	(1,019)
5900 Communications	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	-	16,236	15,918	(318)
5901 Postage and Shipping	-	-	325	325	325	325	325	325	325	325	325	325	-	3,247	3,184	(64)
	17,770	18,360	18,685	18,685	18,685	18,685	18,685	18,685	18,685	18,685	18,685	18,685	-	222,981	218,609	(4,372)
Facilities, Repairs and Other Leases																
5601 Rent	54,122	54,122	54,122	54,122	54,122	54,122	54,122	54,122	54,122	54,122	54,122	54,122	-	649,459	636,725	(12,734)
5603 Equipment Leases	649	649	649	649	649	649	649	649	649	649	649	649	-	7,794	7,641	(153)
5605 Real/Personal Property Taxes	541	541	541	541	541	541	541	541	541	541	541	541	-	6,495	6,367	(127)
5610 Repairs and Maintenance	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	31,836	(637)
	58,018	58,018	58,018	58,018	58,018	58,018	58,018	58,018	58,018	58,018	58,018	58,018	-	696,220	682,569	(13,651)
Professional/Consulting Services																
5801 IT	902	902	902	902	902	902	902	902	902	902	902	902	-	10,824	10,612	(212)
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	2,030	-	24,355	23,877	(478)
5804 Professional Development	-	-	3,247	3,247	3,247	3,247	3,247	3,247	3,247	3,247	3,247	3,247	-	32,473	31,836	(637)
5805 General Consulting	-	-	2,165	2,165	2,165	2,165	2,165	2,165	2,165	2,165	2,165	2,165	-	21,649	21,224	(424)
5806 Special Activities/Field Trips	-	-	9,922	9,922	9,922	9,922	9,922	9,922	9,922	9,922	9,922	9,922	-	89,301	87,550	(1,751)
5807 Bank Charges	32	32	32	32	32	32	32	32	32	32	32	32	-	390	382	(8)
5808 Printing	-	-	541	541	541	541	541	541	541	541	541	541	-	5,412	5,306	(106)
5809 Other taxes and fees	-	-	325	325	325	325	325	325	325	325	325	325	-	3,247	3,184	(64)
5810 Payroll Service Fee	396	396	396	396	396	396	396	396	396	396	396	396	-	4,750	4,750	-
5811 Management Fee	7,135	7,135	7,135	7,135	7,135	7,135	7,135	7,135	7,135	7,135	7,135	7,135	-	85,621	85,621	-
5812 District Oversight Fee	-	1,789	2,496	2,961	2,890	2,890	2,961	2,890	3,597	2,950	2,772	2,772	3,021	33,988	33,988	-
5814 SPED Encroachment	-	232	232	417	417	417	417	417	1,917	417	417	1,167	1,167	7,636	7,636	-
5815 Public Relations/Recruitment	1,263	1,263	1,263	-	-	-	-	-	-	-	-	-	-	3,789	3,714	(74)
	11,758	13,779	30,687	33,611	33,540	33,540	30,074	30,002	32,210	30,063	29,885	20,712	4,188	334,047	330,085	(3,962)
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8,174	8,174
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8,174	8,174
Total Expenses	163,573	317,524	334,756	337,681	337,610	315,285	300,629	300,067	301,294	298,657	298,479	289,307	4,188	3,599,051	3,541,445	(57,606)
Monthly Surplus (Deficit)	(163,573)	(134,424)	(65,373)	(29,375)	(31,807)	8,101	27,048	5,735	113,435	27,913	(4,470)	28,335	375,472	157,015	214,621	(57,606)

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
and the Humboldt County Board of Education

Samoa Beach Academy
Monthly Cash Flow/Forecast FY27-28
Revised 6/7/21



ADA = 285.00

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(163,573)	(134,424)	(65,373)	(29,375)	(31,807)	8,101	27,048	5,735	113,435	27,913	(4,470)	28,335	375,472	157,015		
Cash flows from operating activities																
Public Funding Receivables	311,359	-	29,498	-	-	-	38,804	-	-	-	-	-	(379,660)	-		
Accounts Payable	(4,188)	-	-	-	-	-	-	-	-	-	-	-	4,188	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	143,597	(134,424)	(35,875)	(29,375)	(31,807)	8,101	65,851	5,735	113,435	27,913	(4,470)	28,335				
Cash, Beginning of Month	168,929	312,526	178,103	142,227	112,852	81,045	89,146	154,997	160,732	274,167	302,080	297,610				
Cash, End of Month	312,526	178,103	142,227	112,852	81,045	89,146	154,997	160,732	274,167	302,080	297,610	325,945				

LCFF Calculator Caveats

v.22.1b

5/19/2021

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 useful 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. In some cases there may be differences in rounding +/- \$1.

A proration/(deficit) factor assumption has been built into the LCFF calculator. The proration factor methodology and application is subject to revision should the state choose to apply a proration factor, or other deficit factor, in the future.

The calculator reflects COLAs and if applicable proration factors as estimated by the DOF.

The calculator prepopulates certified PASE exhibit data based on Excel documents provided by the CDE. Independent verification of prefilled data should be completed. Adjustments should be made as necessary if revisions have been filed.

The pre-populated assumptions for supplemental and concentration grant funding reflect the percentages as currently written into the Education Code. Users have been provided access to override the prepopulated percentages for the purpose of alternative projection modeling.

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.

Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of 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.

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 determine if the calculator can be adapted.

Caveats Tab

LCFF Calculator Caveats

v.22.1b

5/19/2021

School District Calculations

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. Furthermore, **historical year projections may not be accurate**. We recommend working with your county office, the CDE and FCMAT to adapt the calculator, if possible.

LCFF Calculator Navigation

v.22.1b 5/19/2021

Pre-populated Data Details:

Version 22.1 of the LCFF Calculator has been updated to prepopulate with LEA-specific data as certified by the CDE 2020–21 First Principal Apportionment (P-1) and includes 2019-20 Annual and 2018-19 Annual R2 data certifications.

Structure:

- 1 The new LCFF Calculator structure has been built to maintain a standardized eight-year structure that includes two historical years, one current year and five projection years. Because 2018-19 certified data will not be finalized until the Annual R3 cycle (June 2022), and calculations for this fiscal year are based on PASE exhibits that were phased out by the CDE beginning in 2019-20, the calculator currently includes nine years in the projection (3 historical, one current and five projection years). The 2018-19 fiscal year will be removed in the 2022-23 P1 data certification cycle (released in April/May 2022), solidifying an 8 year structure.
- 2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections have been intentionally placed at the top of the page due to the limited amount of data required to complete a projection.
- 3 The workbook contains conditional formatting to guide users through the data entry process. Only those sections highlighted, once a projection type is identified and all basic questions are addressed, require data entry; all remaining sections not applicable to the projection will remain grayed out.

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user over-ride.

Tab Navigation Key:

Information tabs: provide important projection information and should be reviewed with each update.

Data Entry tab: single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.

Primary calculation results tabs: provide calculations and results summaries only. **No data is entered on these tabs.**

Secondary support calculation tabs: provide details of supporting calculations for components that do not apply to all LEA calculations. **No data is entered on these tabs.**

User editable tabs: preformatted graphs and blank worksheet tabs.

Instructions:

- 1 **Review Caveats:** Important details that may impact LEA calculations are noted in this tab. This tab should be reviewed with each update.
- 2 **Enter LEA-specific data:** All data entry is entered into the **Data Entry tab**.
 - Once a district or school code is entered the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
 - New charter schools that do not yet have a CDS code should answer "Yes" to the question below the CDS code box.
 - Charter school calculation data entry sections are located at the top of the Data Entry tab; all other sections will be grayed out.
 - School districts that have necessary small schools and/or that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to those questions in the School District data entry section.

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
and the Humboldt County Board of Education

accs-jun22item03
Attachment 2
Page 291 of 343

Instructions Tab

In-Lieu Tax Transfer data: School districts required to transfer in-lieu taxes to charter school must complete this section.

-**Section (a):** To be completed only by districts using an "alternative" rate for in-lieu tax transfers. Carefully review and follow the instructions located in the In-lieu tax section.

-**Section (b):** To be completed by districts following the traditional allocation of funding to charter schools. Enter ADA for each charter school separately. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span for determination.

3 **Review Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.

4 **Supporting Calculations:** details relative to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

Resources:

FCMAT LCFF help desk and calculator updates, visit:

www.fcmat.org/lcff

CDE PASE exhibits, visit:

www.cde.ca.gov/fg/aa/pa/exhibitguides.asp

CDE Exhibit Guide, visit:

www.cde.ca.gov/fg/aa/pa/exhibitguides.asp

CDE Funding Rates and Information, visit:

www.cde.ca.gov/fg/aa/pa/lcffcola.asp

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
and the Humboldt County Board of Education

Data Entry Tab

LCFF CALCULATOR	
<input type="text" value="5 digit District code or 7 digit School code (from the CDS code)"/>	5 digit District code or 7 digit School code (from the CDS code)
<input type="text" value="YES"/>	Is this calculation for a new charter school? (select from drop down list)
<input type="text" value="Charter"/>	Projection Type
<input type="text" value="6/7/2021"/>	Projection Date
LEA: <input type="text" value="New LEA"/>	Projection Title: <input type="text" value="Samoa Beach Academy"/>
Created by: <input type="text" value="Spencer Styles, Charter Impact"/>	Email: <input type="text" value="sstyles@charterimpact.com"/>
Phone: <input type="text" value="323-570-0416"/>	

	PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4	
Samoa Beach Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
(1) UNIVERSAL ASSUMPTIONS									
Supplemental Grant %	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant (>55% population)	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%
Statutory COLA & Augmentation/Suspension <small>(prefilled as calculated by the Department of Finance, DOF)</small>	3.70%	3.26%	0.00%	5.07%	2.48%	3.11%	3.54%	0.00%	0.00%
Statutory COLA	2.71%	3.26%	2.31%	1.70%	2.48%	3.11%	3.54%		
Augmentation/(COLA Suspension)	0.99%	0.00%	-2.31%	3.37%	0.00%	0.00%	0.00%		
Base Grant Proration Factor	0.00%	0.00%	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%	0.00%	0.00%		
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	30.74345708%	16.13801139%	37.69258175%	37.69%	37.69%	37.69%	37.69%	37.69%	37.69%
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	30.50770954%	16.08698870%	37.69258175%	37.69%	37.69%	37.69%	37.69%	37.69%	37.69%
Local EPA Accrual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Local EPA Accrual - Prior Year	\$ -								

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(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF										
NEW CHARTER SCHOOLS		New Charter School Name: Samoa Beach Academy Year that charter starts operation (select from drop down list): 2023-24								
(a) TRANSFER OF IN-LIEU PROPERTY TAX										
<i>Note: Charter schools should contact sponsoring district(s) for In-lieu estimate</i>										
I-4	F-6 / F-7 In-Lieu of Property Tax	-	-	-			589,649	884,474	1,179,299	1,179,299
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)										
A-1.2, A-2.2, A-3.2	Enrollment (second prior year)	-	-	-						
A-1.1, A-2.1, A-3.1	Enrollment (first prior year)	-	-	-						
A-1, A-2, A-3	Enrollment	-	-	-			150	225	300	300
B-1.2, B-2.2, B-3.2	Unduplicated Pupil Count (second prior year)	-	-	-						
B-1.1, B-2.1, B-3.1	Unduplicated Pupil Count (first prior year)	-	-	-						
B-1, B-2, B-3	Unduplicated Pupil Count	-	-	-			63	94	126	126
		<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>	<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%	0.00%	0.00%	0.00%	41.93%	41.93%	41.93%	41.93%
C-1	Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%	0.00%	0.00%	41.93%	41.93%	41.93%	41.93%
(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location										
Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.										
D-3	Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%			41.93%	41.93%	41.93%	41.93%
	Unduplicated Pupil Percentage: Supplemental Grant	0.00%	0.00%	0.00%	0.00%	0.00%	41.93%	41.93%	41.93%	41.93%
	Unduplicated Pupil Percentage: Concentration Grant	0.00%	0.00%	0.00%	0.00%	0.00%	41.93%	41.93%	41.93%	41.93%
(d) AVERAGE DAILY ATTENDANCE (ADA)										
Enter P2 Data - Note: Charter School ADA is always funded on Current Year										
B-1	Grades TK-3	-	-	-						
B-2	Grades 4-6	-	-	-						
B-3	Grades 7-8	-	-	-						
B-4	Grades 9-12	-	-	-			142.50	213.75	285.00	285.00
	SUBTOTAL ADA	-	-	-	-	-	142.50	213.75	285.00	285.00
	RATIO: ADA to Enrollment	-	-	-	-	-	0.95	0.95	0.95	0.95
(e) OTHER LCFF ADJUSTMENTS										
Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative.										
Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.										
H-2	Miscellaneous Adjustments	\$ -	\$ -	\$ -						
J-5	Minimum State Aid Adjustments	\$ -	\$ -	\$ -						

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Samoa Beach Academy - Newly Operational Charter	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
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(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF									
		NO		Is your district required to transfer in-lieu taxes to a charter school?					
		NO		Does your district have a necessary small school?					
(a) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION									
Did your district meet the requirements of funding?		YES	YES	YES	YES	YES	YES	YES	YES
(b) PROPERTY TAXES									
C-1 A-6	Estimated Property Taxes (excluding RDA)	\$ -	\$ -	\$ -					
B-5	Redevelopment Agency Local Revenue	\$ -	\$ -	\$ -					
	Less In-Lieu transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(c) OTHER LCFF ADJUSTMENTS									
If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.									
H-2	Miscellaneous Adjustments	\$ -	\$ -	\$ -					
J-5	Minimum State Aid Adjustments	\$ -	\$ -	\$ -					
(d) UNDUPLICATED PUPIL PERCENTAGE									
A-1.2 / A-3.2	District Enrollment (second prior year)	-	-	-					
A-1.1 / A-3.1	District Enrollment (first prior year)	-	-	-					
A-1 / A-3	District Enrollment	-	-	-					
A-2.2 / A-4.2	COE Enrollment (second prior year)	-	-	-					
A-2.1 / A-4.1	COE Enrollment (first prior year)	-	-	-					
A-2 / A-4	COE Enrollment	-	-	-					
	Total Enrollment	-	-	-	-	-	-	-	-
B-1.2 / B-3.2	District Unduplicated Pupil Count (second prior year)	-	-	-					
B-1.1 / B-3.1	District Unduplicated Pupil Count (first prior year)	-	-	-					
B-1 / B-3	District Unduplicated Pupil Count	-	-	-					
B-2.2 / B-4.2	COE Unduplicated Pupil Count (second prior year)	-	-	-					
B-2.1 / B-4.1	COE Unduplicated Pupil Count (first prior year)	-	-	-					
B-2 / B-4	COE Unduplicated Pupil Count	-	-	-					
	Total Unduplicated Pupil Count	-	-	-	-	-	-	-	-
		<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>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>
	Single Year Unduplicated Pupil Percentage	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
C-1	Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

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(e) AVERAGE DAILY ATTENDANCE (ADA)										
Enter ADA by grade span. The calculator will determine the greater of current or prior year ADA (hold harmless) for each year's funding calculation .										
Current Year ADA: (P-2, Annual for Special Day Class Extended Year)										
B-1, D-6	Grades TK-3	-	-	-						
B-2, D-7	Grades 4-6	-	-	-						
B-3, D-8	Grades 7-8	-	-	-						
B-4, D-9	Grades 9-12	-	-	-						
Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)										
E-1, D-17	Grades TK-3	-	-	-						
E-2, D-18	Grades 4-6	-	-	-						
E-3, D-19	Grades 7-8	-	-	-						
E-4, D-20	Grades 9-12	-	-	-						
District Basic Aid ADA (For calculating EPA only; this ADA is not included in the LCFF funding calculation).										
DISTRICT TOTAL		-	-	-	-	-	-	-	-	-
County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)										
E-6, E-11	Grades TK-3	-	-	-						
E-7, E-12	Grades 4-6	-	-	-						
E-8, E-13	Grades 7-8	-	-	-						
E-9, E-14	Grades 9-12	-	-	-						
COUNTY TOTAL		-	-	-	-	-	-	-	-	-
RATIO: District ADA-to-Enrollment		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
RATIO: County ADA-to-Enrollment		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
(f) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT										
If applicable, enter prior year ADA for students transferring to or from <u>district-sponsored</u> charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year.										
ADA transfer: Student from District to Charter (cross fiscal year)										
A-6	Grades TK-3	-	-	-						
A-7	Grades 4-6	-	-	-						
A-8	Grades 7-8	-	-	-						
A-9	Grades 9-12	-	-	-						
ADA transfer: Student from Charter to District (cross fiscal year)										
A-11	Grades TK-3	-	-	-						
A-12	Grades 4-6	-	-	-						
A-13	Grades 7-8	-	-	-						
A-14	Grades 9-12	-	-	-						

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Difference (if diff. < 0, no adj. to PY ADA)	-	-	-	-	-	-	-	-	-

(4) NECESSARY SMALL SCHOOLS ADA

Enter current and prior year ADA for each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated.

1 NSS #1			School Code:								
A-1	Current Year P2 ADA:	Grades TK-3	-	-	-						
A-2		Grades 4-6	-	-	-						
A-3		Grades 7-8	-	-	-						
B-1		Grades 9-12	-	-	-						
		TOTAL	-	-	-	-	-	-	-	-	-
A-5, B-2	Number of FTE		-	-	-						
	<i>Is this school eligible for NSS funding?</i>		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
2 NSS #2			School Code:								
A-1	Current Year P2 ADA:	Grades TK-3	-	-	-						
A-2		Grades 4-6	-	-	-						
A-3		Grades 7-8	-	-	-						
B-1		Grades 9-12	-	-	-						
		TOTAL	-	-	-	-	-	-	-	-	-
A-5, B-2	Number of FTE		-	-	-						
	<i>Is this school eligible for NSS funding?</i>		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

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3 NSS #3			School Code:								
A-1	Current Year P2 ADA:	Grades TK-3	-	-	-						
A-2		Grades 4-6	-	-	-						
A-3		Grades 7-8	-	-	-						
B-1		Grades 9-12	-	-	-						
TOTAL			-	-	-	-	-	-	-	-	-
A-5, B-2	Number of FTE		-	-	-						
	<i>Is this school eligible for NSS funding?</i>		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
4 NSS #4			School Code:								
A-1	Current Year P2 ADA:	Grades TK-3	-	-	-						
A-2		Grades 4-6	-	-	-						
A-3		Grades 7-8	-	-	-						
B-1		Grades 9-12	-	-	-						
TOTAL			-	-	-	-	-	-	-	-	-
A-5, B-2	Number of FTE		-	-	-						
	<i>Is this school eligible for NSS funding?</i>		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
5 NSS #5			School Code:								
A-1	Current Year P2 ADA:	Grades TK-3	-	-	-						
A-2		Grades 4-6	-	-	-						
A-3		Grades 7-8	-	-	-						
B-1		Grades 9-12	-	-	-						
TOTAL			-	-	-	-	-	-	-	-	-
A-5, B-2	Number of FTE		-	-	-						
	<i>Is this school eligible for NSS funding?</i>		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

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(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS

(a) ALTERNATIVE CALCULATION TOOL

Only use this section to override the calculated in-lieu of property tax results with a locally determined calculation.

1. Clear the prepopulated number '1' from the box located to the right	1								
2. Local calculation of <u>total</u> in-lieu property taxes									

(b) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)

Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.

1	Charter Name	<input style="width: 100%;" type="text"/>								
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
2	Charter Name	<input style="width: 100%;" type="text"/>								
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-
3	Charter Name	<input style="width: 100%;" type="text"/>								
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	-

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4	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
5	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
6	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
7	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
8	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-

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9	Charter Name	[Empty Cell]								
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
10	Charter Name	[Empty Cell]								
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
11	Charter Name	[Empty Cell]								
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
12	Charter Name	[Empty Cell]								
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
13	Charter Name	[Empty Cell]								
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-

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14	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
15	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
16	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
17	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
18	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-

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19	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
20	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
21	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
22	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
23	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-

Samoa Beach Academy Petition, as denied
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Data Entry Tab

Samoa Beach Academy - Newly Operational Charter		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
24	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
25	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
26	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
27	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
28	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-

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Data Entry Tab

Samoa Beach Academy - Newly Operational Charter		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
29	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
30	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
31	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
32	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
33	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-

Samoa Beach Academy Petition, as denied
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Data Entry Tab

Samoa Beach Academy - Newly Operational Charter		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
34	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
35	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
36	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
37	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
38	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-

Samoa Beach Academy Petition, as denied
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Data Entry Tab

Samoa Beach Academy - Newly Operational Charter		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
39	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
40	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
41	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
42	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
43	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-

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Data Entry Tab

Samoa Beach Academy - Newly Operational Charter		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
44	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
45	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
46	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
47	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
48	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-

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Data Entry Tab

Samoa Beach Academy - Newly Operational Charter		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
49	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-
50	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
Total ADA		-	-	-	-	-	-	-	-	-

Samoa Beach Academy Petition, as denied
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Calculator Tab

Samoa Beach Academy - Samoa Beach Academy							6/7/2021	v.22.1b					
LOCAL CONTROL FUNDING FORMULA							2018-19	2019-20					
LCFF ENTITLEMENT CALCULATION													
Calculation Factors		COLA & Augmentation			Unduplicated Pupil Percentage			COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage	
		3.70%			0.00% 0.00%			3.26%		0.00%		0.00% 0.00%	
	ADA	Base	Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	-	\$ 7,459	\$ 776	\$ -	\$ -	\$ -	-	\$ 7,702	\$ 801	\$ -	\$ -	\$ -	
Grades 4-6	-	7,571		-	-	-	-	7,818		-	-	-	
Grades 7-8	-	7,796		-	-	-	-	8,050		-	-	-	
Grades 9-12	-	9,034	235	-	-	-	-	9,329	243	-	-	-	
Subtract Necessary Small School ADA and Funding	-			-	-	-	-			-	-	-	
Total Base, Supplemental, and Concentration Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
NSS Allowance	-			-	-	-	-			-	-	-	
TOTAL BASE	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
ADD ONS:													
Targeted Instructional Improvement Block Grant						\$ -						\$ -	
Home-to-School Transportation						-						-	
Small School District Bus Replacement Program						-						-	
ECONOMIC RECOVERY TARGET PAYMENT						3/4						-	
LCFF ENTITLEMENT						\$ -						\$ -	
STATE AID CALCULATION													
Miscellaneous Adjustments						-						-	
Adjusted LCFF Entitlement						-						-	
Local Revenue (including RDA)						-						-	
Gross State Aid						\$ -						\$ -	
MINIMUM STATE AID CALCULATION													
			12-13 Rate	2018-19 ADA		N/A		12-13 Rate	2019-20 ADA		N/A		
2012-13 RL/Charter Gen BG adjusted for ADA			\$ -	-		\$ -		\$ -	-		\$ -		
2012-13 NSS Allowance (deficit)						-					-		
Minimum State Aid Adjustments						-					-		
Less Current Year Property Taxes/In-Lieu						-					-		
Subtotal State Aid for Historical RL/Charter General BG						-					-		
Categorical funding from 2012-13 net of fair share reduction						-					-		
Charter School Categorical Block Grant adjusted for ADA						-					-		
Minimum State Aid Guarantee Before Proration Factor						-					-		
Proration Factor						-					-		
Minimum State Aid Guarantee						\$ -					\$ -		
CHARTER SCHOOL MINIMUM STATE AID OFFSET													
LCFF Entitlement						-					-		
Minimum State Aid plus Property Taxes including RDA						-					-		
Offset						-					-		
Minimum State Aid Prior to Offset						-					-		
Total Minimum State Aid with Offset						-					-		
TOTAL STATE AID						\$ -					\$ -		
ADDITIONAL STATE AID (Additional SA)						\$ -					\$ -		
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)													
Change Over Prior Year								0.00%	\$ -			\$ -	
LCFF Entitlement Per ADA						\$ -						\$ -	
Per-ADA Change Over Prior Year								0.00%	\$ -			\$ -	
Basic Aid Status (school districts only)						-						-	
LCFF SOURCES INCLUDING EXCESS TAXES													
						2018-19			Increase			2019-20	
State Aid						\$ -		0.00%	-			\$ -	
Education Protection Account						-						-	
Property Taxes Net of In-Lieu Transfers						-		0.00%	-			-	
Charter In-Lieu Taxes						-		0.00%	-			-	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)						\$ -		0.00%	-			\$ -	

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Calculator Tab

Samoa Beach Academy - Samoa Beach Academy		6/7/2021		v.22.1b	
LOCAL CONTROL FUNDING FORMULA		2020-21		2021-22	
LCFF ENTITLEMENT CALCULATION					
	<u>COLA & Augmentation</u>	<u>Base Grant Proration</u>	<u>Unduplicated Pupil Percentage</u>		
Calculation Factors	0.00%	0.00%	0.00%	0.00%	
	5.07%	0.00%	0.00%	0.00%	
	ADA	Base	Grade Span	Supplemental	Concentration
	Total				
Grades TK-3	-	\$ 7,702	\$ 801	\$ -	\$ -
Grades 4-6	-	7,818		-	-
Grades 7-8	-	8,050		-	-
Grades 9-12	-	9,329	243	-	-
Subtract Necessary Small School ADA and Funding	-			-	-
Total Base, Supplemental, and Concentration Grant	\$ -	\$ -	\$ -	\$ -	\$ -
NSS Allowance	-			-	-
TOTAL BASE	-	\$ -	\$ -	\$ -	\$ -
ADD ONS:					
Targeted Instructional Improvement Block Grant				\$ -	\$ -
Home-to-School Transportation				-	-
Small School District Bus Replacement Program				-	-
ECONOMIC RECOVERY TARGET PAYMENT				-	-
LCFF ENTITLEMENT				\$ -	\$ -
STATE AID CALCULATION					
Miscellaneous Adjustments				-	-
Adjusted LCFF Entitlement				-	-
Local Revenue (including RDA)				-	-
Gross State Aid				\$ -	\$ -
MINIMUM STATE AID CALCULATION					
		<u>12-13 Rate</u>	<u>2020-21 ADA</u>	N/A	<u>12-13 Rate</u>
2012-13 RL/Charter Gen BG adjusted for ADA		\$ -	-	\$ -	\$ -
2012-13 NSS Allowance (deficit)				-	-
Minimum State Aid Adjustments				-	-
Less Current Year Property Taxes/In-Lieu				-	-
Subtotal State Aid for Historical RL/Charter General BG				-	-
Categorical funding from 2012-13 net of fair share reduction				-	-
Charter School Categorical Block Grant adjusted for ADA				-	-
Minimum State Aid Guarantee Before Proration Factor				-	-
Proration Factor				0.00%	0.00%
Minimum State Aid Guarantee				\$ -	\$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET					
LCFF Entitlement				-	-
Minimum State Aid plus Property Taxes including RDA				-	-
Offset				-	-
Minimum State Aid Prior to Offset				-	-
Total Minimum State Aid with Offset				-	-
TOTAL STATE AID				\$ -	\$ -
ADDITIONAL STATE AID (Additional SA)				\$ -	\$ -
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)					
Change Over Prior Year		0.00%	-	0.00%	-
LCFF Entitlement Per ADA			-		-
Per-ADA Change Over Prior Year		0.00%	-	0.00%	-
Basic Aid Status (school districts only)			-		-
LCFF SOURCES INCLUDING EXCESS TAXES					
		<u>Increase</u>	<u>2020-21</u>	<u>Increase</u>	<u>2021-22</u>
State Aid	0.00%	-	\$ -	0.00%	\$ -
Education Protection Account			-		-
Property Taxes Net of In-Lieu Transfers	0.00%	-	-	0.00%	-
Charter In-Lieu Taxes	0.00%	-	-	0.00%	-
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	0.00%	-	\$ -	0.00%	\$ -

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Calculator Tab

Samoa Beach Academy - Samoa Beach Academy	6/7/2021	v.22.1b	v.22.1b
LOCAL CONTROL FUNDING FORMULA	2022-23		2023-24
LCFF ENTITLEMENT CALCULATION			
	<u>COLA & Augmentation</u>	<u>Base Grant Proration</u>	<u>Unduplicated Pupil Percentage</u>
Calculation Factors	2.48%	0.00%	0.00% 0.00%
	3.11%	0.00%	41.93% 41.93%
	ADA	Base	Grade Span Supplemental Concentration Total
Grades TK-3	-	\$ 8,293	\$ 862 \$ - \$ - \$ -
Grades 4-6	-	8,418	- - - -
Grades 7-8	-	8,668	- - - -
Grades 9-12	-	10,045	261 - - -
Subtract Necessary Small School ADA and Funding	-	-	-
Total Base, Supplemental, and Concentration Grant	\$ -	\$ -	\$ - \$ - \$ - \$ -
NSS Allowance	-	-	-
TOTAL BASE	-	\$ -	\$ - \$ - \$ - \$ -
ADD ONS:			
Targeted Instructional Improvement Block Grant			\$ -
Home-to-School Transportation			-
Small School District Bus Replacement Program			-
ECONOMIC RECOVERY TARGET PAYMENT			-
LCFF ENTITLEMENT			\$ -
STATE AID CALCULATION			
Miscellaneous Adjustments			-
Adjusted LCFF Entitlement			1,641,186
Local Revenue (including RDA)			(589,649)
Gross State Aid			\$ 1,051,537
MINIMUM STATE AID CALCULATION			
	<u>12-13 Rate</u>	<u>2022-23 ADA</u>	<u>N/A</u>
2012-13 RL/Charter Gen BG adjusted for ADA	\$ -	-	\$ -
2012-13 NSS Allowance (deficit)			-
Minimum State Aid Adjustments			-
Less Current Year Property Taxes/In-Lieu			-
Subtotal State Aid for Historical RL/Charter General BG			(589,649)
Categorical funding from 2012-13 net of fair share reduction			-
Charter School Categorical Block Grant adjusted for ADA			-
Minimum State Aid Guarantee Before Proration Factor			-
Proration Factor			0.00%
Minimum State Aid Guarantee			\$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET			
LCFF Entitlement			1,641,186
Minimum State Aid plus Property Taxes including RDA			589,649
Offset			-
Minimum State Aid Prior to Offset			-
Total Minimum State Aid with Offset			-
TOTAL STATE AID			\$ 1,051,537
ADDITIONAL STATE AID (Additional SA)			\$ -
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)			\$ 1,641,186
Change Over Prior Year	0.00%	-	0.00% 1,641,186
LCFF Entitlement Per ADA			11,517
Per-ADA Change Over Prior Year	0.00%	-	0.00% 11,517
Basic Aid Status (school districts only)			-
LCFF SOURCES INCLUDING EXCESS TAXES			
	<u>Increase</u>	<u>2022-23</u>	<u>2023-24</u>
State Aid	0.00%	-	\$ 1,023,037
Education Protection Account			28,500
Property Taxes Net of In-Lieu Transfers	0.00%	-	-
Charter In-Lieu Taxes	0.00%	-	589,649
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	0.00%	-	\$ 1,641,186

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Calculator Tab

Samoa Beach Academy - Samoa Beach Academy							v.22.1b	v.22.1b											
LOCAL CONTROL FUNDING FORMULA							2024-25	2025-26											
LCFF ENTITLEMENT CALCULATION																			
		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage				COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage					
Calculation Factors		3.54%		0.00%		41.93%		41.93%		0.00%		0.00%		41.93%		41.93%			
		ADA	Base	Grade Span	Supplemental	Concentration	Total		ADA	Base	Grade Span	Supplemental	Concentration	Total					
Grades TK-3		-	\$ 8,854	\$ 921	\$ 820	\$ -	\$ -		-	\$ 8,854	\$ 921	\$ 820	\$ -	\$ -					
Grades 4-6		-	8,987		754	-	-		-	8,987		754	-	-					
Grades 7-8		-	9,254		776	-	-		-	9,254		776	-	-					
Grades 9-12		213.75	10,724	279	923	-	2,549,121		285.00	10,724	279	923	-	3,398,828					
Subtract Necessary Small School ADA and Funding		-	-				-		-	-				-					
Total Base, Supplemental, and Concentration Grant		-	\$ 2,292,255	\$ 59,636	\$ 197,230	\$ -	\$ 2,549,121		-	\$ 3,056,340	\$ 79,515	\$ 262,973	\$ -	\$ 3,398,828					
NSS Allowance		-	-				-		-	-				-					
TOTAL BASE		213.75	\$ 2,292,255	\$ 59,636	\$ 197,230	\$ -	\$ 2,549,121		285.00	\$ 3,056,340	\$ 79,515	\$ 262,973	\$ -	\$ 3,398,828					
ADD ONS:							\$ -							\$ -					
Targeted Instructional Improvement Block Grant							-							-					
Home-to-School Transportation							-							-					
Small School District Bus Replacement Program							-							-					
ECONOMIC RECOVERY TARGET PAYMENT							-							-					
LCFF ENTITLEMENT							\$ 2,549,121							\$ 3,398,828					
STATE AID CALCULATION																			
Miscellaneous Adjustments							-							-					
Adjusted LCFF Entitlement							2,549,121							3,398,828					
Local Revenue (including RDA)							(884,474)							(1,179,299)					
Gross State Aid							\$ 1,664,647							\$ 2,219,529					
MINIMUM STATE AID CALCULATION																			
			12-13 Rate	2024-25 ADA			N/A		12-13 Rate	2025-26 ADA			N/A						
2012-13 RL/Charter Gen BG adjusted for ADA			\$ -	213.75			\$ -		\$ -	285.00			\$ -						
2012-13 NSS Allowance (deficit)							-							-					
Minimum State Aid Adjustments							-							-					
Less Current Year Property Taxes/In-Lieu							(884,474)							(1,179,299)					
Subtotal State Aid for Historical RL/Charter General BG							-							-					
Categorical funding from 2012-13 net of fair share reduction							-							-					
Charter School Categorical Block Grant adjusted for ADA							-							-					
Minimum State Aid Guarantee Before Proration Factor							-							-					
Proration Factor							0.00%							0.00%					
Minimum State Aid Guarantee							\$ -							\$ -					
CHARTER SCHOOL MINIMUM STATE AID OFFSET																			
LCFF Entitlement							2,549,121							3,398,828					
Minimum State Aid plus Property Taxes including RDA							884,474							1,179,299					
Offset							-							-					
Minimum State Aid Prior to Offset							-							-					
Total Minimum State Aid with Offset							-							-					
TOTAL STATE AID							\$ 1,664,647							\$ 2,219,529					
ADDITIONAL STATE AID (Additional SA)							\$ -							\$ -					
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)																			
Change Over Prior Year				55.32%	907,935		\$ 2,549,121				33.33%	849,707		\$ 3,398,828					
LCFF Entitlement Per ADA							11,926							11,926					
Per-ADA Change Over Prior Year				3.55%	409		-				0.00%	-		-					
Basic Aid Status (school districts only)							-							-					
LCFF SOURCES INCLUDING EXCESS TAXES																			
				Increase			2024-25				Increase			2025-26					
State Aid		58.54%	598,860				\$ 1,621,897		33.33%	540,632				\$ 2,162,529					
Education Protection Account							42,750							57,000					
Property Taxes Net of In-Lieu Transfers		0.00%	-				-		0.00%	-				-					
Charter In-Lieu Taxes		50.00%	294,825				884,474		33.33%	294,825				1,179,299					
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		54.45%	893,685				\$ 2,549,121		32.77%	835,457				\$ 3,398,828					

Samoa Beach Academy Petition, as denied
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Calculator Tab

Samoa Beach Academy - Samoa Beach Academy						v.22.1b
LOCAL CONTROL FUNDING FORMULA					2026-27	
LCFF ENTITLEMENT CALCULATION						
	COLA & <u>Augmentation</u>	Base Grant <u>Proration</u>	<u>Unduplicated Pupil Percentage</u>			
Calculation Factors	0.00%	0.00%	41.93%	41.93%		
	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	-	\$ 8,854	\$ 921	\$ 820	\$ -	\$ -
Grades 4-6	-	8,987		754	-	-
Grades 7-8	-	9,254		776	-	-
Grades 9-12	285.00	10,724	279	923	-	3,398,828
Subtract Necessary Small School ADA and Funding	-	-				-
Total Base, Supplemental, and Concentration Grant	-	\$ 3,056,340	\$ 79,515	\$ 262,973	\$ -	\$ 3,398,828
NSS Allowance	-	-				-
TOTAL BASE	285.00	\$ 3,056,340	\$ 79,515	\$ 262,973	\$ -	\$ 3,398,828
ADD ONS:						
Targeted Instructional Improvement Block Grant						\$ -
Home-to-School Transportation						-
Small School District Bus Replacement Program						-
ECONOMIC RECOVERY TARGET PAYMENT						
LCFF ENTITLEMENT						\$ 3,398,828
STATE AID CALCULATION						
Miscellaneous Adjustments						-
Adjusted LCFF Entitlement						3,398,828
Local Revenue (including RDA)						(1,179,299)
Gross State Aid						<u>\$ 2,219,529</u>
MINIMUM STATE AID CALCULATION						
			<u>12-13 Rate</u>	<u>2026-27 ADA</u>		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			\$ -	285.00		\$ -
2012-13 NSS Allowance (deficit)						-
Minimum State Aid Adjustments						-
Less Current Year Property Taxes/In-Lieu						(1,179,299)
Subtotal State Aid for Historical RL/Charter General BG						-
Categorical funding from 2012-13 net of fair share reduction						-
Charter School Categorical Block Grant adjusted for ADA			-	-		-
Minimum State Aid Guarantee Before Proration Factor						-
Proration Factor						0.00%
Minimum State Aid Guarantee						<u>\$ -</u>
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						3,398,828
Minimum State Aid plus Property Taxes including RDA						<u>1,179,299</u>
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						<u>-</u>
TOTAL STATE AID						\$ 2,219,529
ADDITIONAL STATE AID (Additional SA)						\$ -
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						
Change Over Prior Year			0.00%	-		-
LCFF Entitlement Per ADA						11,926
Per-ADA Change Over Prior Year			0.00%	-		-
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES						
			<u>Increase</u>			<u>2026-27</u>
State Aid		0.00%		-		\$ 2,162,529
Education Protection Account						57,000
Property Taxes Net of In-Lieu Transfers		0.00%		-		-
Charter In-Lieu Taxes		0.00%		-		1,179,299
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		0.00%		-		<u>\$ 3,398,828</u>

Samoa Beach Academy Petition, as denied
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EPA Tab

Samoa Beach Academy - Samoa Beach Academy										6/7/21	
EDUCATION PROTECTION ACCOUNT											
Certification Period:	Est. Annual		Est. Annual		Est. Annual						
	2019-20	2020-21	2020-21	2021-22	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT											
A-1 Total ADA for EPA Minimum	-	-	-	-	-	-	142.50	213.75	285.00	285.00	
A-2 Minimum Funding per ADA	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	
A-3 EPA Minimum Funding (A-1 * A-2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,500	\$ 42,750	\$ 57,000	\$ 57,000	
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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 589,649	\$ 884,474	\$ 1,179,299	\$ 1,179,299	
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 (as of P-2 certification)	N/A	37.69258175%	N/A	37.69000000%	N/A	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	
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, then A-3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,500	\$ 42,750	\$ 57,000	\$ 57,000	
D-2 Miscellaneous Adjustments**	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
D-3 Adjusted EPA Entitlement (D-1 + D-2)	-	-	-	-	-	-	28,500	42,750	57,000	57,000	
D-4 Prior Year Annual Adjustment	N/A	\$ -	N/A	\$ -	N/A	\$ -	-	-	-	-	
D-5 P2 Entitlement Net of PY Adjustment	N/A	\$ -	N/A	\$ -	N/A	\$ -	28,500	42,750	57,000	57,000	
C-2 Statewide EPA Proportionate Share Ratio (as of Annual certification)	16.13801139%	37.69258175%	37.69258175%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	
Adjusted EPA Allocation (used to calculate LCFF Revenue)	N/A	\$ -	N/A	\$ -	N/A	\$ -	28,500	42,750	57,000	57,000	

Samoa Beach Academy Petition, as denied
by the Northern Humboldt Union High School District
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Summary Tab

Samoa Beach Academy - Samoa Beach Academy	6/7/2021							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF FUNDING								
General Assumptions								
COLA & Augmentation	3.26%	0.00%	5.07%	2.48%	3.11%	3.54%	0.00%	0.00%
Base Grant Proration Factor	-	0.00%	0.00%	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%	0.00%	0.00%
LCFF Entitlement								
Base Grant	\$-	\$-	\$-	\$-	\$1,475,873	\$2,292,255	\$3,056,340	\$3,056,340
Grade Span Adjustment	-	-	-	-	38,332	59,636	79,515	79,515
Supplemental Grant	-	-	-	-	126,981	197,230	262,973	262,973
Concentration Grant	-	-	-	-	-	-	-	-
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Ai	\$-	\$-	\$-	\$-	\$1,641,186	\$2,549,121	\$3,398,828	\$3,398,828
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement	-	-	-	-	1,641,186	2,549,121	3,398,828	3,398,828
LCFF Entitlement Per ADA	\$ -	\$ -	\$ -	\$ -	\$ 11,517	\$ 11,926	\$ 11,926	\$ 11,926
Components of LCFF By Object Code								
State Aid (Object Code 8011)	\$ -	\$ -	\$ -	\$ -	\$ 1,023,037	\$ 1,621,897	\$ 2,162,529	\$ 2,162,529
EPA (for LCFF Calculation purposes)	\$ -	\$ -	\$ -	\$ -	\$ 28,500	\$ 42,750	\$ 57,000	\$ 57,000
<i>Local Revenue Sources:</i>								
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	-	-	-	-	589,649	884,474	1,179,299	1,179,299
Property Taxes net of In-Lieu	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL FUNDING	-	-	-	-	1,641,186	2,549,121	3,398,828	3,398,828
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	-	-	-	-	1,641,186	2,549,121	3,398,828	3,398,828
SUMMARY OF EPA								
% of Adjusted Revenue Limit - Annual	16.13801139%	37.69258175%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%
% of Adjusted Revenue Limit - P-2	16.08698870%	37.69258175%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%
EPA (for LCFF Calculation purposes)	\$ -	\$ -	\$ -	\$ -	\$ 28,500	\$ 42,750	\$ 57,000	\$ 57,000
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	\$ -	\$ -	\$ -	\$ -	\$ 28,500	\$ 42,750	\$ 57,000	\$ 57,000
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accrual (from Data Entry tab)	-	-	-	-	-	-	-	-

Samoa Beach Academy Petition, as denied
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Summary Tab

Samoa Beach Academy - Samoa Beach Academy		6/7/2021							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
LCAP Percentage to Increase or Improve Services									
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ -	\$ -	\$ -	\$ -	\$ 1,514,205	\$ 2,351,891	\$ 3,135,855	\$ 3,135,855	
Supplemental and Concentration Grant funding in the LCAP year	\$ -	\$ -	\$ -	\$ -	\$ 126,981	\$ 197,230	\$ 262,973	\$ 262,973	
Percentage to Increase or Improve Services	0.00%	0.00%	0.00%	0.00%	8.39%	8.39%	8.39%	8.39%	

SUMMARY OF STUDENT POPULATION									
Unduplicated Pupil Population									
Enrollment	-	-	-	-	150	225	300	300	
COE Enrollment	-	-	-	-	-	-	-	-	
Total Enrollment	0	0	0	0	150	225	300	300	
Unduplicated Pupil Count	-	-	-	-	63	94	126	126	
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-	
Total Unduplicated Pupil Count	0	0	0	0	63	94	126	126	
Rolling %, Supplemental Grant	0.0000%	0.0000%	0.0000%	0.0000%	41.9300%	41.9300%	41.9300%	41.9300%	
Rolling %, Concentration Grant	0.0000%	0.0000%	0.0000%	0.0000%	41.9300%	41.9300%	41.9300%	41.9300%	

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Summary Tab

Samoa Beach Academy - Samoa Beach Academy	6/7/2021							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF LCFF ADA								
Prior Year ADA for the Hold Harmless - (net of current year charter shift)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	142.50	213.75	285.00	285.00
LCFF Subtotal	-	-	-	-	142.50	213.75	285.00	285.00
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	142.50	213.75	285.00	285.00
Change in LCFF ADA (excludes NSS ADA)	-	-	-	-	142.50	213.75	285.00	285.00
	No Change	No Change	No Change	No Change	Increase	Increase	Increase	Increase
Funded LCFF ADA for the Hold Harmless								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	142.50	213.75	285.00	285.00
Subtotal	-	-	-	-	142.50	213.75	285.00	285.00
	Current	Current	Current	Current	Current	Current	Current	Current
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
	Prior	Prior	Prior	Prior	Prior	Prior	Prior	Prior
NPS, CDS, & COE Operated								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA (Current Year Only)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	142.50	213.75	285.00	285.00
Total Actual ADA	-	-	-	-	142.50	213.75	285.00	285.00
TOTAL FUNDED ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	142.50	213.75	285.00	285.00
Total	-	-	-	-	142.50	213.75	285.00	285.00
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-	-	-	-	-

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Summary Tab

Samoa Beach Academy - Samoa Beach Academy	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
				6/7/2021				

Samoa Beach Academy Petition, as denied
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Summary Tab

Samoa Beach Academy - Samoa Beach Academy	6/7/2021									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
PER-ADA FUNDING LEVELS										
Base, Supplemental and Concentration Rate per ADA										
Grades TK-3	\$ 8,503	\$ 8,503	\$ 8,934	\$ 9,155	\$ 10,232	\$ 10,595	\$ 10,595	\$ 10,595	\$ 10,595	\$ 10,595
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,214	\$ 8,418	\$ 9,408	\$ 9,741	\$ 9,741	\$ 9,741	\$ 9,741	\$ 9,741
Grades 7-8	\$ 8,050	\$ 8,050	\$ 8,458	\$ 8,668	\$ 9,688	\$ 10,030	\$ 10,030	\$ 10,030	\$ 10,030	\$ 10,030
Grades 9-12	\$ 9,572	\$ 9,572	\$ 10,057	\$ 10,306	\$ 11,517	\$ 11,926	\$ 11,926	\$ 11,926	\$ 11,926	\$ 11,926
Base Grants										
Grades TK-3	\$ 7,702	\$ 7,702	\$ 8,092	\$ 8,293	\$ 8,551	\$ 8,854	\$ 8,854	\$ 8,854	\$ 8,854	\$ 8,854
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,214	\$ 8,418	\$ 8,680	\$ 8,987	\$ 8,987	\$ 8,987	\$ 8,987	\$ 8,987
Grades 7-8	\$ 8,050	\$ 8,050	\$ 8,458	\$ 8,668	\$ 8,938	\$ 9,254	\$ 9,254	\$ 9,254	\$ 9,254	\$ 9,254
Grades 9-12	\$ 9,329	\$ 9,329	\$ 9,802	\$ 10,045	\$ 10,357	\$ 10,724	\$ 10,724	\$ 10,724	\$ 10,724	\$ 10,724
Grade Span Adjustment										
Grades TK-3	\$ 801	\$ 801	\$ 842	\$ 862	\$ 889	\$ 921	\$ 921	\$ 921	\$ 921	\$ 921
Grades 9-12	\$ 243	\$ 243	\$ 255	\$ 261	\$ 269	\$ 279	\$ 279	\$ 279	\$ 279	\$ 279
Prorated Base, Supplemental and Concentration Rate per ADA										
Grades TK-3	\$ 8,503	\$ 8,503	\$ 8,934	\$ 9,155	\$ 9,440	\$ 9,775	\$ 9,775	\$ 9,775	\$ 9,775	\$ 9,775
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,214	\$ 8,418	\$ 8,680	\$ 8,987	\$ 8,987	\$ 8,987	\$ 8,987	\$ 8,987
Grades 7-8	\$ 8,050	\$ 8,050	\$ 8,458	\$ 8,668	\$ 8,938	\$ 9,254	\$ 9,254	\$ 9,254	\$ 9,254	\$ 9,254
Grades 9-12	\$ 9,572	\$ 9,572	\$ 10,057	\$ 10,306	\$ 10,626	\$ 11,003	\$ 11,003	\$ 11,003	\$ 11,003	\$ 11,003
Prorated Base Grants										
Grades TK-3	\$ 7,702	\$ 7,702	\$ 8,092	\$ 8,293	\$ 8,551	\$ 8,854	\$ 8,854	\$ 8,854	\$ 8,854	\$ 8,854
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,214	\$ 8,418	\$ 8,680	\$ 8,987	\$ 8,987	\$ 8,987	\$ 8,987	\$ 8,987
Grades 7-8	\$ 8,050	\$ 8,050	\$ 8,458	\$ 8,668	\$ 8,938	\$ 9,254	\$ 9,254	\$ 9,254	\$ 9,254	\$ 9,254
Grades 9-12	\$ 9,329	\$ 9,329	\$ 9,802	\$ 10,045	\$ 10,357	\$ 10,724	\$ 10,724	\$ 10,724	\$ 10,724	\$ 10,724
Prorated Grade Span Adjustment										
Grades TK-3	\$ 801	\$ 801	\$ 842	\$ 862	\$ 889	\$ 921	\$ 921	\$ 921	\$ 921	\$ 921
Grades 9-12	\$ 243	\$ 243	\$ 255	\$ 261	\$ 269	\$ 279	\$ 279	\$ 279	\$ 279	\$ 279
Supplemental Grant										
Maximum - 1.00 ADA, 100% UPP	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
Grades TK-3	\$ 1,701	\$ 1,701	\$ 1,787	\$ 1,831	\$ 1,888	\$ 1,955	\$ 1,955	\$ 1,955	\$ 1,955	\$ 1,955
Grades 4-6	\$ 1,564	\$ 1,564	\$ 1,643	\$ 1,684	\$ 1,736	\$ 1,797	\$ 1,797	\$ 1,797	\$ 1,797	\$ 1,797
Grades 7-8	\$ 1,610	\$ 1,610	\$ 1,692	\$ 1,734	\$ 1,788	\$ 1,851	\$ 1,851	\$ 1,851	\$ 1,851	\$ 1,851
Grades 9-12	\$ 1,914	\$ 1,914	\$ 2,011	\$ 2,061	\$ 2,125	\$ 2,201	\$ 2,201	\$ 2,201	\$ 2,201	\$ 2,201
Actual - 1.00 ADA, Local UPP as follows:										
Grades TK-3	\$ -	\$ -	\$ -	\$ -	\$ 792	\$ 820	\$ 820	\$ 820	\$ 820	\$ 820
Grades 4-6	\$ -	\$ -	\$ -	\$ -	\$ 728	\$ 754	\$ 754	\$ 754	\$ 754	\$ 754
Grades 7-8	\$ -	\$ -	\$ -	\$ -	\$ 750	\$ 776	\$ 776	\$ 776	\$ 776	\$ 776
Grades 9-12	\$ -	\$ -	\$ -	\$ -	\$ 891	\$ 923	\$ 923	\$ 923	\$ 923	\$ 923
Concentration Grant (>55% population)										
Maximum - 1.00 ADA, 100% UPP	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Grades TK-3	\$ 4,252	\$ 4,252	\$ 4,467	\$ 4,578	\$ 4,720	\$ 4,888	\$ 4,888	\$ 4,888	\$ 4,888	\$ 4,888
Grades 4-6	\$ 3,909	\$ 3,909	\$ 4,107	\$ 4,209	\$ 4,340	\$ 4,494	\$ 4,494	\$ 4,494	\$ 4,494	\$ 4,494
Grades 7-8	\$ 4,025	\$ 4,025	\$ 4,229	\$ 4,334	\$ 4,469	\$ 4,627	\$ 4,627	\$ 4,627	\$ 4,627	\$ 4,627
Grades 9-12	\$ 4,786	\$ 4,786	\$ 5,029	\$ 5,153	\$ 5,313	\$ 5,502	\$ 5,502	\$ 5,502	\$ 5,502	\$ 5,502
Actual - 1.00 ADA, Local UPP >55% as follows:										
Grades TK-3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 4-6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 7-8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 9-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy							
NECESSARY SMALL SCHOOLS (NSS)							
The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.							
SECTION 1: DATA NEEDED TO CALCULATE FUNDING							
RATES 2020-21							
ADA	Level / # FTE	Allowance	The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.				
Elementary							
1 - 24	1	163,900					
25 - 48	2	327,800					
49 - 72	3	491,700					
73 - 96	4	655,600					
High School							
1 - 19	1	133,045					
1 - 19	2	266,090					
1 - 19	3	591,360					
20 - 38	4	724,405					
39 - 57	5	857,450					
58 - 71	6	990,495					
72 - 86	7	1,123,540					
87 - 100	8	1,256,585					
101 - 114	9	1,389,630					
115 - 129	10	1,522,675					
130 - 143	11	1,655,720					
144 - 171	12	1,788,765					
172 - 210	13	1,921,810					
211 - 248	14	2,054,855					
249 - 286	15	2,187,900					
NSS Add-on per ADA		-					
ADA & NSS FTE 2020-21							
	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
PRIOR YEAR ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
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	-	-	-	-	-	-	
CURRENT YEAR NUMBER OF FTE	-	-	-	-	-	-	
NSS FUNDING CALCULATIONS							
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	
Type of NSS school	Not NSS	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 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 Calculation Tab

Samoa Beach Academy - Samoa Beach Academy					
NECESSARY SMALL SCHOOLS (NSS)					
<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>					
SECTION 1: DATA NEEDED TO CALCULATE FUNDING					
NSS allowance level >0?	NO	NO	NO	NO	NO

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy						
NECESSARY SMALL SCHOOLS (NSS)						
The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.						
SECTION 1: DATA NEEDED TO CALCULATE FUNDING						
2020-21	2020-21					
Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Prior Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances						
Current Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances						
<i>Funding based on</i>						<i>Current year</i>
TOTAL Funded ADA						0
Total NSS Allowance						
Exclude: LCFF Adjusted Base Funding for NSS ADA						
	NSS ADA	Rates		Amounts		Total
		Base	Grade Span	Base	Grade Span	
Grades TK-3	-	7,702	801	-	-	-
Grades 4-6	-	7,818	-	-	-	-
Grades 7-8	-	8,050	-	-	-	-
Grades 9-12	-	9,329	243	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA						
Adjusted NSS Allowance (Deficited) for EPA						
	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	-
Funded ADA	-	-	-	-	-	-
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy																																				
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SECTION 1: DATA NEEDED TO CALCULATE FUNDING																																				
RATES		2021-22																																		
ADA	Level / # FTE	Allowance	<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>																																	
Elementary																																				
1 - 24	1	172,200																																		
25 - 48	2	344,400																																		
49 - 72	3	516,600																																		
73 - 96	4	688,800																																		
High School																																				
1 - 19	1	139,785																																		
1 - 19	2	279,570																																		
1 - 19	3	621,180																																		
20 - 38	4	760,965																																		
39 - 57	5	900,750																																		
58 - 71	6	1,040,535																																		
72 - 86	7	1,180,320																																		
87 - 100	8	1,320,105																																		
101 - 114	9	1,459,890																																		
115 - 129	10	1,599,675																																		
130 - 143	11	1,739,460																																		
144 - 171	12	1,879,245																																		
172 - 210	13	2,019,030																																		
211 - 248	14	2,158,815																																		
249 - 286	15	2,298,600																																		
NSS Add-on per ADA		-	<table style="width: 100%; border-collapse: collapse;"> <tr> <td>COLA</td> <td style="text-align: right;">5.07%</td> </tr> <tr> <td>Proration Factor</td> <td style="text-align: right;">0.00%</td> </tr> </table>				COLA	5.07%	Proration Factor	0.00%																										
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LCFF Rates per ADA																																				
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ADA & NSS FTE		2021-22					NPS, CDS, & COE operated																													
	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5																														
PRIOR YEAR ADA (net of charter shift)																																				
Grades TK-3	-	-	-	-	-	-																														
Grades 4-6	-	-	-	-	-	-																														
Grades 7-8	-	-	-	-	-	-																														
Grades 9-12	-	-	-	-	-	-																														
PRIOR YEAR ADA	-	-	-	-	-	-																														
PRIOR YEAR NUMBER OF FTE																																				
		-	-	-	-	-																														
CURRENT YEAR ADA																																				
Grades TK-3	-	-	-	-	-	-	-																													
Grades 4-6	-	-	-	-	-	-	-																													
Grades 7-8	-	-	-	-	-	-	-																													
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CURRENT YEAR ADA	-	-	-	-	-	-	-																													
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		-	-	-	-	-																														
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																														
NSS Allowance using PY		-	-	-	-	-																														
NSS Add-on using PY		-	-	-	-	-																														
Total NSS Allowance using PY		-	-	-	-	-																														
NSS Allowance if funded as NSS & on current year																																				
NSS allowance level		0	0	0	0	0																														
NSS Allowance using CY		-	-	-	-	-																														
NSS Add-on using CY		-	-	-	-	-																														
Total NSS Allowance using CY		-	-	-	-	-																														

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy						
NECESSARY SMALL SCHOOLS (NSS)						
<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>						
SECTION 1: DATA NEEDED TO CALCULATE FUNDING						
NSS allowance level >0?		NO	NO	NO	NO	NO
2021-22						
		2021-22				
Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Prior Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances						
Current Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances						
<i>Funding based on</i>						<i>Current year</i>
TOTAL Funded ADA						0
Total NSS Allowance						
Exclude: LCFF Adjusted Base Funding for NSS ADA						
	NSS ADA	Rates		Amounts		Total
		Base	Grade Span	Base	Grade Span	
Grades TK-3	-	8,092	842	-	-	-
Grades 4-6	-	8,214	-	-	-	-
Grades 7-8	-	8,458	-	-	-	-
Grades 9-12	-	9,802	255	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA						
Adjusted NSS Allowance (Deficited) for EPA						
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	-
Funded ADA	-	-	-	-	-	-
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy																															
NECESSARY SMALL SCHOOLS (NSS)																															
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SECTION 1: DATA NEEDED TO CALCULATE FUNDING																															
RATES 2022-23																															
ADA	Level / # FTE	Allowance	<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>																												
Elementary																															
1 - 24	1	176,475																													
25 - 48	2	352,950																													
49 - 72	3	529,425																													
73 - 96	4	705,900																													
High School			<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">COLA</td> <td style="width: 50%; text-align: right;">2.48%</td> </tr> <tr> <td>Proration Factor</td> <td style="text-align: right;">0.00%</td> </tr> </table>				COLA	2.48%	Proration Factor	0.00%																					
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ADA & NSS FTE 2022-23																															
DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated																									
PRIOR YEAR ADA (net of charter shift)																															
Grades TK-3	-	-	-	-	-	-																									
Grades 4-6	-	-	-	-	-	-																									
Grades 7-8	-	-	-	-	-	-																									
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PRIOR YEAR ADA	-	-	-	-	-	-																									
PRIOR YEAR NUMBER OF FTE																															
-	-	-	-	-	-	-																									
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Grades TK-3	-	-	-	-	-	-																									
Grades 4-6	-	-	-	-	-	-																									
Grades 7-8	-	-	-	-	-	-																									
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-	-	-	-	-	-	-																									
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Eligibility as a NSS																															
Type of NSS school																															
NSS Allowance if funded as NSS & on prior year																															
NSS allowance level	0	0	0	0	0																										
NSS Allowance using PY	-	-	-	-	-																										
NSS Add-on using PY	-	-	-	-	-																										
Total NSS Allowance using PY	-	-	-	-	-																										
NSS Allowance if funded as NSS & on current year																															
NSS allowance level	0	0	0	0	0																										
NSS Allowance using CY	-	-	-	-	-																										
NSS Add-on using CY	-	-	-	-	-																										
Total NSS Allowance using CY	-	-	-	-	-																										

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy						
NECESSARY SMALL SCHOOLS (NSS)						
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SECTION 1: DATA NEEDED TO CALCULATE FUNDING						
NSS allowance level >0?	NO	NO	NO	NO	NO	
2022-23						
Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Prior Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances						
-	-	-	-	-	-	-
Current Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances						
-	-	-	-	-	-	-
<i>Funding based on</i>						<i>Current year</i>
TOTAL Funded ADA						0
Total NSS Allowance						
-						
Exclude: LCFF Adjusted Base Funding for NSS ADA						
	NSS ADA	Rates		Amounts		Total
		Base	Grade Span	Base	Grade Span	
Grades TK-3	-	8,293	862	-	-	-
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Grades 7-8	-	8,668	-	-	-	-
Grades 9-12	-	10,045	261	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA						
-						
Adjusted NSS Allowance (Deficited) for EPA						
	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	-
Funded ADA	-	-	-	-	-	-
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						
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NSS Calculation Tab

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SECTION 1: DATA NEEDED TO CALCULATE FUNDING							
RATES 2023-24							
ADA	Level / # FTE	Allowance	<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>				
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1 - 19	3	656,340					
20 - 38	4	804,045					
39 - 57	5	951,750					
58 - 71	6	1,099,455					
72 - 86	7	1,247,160					
87 - 100	8	1,394,865					
101 - 114	9	1,542,570					
115 - 129	10	1,690,275					
130 - 143	11	1,837,980					
144 - 171	12	1,985,685					
172 - 210	13	2,133,390					
211 - 248	14	2,281,095					
249 - 286	15	2,428,800					
NSS Add-on per ADA		-					
ADA & NSS FTE 2023-24							
	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
PRIOR YEAR ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE							
	-	-	-	-	-	-	-
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	
NSS Allowance using PY		-	-	-	-	-	
NSS Add-on using PY		-	-	-	-	-	
Total NSS Allowance using PY		-	-	-	-	-	
NSS Allowance if funded as NSS & on current year							
NSS allowance level		0	0	0	0	0	
NSS Allowance using CY		-	-	-	-	-	
NSS Add-on using CY		-	-	-	-	-	
Total NSS Allowance using CY		-	-	-	-	-	

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy						
NECESSARY SMALL SCHOOLS (NSS)						
<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>						
SECTION 1: DATA NEEDED TO CALCULATE FUNDING						
NSS allowance level >0?		NO	NO	NO	NO	NO
2023-24						
		2023-24				
Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Prior Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances						
Current Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances						
<i>Funding based on</i>						<i>Current year</i>
TOTAL Funded ADA						0
Total NSS Allowance						
Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	Grade Span	Base	Grade Span	
Grades TK-3	-	8,551	889	-	-	-
Grades 4-6	-	8,680	-	-	-	-
Grades 7-8	-	8,938	-	-	-	-
Grades 9-12	-	10,357	269	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-
Adjusted NSS Allowance (Deficited) for EPA						
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	-
Funded ADA	-	-	-	-	-	-
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy																																					
NECESSARY SMALL SCHOOLS (NSS)																																					
<p><i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i></p>																																					
SECTION 1: DATA NEEDED TO CALCULATE FUNDING																																					
RATES 2024-25																																					
ADA	Level / # FTE	Allowance	<p><i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i></p>																																		
Elementary																																					
1 - 24	1	188,425	<table style="width: 100%; border-collapse: collapse;"> <tr> <td>COLA</td> <td style="text-align: right;">3.54%</td> </tr> <tr> <td>Proration Factor</td> <td style="text-align: right;">0.00%</td> </tr> </table>					COLA	3.54%	Proration Factor	0.00%																										
COLA	3.54%																																				
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25 - 48	2	376,850																																			
49 - 72	3	565,275																																			
73 - 96	4	753,700																																			
High School			<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5">LCFF Rates per ADA</th> </tr> <tr> <th></th> <th>Base</th> <th>Gr Span</th> <th>Supp</th> <th>Concen</th> </tr> </thead> <tbody> <tr> <td>Grades TK-3</td> <td style="text-align: right;">8,854</td> <td style="text-align: right;">921</td> <td style="text-align: right;">820</td> <td style="text-align: center;">-</td> </tr> <tr> <td>Grades 4-6</td> <td style="text-align: right;">8,987</td> <td style="text-align: center;">-</td> <td style="text-align: right;">754</td> <td style="text-align: center;">-</td> </tr> <tr> <td>Grades 7-8</td> <td style="text-align: right;">9,254</td> <td style="text-align: center;">-</td> <td style="text-align: right;">776</td> <td style="text-align: center;">-</td> </tr> <tr> <td>Grades 9-12</td> <td style="text-align: right;">10,724</td> <td style="text-align: right;">279</td> <td style="text-align: right;">923</td> <td style="text-align: center;">-</td> </tr> </tbody> </table>					LCFF Rates per ADA						Base	Gr Span	Supp	Concen	Grades TK-3	8,854	921	820	-	Grades 4-6	8,987	-	754	-	Grades 7-8	9,254	-	776	-	Grades 9-12	10,724	279	923	-
LCFF Rates per ADA																																					
	Base	Gr Span						Supp	Concen																												
Grades TK-3	8,854	921						820	-																												
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1 - 19	1	152,935																																			
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NSS Add-on per ADA		-																																			
ADA & NSS FTE 2024-25																																					
	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated																														
PRIOR YEAR ADA (net of charter shift)																																					
Grades TK-3	-	-	-	-	-	-																															
Grades 4-6	-	-	-	-	-	-																															
Grades 7-8	-	-	-	-	-	-																															
Grades 9-12	-	-	-	-	-	-																															
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	-	-	-	-	-	-																															
CURRENT YEAR NUMBER OF FTE																																					
	-	-	-	-	-	-																															
NSS FUNDING CALCULATIONS																																					
Eligibility as a NSS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5																															
Type of NSS school		Eligible	Eligible	Eligible	Eligible	Eligible																															
		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																															
NSS Allowance using PY		-	-	-	-	-																															
NSS Add-on using PY		-	-	-	-	-																															
Total NSS Allowance using PY		-	-	-	-	-																															
NSS Allowance if funded as NSS & on current year																																					
NSS allowance level		0	0	0	0	0																															
NSS Allowance using CY		-	-	-	-	-																															
NSS Add-on using CY		-	-	-	-	-																															
Total NSS Allowance using CY		-	-	-	-	-																															

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy							
NECESSARY SMALL SCHOOLS (NSS)							
<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>							
SECTION 1: DATA NEEDED TO CALCULATE FUNDING							
NSS allowance level >0?		NO	NO	NO	NO	NO	
2024-25							
		2024-25					
Funded P2 NSS ADA and NSS Allowances		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance							
Prior Year							
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances							
Current Year							
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances							
<i>Funding based on</i>							
TOTAL Funded ADA							<i>Current year</i> 0
Total NSS Allowance							
Exclude: LCFF Adjusted Base Funding for NSS ADA		NSS ADA	Rates		Amounts		Total
			Base	Grade Span	Base	Grade Span	
Grades TK-3		-	8,854	921	-	-	-
Grades 4-6		-	8,987	-	-	-	-
Grades 7-8		-	9,254	-	-	-	-
Grades 9-12		-	10,724	279	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA		-			-	-	-
Adjusted NSS Allowance (Deficited) for EPA							
Funding at 12-13 levels (deficited)							
NSS Allowances		-	-	-	-	-	-
NSS Add-on							
NSS Add-on per ADA		-	-	-	-	-	-
Funded ADA		-	-	-	-	-	-
NSS Add-on		-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA							-

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy								
NECESSARY SMALL SCHOOLS (NSS)								
The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.								
SECTION 1: DATA NEEDED TO CALCULATE FUNDING								
RATES 2025-26								
ADA	Level / # FTE	Allowance	The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.					
Elementary								
1 - 24	1	188,425						
25 - 48	2	376,850						
49 - 72	3	565,275						
73 - 96	4	753,700						
High School								
1 - 19	1	152,935						
1 - 19	2	305,870						
1 - 19	3	679,680						
20 - 38	4	832,615						
39 - 57	5	985,550						
58 - 71	6	1,138,485						
72 - 86	7	1,291,420						
87 - 100	8	1,444,355						
101 - 114	9	1,597,290						
115 - 129	10	1,750,225						
130 - 143	11	1,903,160						
144 - 171	12	2,056,095						
172 - 210	13	2,209,030						
211 - 248	14	2,361,965						
249 - 286	15	2,514,900						
NSS Add-on per ADA		-						
ADA & NSS FTE 2025-26								
	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated	
PRIOR YEAR ADA (net of charter shift)								
Grades TK-3	-	-	-	-	-	-		
Grades 4-6	-	-	-	-	-	-		
Grades 7-8	-	-	-	-	-	-		
Grades 9-12	-	-	-	-	-	-		
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	-	-	-	-	-	-		
CURRENT YEAR NUMBER OF FTE								
	-	-	-	-	-	-		
NSS FUNDING CALCULATIONS								
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible		
Type of NSS school	Not NSS	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 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 Calculation Tab

Samoa Beach Academy - Samoa Beach Academy						
NECESSARY SMALL SCHOOLS (NSS)						
<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>						
SECTION 1: DATA NEEDED TO CALCULATE FUNDING						
NSS allowance level >0?		NO	NO	NO	NO	NO
2025-26						
		2025-26				
Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Prior Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances						
Current Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances						
<i>Funding based on</i>						<i>Current year</i>
TOTAL Funded ADA						0
Total NSS Allowance						
Exclude: LCFF Adjusted Base Funding for NSS ADA						
	NSS ADA	Rates		Amounts		Total
		Base	Grade Span	Base	Grade Span	
Grades TK-3	-	8,854	921	-	-	-
Grades 4-6	-	8,987	-	-	-	-
Grades 7-8	-	9,254	-	-	-	-
Grades 9-12	-	10,724	279	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA						
Adjusted NSS Allowance (Deficited) for EPA						
	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	-
Funded ADA	-	-	-	-	-	-
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy								
NECESSARY SMALL SCHOOLS (NSS)								
<p><i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i></p>								
SECTION 1: DATA NEEDED TO CALCULATE FUNDING								
RATES 2026-27								
ADA	Level / # FTE	Allowance	<p><i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i></p>					
Elementary								COLA
1 - 24	1	188,425	Proration Factor	0.00%				
25 - 48	2	376,850						
49 - 72	3	565,275						
73 - 96	4	753,700						
High School								
1 - 19	1	152,935						
1 - 19	2	305,870						
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72 - 86	7	1,291,420						
87 - 100	8	1,444,355						
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172 - 210	13	2,209,030						
211 - 248	14	2,361,965						
249 - 286	15	2,514,900						
NSS Add-on per ADA		-						
ADA & NSS FTE 2026-27								
		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
PRIOR YEAR ADA (net of charter shift)								
Grades TK-3		-	-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-	-
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		-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE								
		-	-	-	-	-	-	-
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	
NSS Allowance using PY			-	-	-	-	-	
NSS Add-on using PY			-	-	-	-	-	
Total NSS Allowance using PY			-	-	-	-	-	
NSS Allowance if funded as NSS & on current year								
NSS allowance level			0	0	0	0	0	
NSS Allowance using CY			-	-	-	-	-	
NSS Add-on using CY			-	-	-	-	-	
Total NSS Allowance using CY			-	-	-	-	-	

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy						
NECESSARY SMALL SCHOOLS (NSS)						
<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>						
SECTION 1: DATA NEEDED TO CALCULATE FUNDING						
NSS allowance level >0?		NO	NO	NO	NO	NO
2026-27						
		2026-27				
Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Prior Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances						
Current Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances						
<i>Funding based on</i>						<i>Current year</i>
TOTAL Funded ADA						0
Total NSS Allowance						
Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	Grade Span	Base	Grade Span	
Grades TK-3	-	8,854	921	-	-	-
Grades 4-6	-	8,987	-	-	-	-
Grades 7-8	-	9,254	-	-	-	-
Grades 9-12	-	10,724	279	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-
Adjusted NSS Allowance (Deficited) for EPA						
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	-
Funded ADA	-	-	-	-	-	-
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						

Samoa Beach Academy Petition, as denied
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District In-Lieu Taxes Tab

IN-LIEU PROPERTY TAX TRANSFER										
For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA										
1. Property Taxes per ADA										
2a. Adjusted base revenue per ADA x charter school ADA										
For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.										
1. Property taxes per ADA x District of Residence ADA										
2a. Adjusted base revenue per ADA x District of Residence ADA										
To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab										
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Local Property Taxes (w/out 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	-	-	-	-	-	-	-	-	-	-
Alternative Calculation	-	-	-	-	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Prior Year Basic Aid Status		-	-	-	-	-	-	-	-	-
1	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA		-	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA		-	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA		-	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA		-	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA		-	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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Graphs Tab

Samoa Beach Academy - Samoa Beach Academy

Charts and Graphs

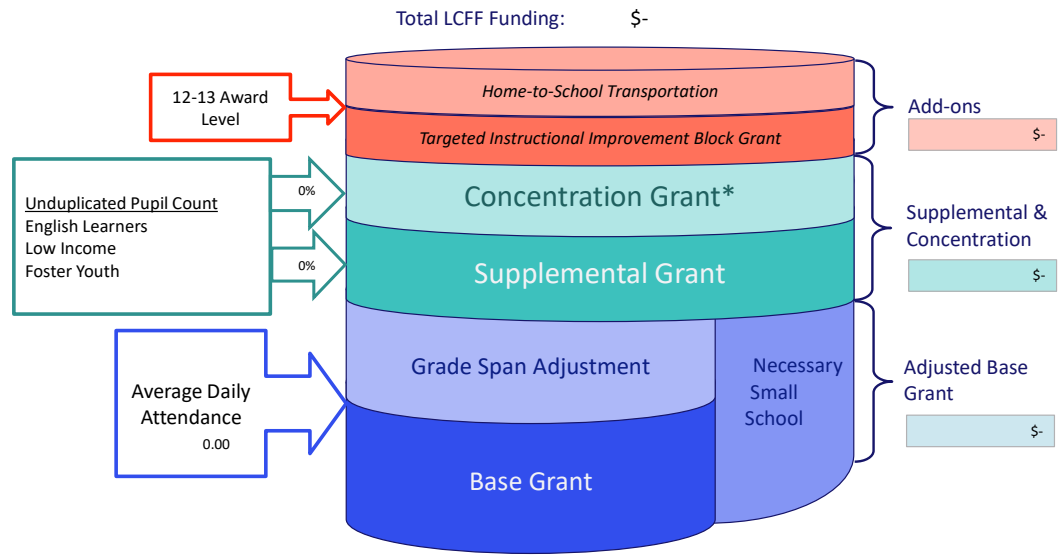
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). The Graphs tab remains unprotected to allow editing for local standards.

2020-21

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

Components of LCFF Entitlement

	2020-21	
Base Grant	\$ -	0.00 ADA
Grade Span Adjustment	\$ -	\$ - Adjusted Base Grant
Supplemental Grant	\$ - 0%	
Concentration Grant	\$ - 0%	\$ - Supplemental & Concentration
Add-ons: Targeted Instructional Improvement Block Grant	\$ -	
Add-ons: Home-to-School Transportation	\$ -	
Add-ons: Small School District Bus Replacement Program	\$ -	\$ - Add-ons
Total	\$ -	\$ -

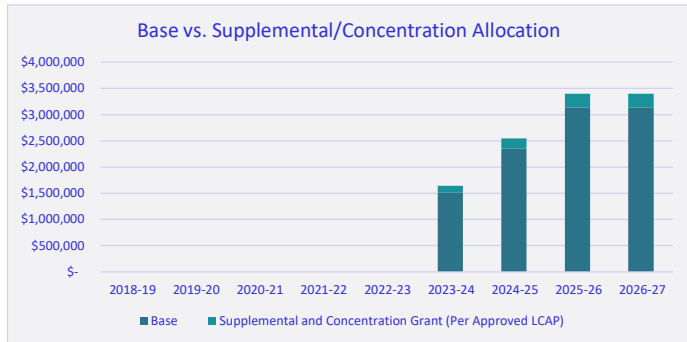


*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

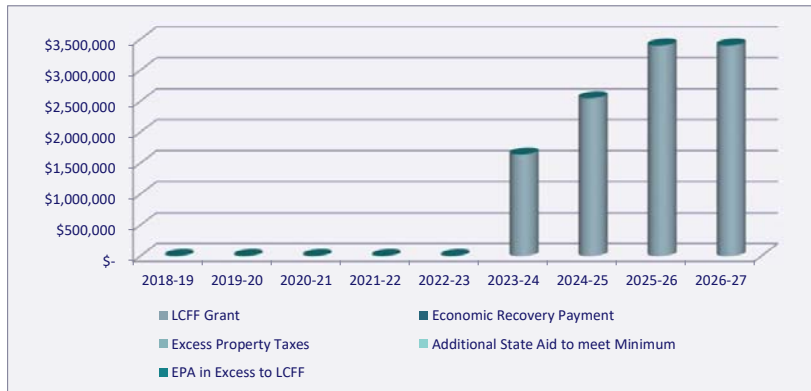
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Graphs Tab

Samoa Beach Academy - Samoa Beach Academy										
Charts and Graphs										
Minimum Proportionality Analysis										
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Base	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,514,205	\$ 2,351,891	\$ 3,135,855	\$ 3,135,855	
Supplemental and Concentration Grant (Per Approved LCAP)	-	-	-	-	-	126,981	197,230	262,973	262,973	
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,641,186	\$ 2,549,121	\$ 3,398,828	\$ 3,398,828	



Funding Sources										
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Excess Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Additional State Aid to meet Minimum	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Economic Recovery Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
LCFF Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,641,186	\$ 2,549,121	\$ 3,398,828	\$ 3,398,828	
Total General Purpose Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,641,186	\$ 2,549,121	\$ 3,398,828	\$ 3,398,828	
Verification to Total LCFF Funding (Summary tab)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (0)	\$ 0	\$ 0	\$ 0	



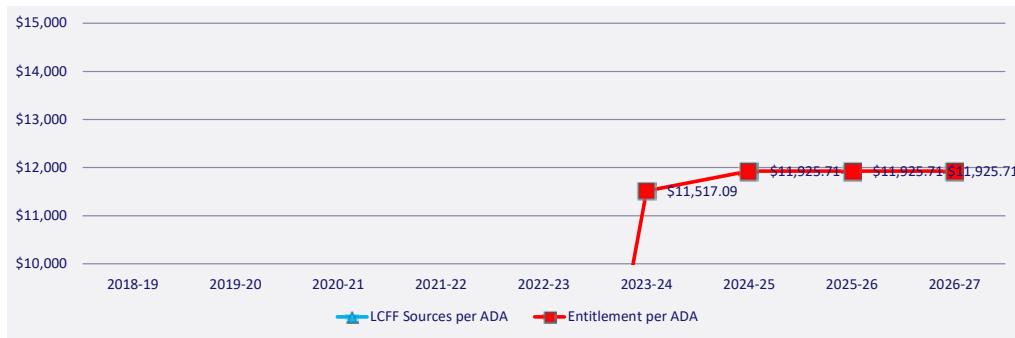
LCFF Entitlement and Funding Sources before COE Transfer, Choice and Charter Supplemental

Samoa Beach Academy Petition, as denied
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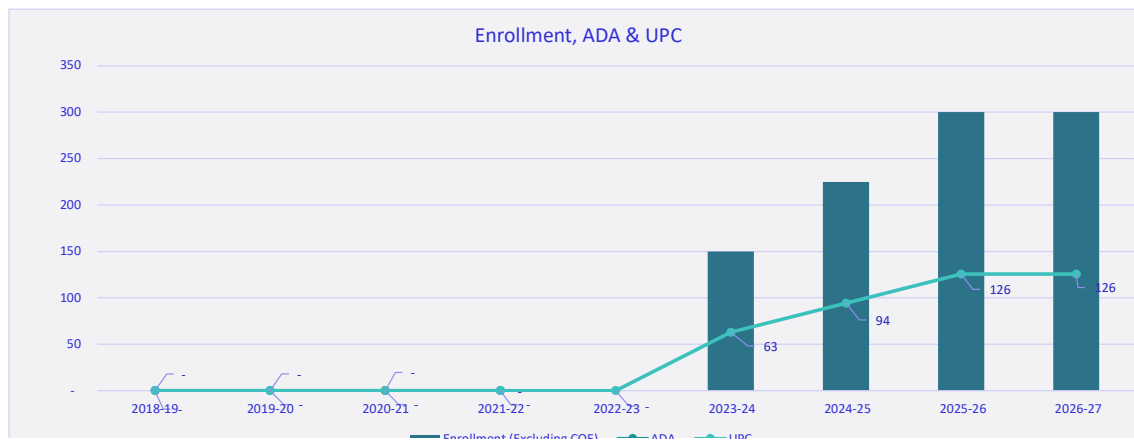
Graphs Tab

Samoa Beach Academy - Samoa Beach Academy
Charts and Graphs

LCFF Entitlement per ADA										
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Funded ADA	-	-	-	-	-	142.50	213.75	285.00	285.00	285.00
LCFF Sources per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (0.00)	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
Net Change per ADA	-	-	-	-	-	(0.00)	0.00	0.00	0.00	-
Net Percent Change		0.00%	0.00%	0.00%	0.00%	0.00%	-102.56%	2000.00%	0.00%	0.00%
Estimated LCFF Entitlement per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,517.09	\$ 11,925.71	\$ 11,925.71	\$ 11,925.71	\$ 11,925.71
Net Change per ADA	-	-	-	-	-	11,517.09	408.62	-	-	-
Net Percent Change		0.00%	0.00%	0.00%	0.00%	0.00%	3.55%	0.00%	0.00%	0.00%

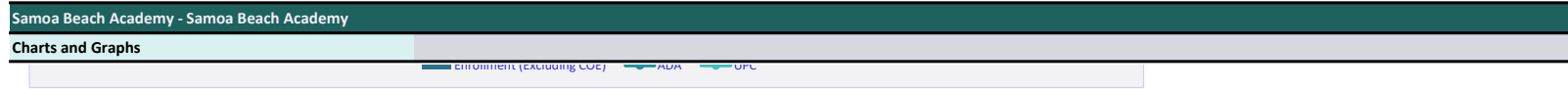


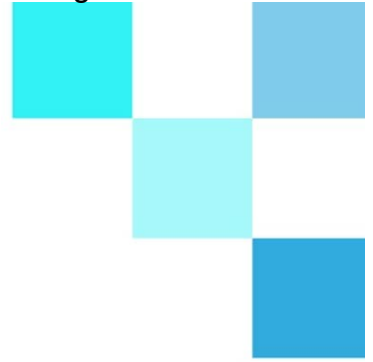
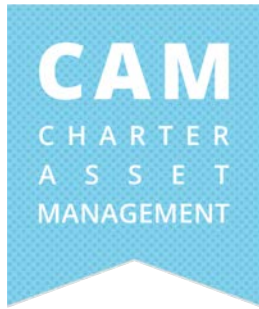
Student Summary										
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Enrollment (Excluding COE)	-	-	-	-	-	150	225	300	300	300
UPC	-	-	-	-	-	63	94	126	126	126
ADA	-	-	-	-	-	142.50	213.75	285.00	285.00	285.00



Samoa Beach Academy Petition, as denied
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Graphs Tab





CAM Letter of Intent

June 15, 2021

Ms. Catherine Scott
Executive Director
Samoa Beach Academy
5251 Ericson Way, Arcata, CA 95521

To Ms. Scott and the Samoa Beach Academy Board of Directors:

Charter Asset Management (CAM) is the national leader in charter school lending. Since 2012, Charter Asset Management has provided over \$900 million in funding to charter schools and charter school networks 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 \$800,000.00 in working capital for Samoa Beach Academy for the 2023–2024 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 black ink, appearing to be 'Paul N. Im', written over a light blue horizontal line.

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 K: Letter of Intent (Facility)

June 10, 2021

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 July 1 ST , 2023
RENT PROVISIONS:	Annually at 2023-24: \$300,000, 2024-25: \$ 459,00, 2025-26: \$624,240, 2026-27: \$636,725, 2027-28: \$649,459 on a triple net basis
EARLY OCCUPANCY:	Tenant shall receive immediate occupancy upon notice of completion.