

This document was provided, as is, to the California Department of Education (CDE) by the **Humboldt County Board of Education for Item 3** of the June 2022 Advisory Commission on Charter Schools meeting agenda. This document is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by email at charters@cde.ca.gov.

Attachment 6

Documentary Record from Humboldt County Board of Education

Table of Contents

Documentary Record from County.....	2
District Resolution Denying Petition	517
County Findings	520
Petitioner Response to County Findings	537
County Board of Education February 9, 2022, Meeting Minutes Denying Petition	553
Petitioner Response to District Findings.....	561

Documentary Record from County

Exhibit	Document Title	Date
1.0	Charter Petition for Establishment of Samoa Beach Academy, including documents submitted on appeal	October 13, 2021
2.0	Email from SBA to HCOE submitting Petition	
3.0	Extension Request	November 3, 2021
4.0	Agreement to Extension (two emails)	
5.0	Humboldt County Board of Education Meeting Agenda	November 10, 2021
6.0	Minutes from November 10 Board Meeting	November 10, 2021
7.0	Humboldt County Office of Education Meeting Agenda	December 14, 2021
8.0	Notice of Public Hearing	November 30, 2021
9.0	Minutes from December 14 Board Meeting	December 4, 2021
10.0	Findings of Fact and Recommendations regarding Charter Petition for Samoa Beach Academy	January 24, 2022
11.0	Email from HCOE to SBA submitting Findings of Fact and Recommendations	January 24, 2022
12.0	Samoa Beach Academy Response to Findings	February 4, 2022
13.0	Email from SBA to HCOE submitting Response to Findings	February 4, 2022
14.0	Letters from Community Members	Various
15.0	Humboldt County Board of Education Meeting Agenda	February 9, 2022

Documentary Record from
Humboldt County Board of Education

16.0	Notice of Public Hearing	January 28, 2022
17.0	HCOE Presentation to the Board	February 9, 2022
18.0	Samoa Beach Academy Presentation to the Board	February 9, 2022
19.0	DRAFT Minutes from February 9 Board Meeting **Documentary Record will be updated when the Board finalizes/approves minutes	February 9, 2022
20.0	Resolution of the Humboldt County Board of Education regarding the Petition to form the Samoa Beach Academy	February 9, 2022
21.0	Email from HCOE to SBA submitting Resolution	February 11, 2022

CERTIFICATION OF COMPLETE CHARTER PETITION

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than 60 days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

- Date of submission: October 14, 2021
- Deadline for public hearing: December 14, 2021
- Deadline for granting or denying the charter petition: January 12, 2022

Certification

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605(b) only; and
4. That I deem the charter petition to be complete.

Name: Catherine Scott, Lead Petitioner

Signature: Catherine Scott

Date: October 13, 2021

School Name: Samoa Beach Academy



October 13, 2021

Via Email

Chris Hartley, Superintendent
Humboldt County Office of Education
901 Myrtle Avenue
Eureka, CA 95501

***Re: Samoa Beach Academy Charter Petition
Appeal to the Humboldt County Board of Education***

Dear Superintendent Hartley:

I write as the lead petitioner for Samoa Beach Academy (“SBA”) to submit this appeal of the denial of SBA’s charter petition (the “Petition”) by the Northern Humboldt Union High School District (the “District”) to the Humboldt County Board of Education (the “County Board”), as provided for in Education Code Section 47605(k)(1), Title 5, California Code of Regulations Section 11967, and policies of the County Board.

CHARTER APPEAL MATERIALS

The law and related regulations and policies require that a charter school whose petition has been denied and that wishes to appeal its petition to the County Board must send the following information within thirty days after the denial action:

- (1) A complete copy of the Petition as denied by the District, including all appendices and signatures required under Section 47605 (Attached under Tab 1.) Pursuant to County Board Policy 0420.4.2(a), identification of the proposed site where SBA will be located is provided on page 184 of the Petition and in Appendix K.
- (2) Evidence of the District governing board’s (“District Board”) action to deny the petition (e.g., meeting minutes) and the governing board’s written factual findings specific to the particular petition, when applicable, setting forth specific facts to support one or more of the grounds for denial set forth in Education Code Section 47605(c). Attached under Tab 2, please find:
 - a. An adopted resolution of the District Board denying the Petition at its September 14, 2021 meeting (Tab 2a).

Documentary Record from
Humboldt County Board of Education

Chris Hartley, Superintendent
Re: Samoa Beach Academy Charter Petition
Appeal to the Humboldt County Board of Education
October 13, 2021
Page 2 of 4

- b. Report by the Northern Humboldt Union High School District containing findings and recommendations for the denial of the Petition (Tab 2b).
 - c. SBA's response to the District's findings for denial of the Petition (Tab 2c).
 - d. SBA's response to Request for Information from the District (Tab 2d).
- (3) A description of any changes to the Petition necessary to reflect the County Board as the chartering authority as applicable. (A letter containing a description of changes to the Petition necessary to reflect the County Board as SBA's chartering authority is attached under Tab 3.)
 - (4) A signed certification stating that the petitioners will comply with all applicable law. (Attached under Binder Tab 4.)
 - (5) A complete copy of the Charter Appeal Materials provided electronically and in hard copy.

At its September 14, 2021 meeting, the District Board voted to deny the Petition. This appeal is thus made within the 30-day deadline for submission of an appeal of a charter petition per Education Code Section 47605(k)(1)(A)(i). Pursuant to Section 47605(b), no later than 60 days after receiving a complete petition package, the County Board shall hold a public hearing on the charter petition, and no later than 90 days after receiving a complete petition package, the County Board grant or deny the charter petition. SBA's founding team sincerely appreciates the forthcoming review and consideration of its Petition by your office and the County Board, and we stand ready to provide any assistance or information that will be helpful to this process.

MERITS OF THE CHARTER APPEAL

We believe that the Petition fully articulates the merits and need for SBA's proposed career and college-focused program in Humboldt County; the new opportunities it will bring to area students; the capacity of its founding team to execute the vision for SBA; and the broad support for SBA among the community. In particular, SBA intends to offer a robust Career Technical Education ("CTE") program that will focus on pathways and jobs that are much needed in our region and are not offered at adjacent high schools, including in residential and commercial construction, health science (patient care), and business management. SBA also intends to offer robust college preparation programs, including through dual enrollment partnerships with area colleges and universities, and to improve upon the below-average college-going rate of area students. SBA's founding team and advisors are experienced, time-tested leaders and experts in education, school operations, school finance and accounting, education law and regulations, and business. Our ties to the communities SBA intends to serve run deep.

Chris Hartley, Superintendent
Re: Samoa Beach Academy Charter Petition
Appeal to the Humboldt County Board of Education
October 13, 2021
Page 3 of 4

SBA stands behind its Response to the District’s findings (Tab 2c), which affirms that the District’s denial of the Petition was improper. As we have demonstrated, issue by issue, the District’s findings are inconsistent with the requirements of the Charter Schools Act (“CSA”), and the Petition itself, and the Petition should have been approved, in alignment with legal requirements and Legislative intent. While the County Board will review the Petition freshly under a *de novo* review standard that gives no deference to the District’s findings, we are confident that the District’s findings would not survive scrutiny by the State Board of Education on review under an abuse of discretion standard, either. The CSA provides that the authorization of charter schools is to be encouraged, that there is a presumption in favor of granting such charter petitions, and that this presumption may only be overcome with findings based on “specific facts,” i.e., identified evidence, that denial is warranted. Education Code Section 47605(c). The District’s findings were devoid of “specific facts” meriting denial, among other issues, and thus did not satisfy the requirements under the CSA.

Unfortunately, the District’s findings were cynical, they misstated and mischaracterized the program specified in the Petition, they were predicated on unfounded assumptions and conjecture (again, not “specific facts”), and they afforded no due respect to the expertise and capacity of SBA’s founding team. As just one example of that cynicism, the District concluded that SBA’s CTE health pathway was unsound because other school districts have supposedly explored it but never implemented it. We are left to speculate what others might have tried to do and what the outcome would have been with a different approach or team with different relationships and experience. But, such speculation about alleged difficulties that might be encountered in pursuing one CTE pathway (among several being pursued) is of course not “specific facts” that that SBA’s program as a whole is unsound or unlikely to be successfully implemented and that the Petition should not be granted. The District’s other findings were similarly ungrounded in the standards under the CSA for the denial of a charter petition.

What’s more, during the decision meeting, District staff and legal counsel allocated to themselves approximately three times the amount of time SBA was afforded to present evidence and testimony, roughly thirty-two minutes for the District and just eleven minutes for SBA. This is plainly an abuse of discretion as it violates Education Code Section 47605(b) (“...petitioners shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings...”), and may, alone, lead the State Board of Education to overturn the District’s denial action. SBA, though, is designed as a local program. We seek authorization from the County Board, not involvement by state agencies.

While we hoped that the District Board would have engaged in a meaningful dialogue with SBA’s founding team, regrettably, its denial was the product an opaque process that appeared to have been conducted behind closed doors. The District Board unanimously adopted District Staff’s findings with essentially no public discussion of the merits of the Petition. Given the absence of public discussion and lockstep voting, we are left to assume that the District Board discussed such public business in closed session, under the agenda item “PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Superintendent.” I note that the District Board has agendized this specific item *no less than seventeen times over the past twelve months*. However, District

Chris Hartley, Superintendent
Re: Samoa Beach Academy Charter Petition
Appeal to the Humboldt County Board of Education
October 13, 2021
Page 4 of 4

Board policy contemplates only one annual performance review of the Superintendent, as is typical, and that the closed session review shall be documented in a writing signed by the Superintendent to demonstrate that it took place, and that goals developed in the performance review shall be reported out in open session following the closed session evaluation; the District Board's minutes do not reflect those steps were taken. We can conceive of no legitimate rationale for seventeen sessions of "PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Superintendent" in one year, for a Superintendent who was hired four years ago.

It is a reasonable implication that the District Board has used these closed sessions to discuss other matters, contrary to the requirements and public transparency aims of the Brown Act, including, we assume, whether SBA's Petition should be approved or not. We raise this issue because SBA's founding team strongly believes that in the sunshine of a public meeting, the community's interests would have been more fully considered and addressed, and that through transparent discussion about the facts, SBA's Petition would have been approved.

* * *

In closing, SBA's founding team very much looks forward to working with the County Board and the Humboldt County Office of Education now and for years to come as a partner in serving the students in our region. We sincerely appreciate the consideration of SBA's Petition. Please feel free to contact me at catherine@bestrouteconsulting.com or 707-496-8991 if you have any questions.

Very Truly Yours,



Catherine Scott
Lead Petitioner

Attachments

cc: Roger Macdonald, Superintendent, Northern Humboldt Union High School District

CERTIFICATION OF COMPLETE CHARTER PETITION

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than 60 days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

- Date of submission: June 18, 2021
- Deadline for public hearing: August 17, 2021
- Deadline for granting or denying the charter petition: September 16, 2021

Certification

By signing below, I certify as follows:

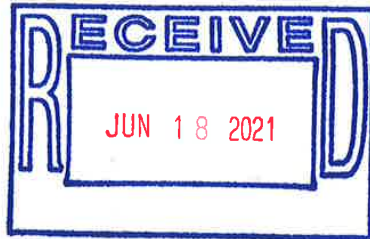
1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605(b) only; and
4. That I deem the charter petition to be complete.

Name: Catherine Scott, Lead Petitioner

Signature: *Catherine Scott*
Catherine Scott (Jun 18, 2021 01:45 PDT)

Date: June 17, 2021

School Name: Samoa Beach Academy



Received by Carrie Nickols (CN)
Petition for Charter School Packet



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

Table of Contents

Affirmations and Declaration	1
Introduction.....	4
Element 1: Educational Program	12
Element 2: Measurable Pupil Outcomes.....	92
Element 3: Methods of Assessment.....	92
Element 4: Governance Structure	128
Element 5: Employee Qualifications	136
Element 6: Health and Safety Procedures.....	141
Element 7: Student Population Balance.....	146
Element 8: Admission Policies and Procedures.....	149
Element 9: Annual, Independent Financial Audits	152
Element 10: Pupil Suspension and Expulsion Procedures.....	153
Element 11: Employee Retirement Systems.....	175
Element 12: Public School Attendance Alternatives	176
Element 13: Employee Return Rights.....	177
Element 14: Dispute Resolution Procedures.....	178
Element 15: Closure Procedures.....	180
Miscellaneous Charter Provisions.....	182

Affirmations and Declaration

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

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

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

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

SAMOA BEACH ACADEMY

2023-2028

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

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

Catherine Scott

Catherine Scott (Jun 18, 2021 01:46 PDT)

Catherine Scott

(707) 496-8991

catherine@bestrouteconsulting.com

Jun 18, 2021

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 Petrusha – Board Member

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

Chuck began his 41-year career working in his family-owned business, Advanced Security Systems. He has held many roles, including President and CEO since 1992. Advanced Security Systems has the distinction of being named the City of Eureka's Business of the Year in 2013. Additionally, Advanced Security Systems has been listed on the *SDMI100*, 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.

SAMOA BEACH ACADEMY

2023-2028

Table i.1: Petition Team and Consultant Expertise Areas

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

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

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:

- small high school

- small class size
- individual student focused
- infused CTE standards into core content areas
- required courses include Financial Literacy and Leadership/Career Skills
- practice of mindfulness strategies
- monthly restorative practices Circles to support Social Emotional Learning
- internship opportunity in CTE Pathway
- collaboration with post-secondary institutions including College of the Redwoods and Humboldt State University
- extracurricular activities to include competitive sports and clubs
- strong English Language Development (“ELD”) program
- intervention and enrichment provided daily through Universal Access
- support from the business community and partnerships

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

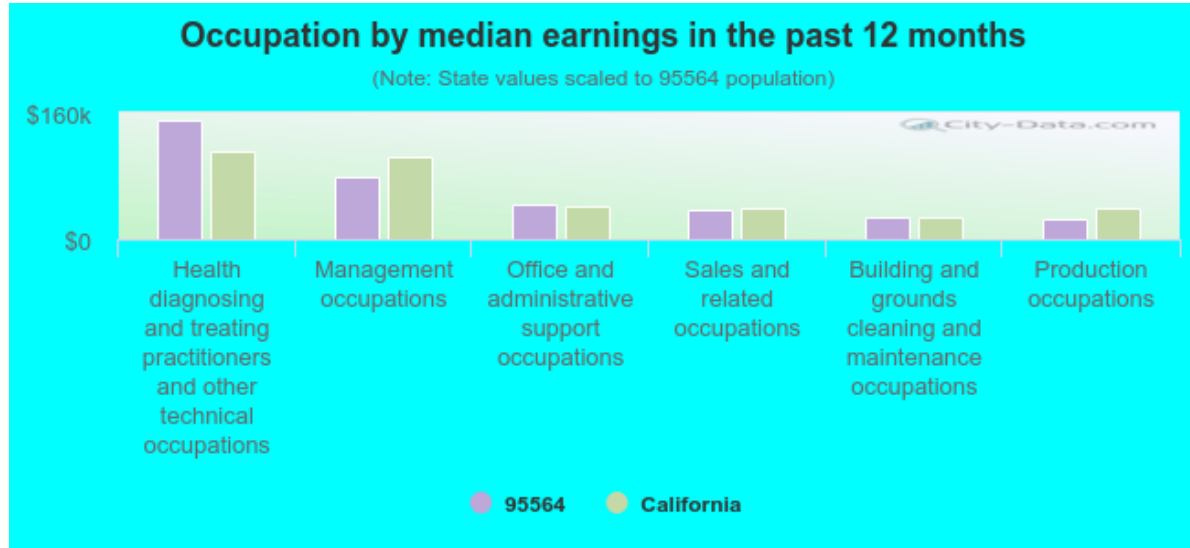
The target student population will mirror the District, which would include the following demographic population: 0.8% African American, 4.7% Native American, 1.7% Asian, 14.3% Latino, 0.4% Pacific Islander, 67.1% White, 9.5% Two or More Races. Additionally, the demographics are 1.2% English Learners ("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://www.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/country/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

SAMOA BEACH ACADEMY

2023-2028

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 offerings 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 1Voc</i> <i>Sustainable Agriculture</i> <i>Biology</i> <i>Agriculture and Soil</i> <i>Chemistry</i> <i>Advanced Agriscience</i> <i>Agriculture Natural</i> <i>Resources</i> <i>Agriculture Government</i> <i>& Economics</i> <i>Ornamental Horticulture</i>	Agriscience <i>Sustainable Agriculture</i> <i>Biology</i> <i>Agriculture Soil</i> <i>Chemistry</i> <i>Advanced Agriculture</i> <i>Floral Design</i> <i>Agriculture Economics</i> <i>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</i> <i>Workshop</i> <i>(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>	

SAMOA BEACH ACADEMY

2023-2028

	<i>AP Studio Art (2D & 3D) Makerspace Photography 1-2</i>	<i>AAI Design For Communication 1-3 AAI Visual Dynamics 1-3 Studio Art AP</i>	
Information and Communication Technologies		Games and Simulation <i>Computer Programming or Computer Programming AP Interactive Media 1 Interactive Media 2 Robotics Electronics 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 Advance Auto Tech</i>	Diagnostic and Repair <i>Auto 1-2</i>	
Engineering and Architecture	Sector listed as Industrial Technology <i>Architectural Design 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 Intermediate R&CC Advanced R&CC Job Shadowing 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 Makers 2</i> 	<ul style="list-style-type: none"> • Machining and Forming Technology <i>Metal 1-4</i> • Product Innovation and Design <i>Makers Makers 2</i> 	
Health Science and Medical Technology			Patient Care <i>Introduction to PC Intermediate PC Advanced PC Job Shadowing 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:

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

- College and career ready: Use textual evidence to make claims and support personal opinions, ideas and beliefs while exploring their individual goals to develop targeted skills that apply to 21st century career paths.
- Information Literate: Integrates technology across the curriculum, builds, creates, collaborates, and innovates so that they can tackle any technological challenge.

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

Academic Intelligence

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

Social Intelligence

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

How Learning Best Occurs

SBA believes that learning best occurs when it is driven by the students. By providing students choice in what they learn and voice in how they demonstrate their learning, students are more engaged in the curriculum and demonstrating mastery. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. The tenets by which SBA describes how learning best occurs includes authentic learning experiences, holistic approach, extracurricular activities, and athletics, all taking place in a unique, state-of-the-art 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:

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

Project Based Learning

Project Based Learning ("PBL") is a powerful instructional strategy and will be used across subject areas. PBL is a model for classroom activities and makes the shift away from teacher-centered

instruction and puts more attention on student-centered projects. SBA will have two days of block scheduling to allow for students to go deeper. NEA claims that this model is effective in building relevance of content by establishing connections to life outside of school and the classroom, and by creating and relying on real-world experiences. Other research reports that students using PBL demonstrate high-level critical-thinking and problem-solving skills (Mergendoller, Maxwell & Bellisimo, 2006; Shepherd, 1998; Tretten & Zachariou, 1995). In addition to increasing collaboration among students, research has found that students in classes using PBL show greater engagement (Belland, et al., 2006; Brush & Saye, 2008; Ravitz & Mergendoller, 2005).

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

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

PBL will be implemented in the following ways:

- Subjects are integrated into project themes
- Students mostly work in project teams

- Teachers provide some direct instruction and guide students in a project planning process that defines the work
- Topics, assignments, and student work is mostly guided by the project planning process
- Students' interests are usually a determining factor in what they learn
- Uses local community or current events as project themes to apply learning
- Products of student learning are defined during the planning process and student choice results in a variety of products
- 21st Century Skills that are mostly emphasized include collaboration, communication, critical thinking, and creativity
- Assessment and grades are mostly based on demonstration, project outcomes, and project performance rubrics

Mindfulness

Educators today are looking for alternative approaches to cultivate student attentiveness, concentration, compassion, and awareness. To further promote SBA's mission, the 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. linguistic intelligence
2. logical-mathematical intelligence
3. musical intelligence
4. spatial intelligence
5. bodily kinesthetic intelligence
6. interpersonal intelligence
7. intrapersonal intelligence

⁷ <https://www.cde.ca.gov/ci/ct/sf/documents/ctestdfontpages.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:

- The current mathematics grades of the student give a good measure of performance and are a good indicator of a student’s success in future mathematics courses.
- Input from the current teacher will be used as a measure of the student’s progress in mathematics over the course of the year.
- The guidance from future mathematics teachers will help determine if a student can be successful in a particular mathematics course.
- The student’s Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”) score, or other math assessment score, and scores on state assessments have proven to be a strong indicator of the current level of understanding of mathematical concepts.
- The student’s interests and college and/or career plans after high school will help us place a student in the course that best suits the student’s needs.
- Input from the student’s parents/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. Digital Citizenship
 - Students understand human, cultural, and social issues related to technology and practice legal and ethical behavior
 6. Technology Operations and Concepts
 - Students demonstrate a sound understanding of technology concepts, systems, and operations

Table 1.3: 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

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

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.

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 defilation.

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 \(fcoe.org\)](#)

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.

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

SAMOA BEACH ACADEMY

2023-2028

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

SAMOA BEACH ACADEMY

2023-2028

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

SAMOA BEACH ACADEMY

2023-2028

			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

SAMOA BEACH ACADEMY

2023-2028

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

SAMOA BEACH ACADEMY**2023-2028**

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.

SAMOA BEACH ACADEMY

2023-2028

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:

- Participation in dual enrollment may ease the transition from high school to college by providing a sense of what college academics are like.
- Dual enrollment is a cost-efficient way to accumulate college credits because courses will be free for SBA students.
- 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

SAMOA BEACH ACADEMY

2023-2028

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.

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.
9	Yes	146	373	10	240	6	240	18	365	180	64800	64868	68
10	Yes	146	373	10	240	6	240	18	365	180	64800	64868	68
11	Yes	146	373	10	240	6	240	18	365	180	64800	64868	68
12	Yes	146	373	10	240	6	240	18	365	180	64800	64868	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.

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

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

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

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

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

Table 1.16: 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

SAMOA BEACH ACADEMY

2023-2028

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

SAMOA BEACH ACADEMY

2023-2028

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
---------	-----------------	----------	---

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:

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

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

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

California ELD standards focus on 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.

- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental/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.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

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

Strategies for English Learner Instruction and Intervention

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

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

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

- Authentic and meaningful tasks, making connections between learning, and real-life experience;
- Opportunities for reflection and verbalizing thoughts through academic talk;
- Standards-based unit organization;
- Integration of listening, speaking, reading, and writing with content areas;
- Assessment and monitoring of progress toward standards and check for understanding;
- Development of metacognition and goal setting;
- Total Physical Response; and
- Explicit instruction in key skills (e.g., preview, scanning, skimming).

Monitoring and Evaluation of Program Effectiveness

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

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

Plan for Students with Disabilities

A. Overview

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

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:

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

- Frequent breaks
- 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:

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

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

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

- Physical arrangement of classroom
- Lesson presentation
- Assignments

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

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

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

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

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

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

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

- The right to participate and establishing a positive climate that promotes social engagement and friendships is prioritized
- 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:

- A more welcoming, positive school environment with increased collaboration and participation and higher academic expectations
- Access to a wider range of school resources and shared learning opportunities
- 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.

SAMOA BEACH ACADEMY

2023-2028

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

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

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

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

SAMOA BEACH ACADEMY

2023-2028

	100% of teachers will be trained on ELD best practices.
	100% of teachers will be trained on ELD best practices.
	100% of teachers will be trained on ELD best practices.
	100% of teachers will be trained on ELD best practices.
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	

SAMOA BEACH ACADEMY

2023-2028

GOAL TO ACHIEVE SUBPRIORITY	The Charter School will create an inclusive environment by including parents/guardians in activities and communications.
ACTIONS TO ACHIEVE GOAL	<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>
MEASURABLE OUTCOME	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.
GOAL AND OUTCOMES FOR LATINO 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.
GOAL AND OUTCOMES FOR WHITE 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.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	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.

SAMOA BEACH ACADEMY

2023-2028

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

SAMOA BEACH ACADEMY

2023-2028

	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>	
<ul style="list-style-type: none"> a. <i>California Assessment of Student Performance and Progress statewide assessment</i> b. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education.</i> c. <i>Percentage of ELs who make progress toward English language proficiency as measured by English Language Proficiency Assessment for California.</i> d. <i>EL reclassification rate</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	<p>Classroom instruction will be conducive to student learning. Adequate learning environments will be provided to all students.</p> <p>Appropriate State Standards-aligned instructional materials will be provided to all students.</p> <p>Implement a tiered intervention program during Universal Access.</p>
MEASURABLE OUTCOME	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.

SAMOA BEACH ACADEMY

2023-2028

	<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>
<p>GOAL AND OUTCOMES FOR LATINO STUDENTS</p>	<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>
<p>GOAL AND OUTCOMES FOR WHITE STUDENTS</p>	<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>
<p>GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES</p>	<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>
<p>GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS</p>	<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>

SAMOA BEACH ACADEMY

2023-2028

	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	

SAMOA BEACH ACADEMY

2023-2028

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.

SAMOA BEACH ACADEMY

2023-2028

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.

SAMOA BEACH ACADEMY

2023-2028

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
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<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> 	

SAMOA BEACH ACADEMY

2023-2028

<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.

SAMOA BEACH ACADEMY

2023-2028

	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.

SAMOA BEACH ACADEMY

2023-2028

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>	
<p><i>a. School climate, as measured by all of the following, as applicable:</i></p> <p><i>b. Pupil suspension rates</i></p> <p><i>c. Pupil expulsion rates</i></p> <p><i>d. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i></p>	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will have a 5% or lower suspension rate.
ACTIONS TO ACHIEVE GOAL	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.

SAMOA BEACH ACADEMY

2023-2028

	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.

SAMOA BEACH ACADEMY

2023-2028

<p>ACTIONS TO ACHIEVE GOAL</p>	<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>
<p>MEASURABLE OUTCOME</p>	<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>
<p>GOAL AND OUTCOMES FOR LATINO STUDENTS</p>	<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>
<p>GOAL AND OUTCOMES FOR WHITE STUDENTS</p>	<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>
<p>GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES</p>	<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>
<p>GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS</p>	<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>
<p>METHODS OF MEASUREMENT</p>	<p>Survey results</p>

STATE PRIORITY #7— COURSE ACCESS

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.

*“Broad course of study” includes the following, as applicable:
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)
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))*

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

STATE PRIORITY #8—OTHER STUDENT OUTCOMES

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

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.

SAMOA BEACH ACADEMY

2023-2028

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.

SAMOA BEACH ACADEMY

2023-2028

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.

SAMOA BEACH ACADEMY

2023-2028

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).

SAMOA BEACH ACADEMY

2023-2028

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	

SAMOA BEACH ACADEMY

2023-2028

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.

SAMOA BEACH ACADEMY

2023-2028

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

SAMOA BEACH ACADEMY

2023-2028

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

SAMOA BEACH ACADEMY

2023-2028

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.
---------	----------------------------------	--------	---------------	---

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 Petrusha	Board Member	2

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

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

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

Board Meetings and Duties

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

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

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

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

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

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

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

The Executive Director

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

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

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

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

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

Parent (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

SAMOA BEACH ACADEMY

2023-2028

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:

- 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;
- Parent/guardian meetings to solicit input on major Charter School decisions and feedback on ongoing operations;
- Invitation of parents/guardians to committee meetings and Charter School functions;
- Training in how the SBA’s assessment process works, including parents’/guardians’ roles in it;
- Inclusion of parents/guardians in instruction, as appropriate;
- Regular communication between parents/guardians and teachers;
- Workshops to help parents/guardians support their children’s education; and
- Charter School celebrations.

Teacher Involvement in Governance

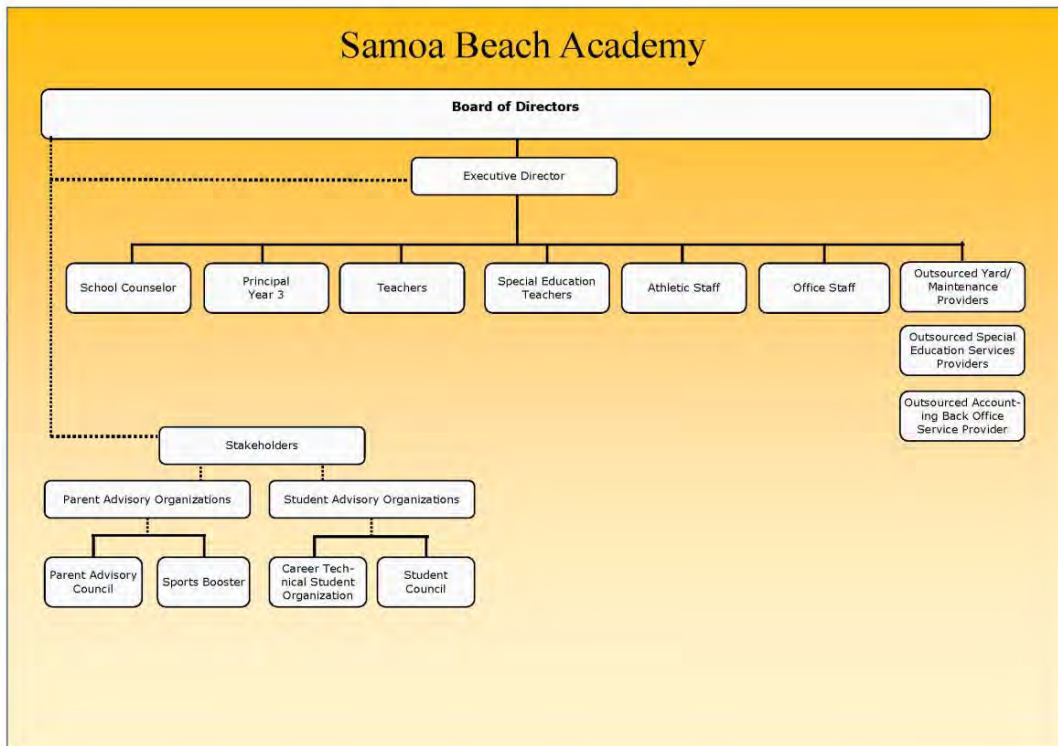
SBA views teachers as the experts in curriculum and instruction. As the primary executors of the SBA’s educational program, they are the day-to-day stewards of the SBA’s mission and vision. Their voices will be heard as authoritative in matters related to curriculum, instruction, and student achievement, 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:

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

Principal

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

Qualifications:

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

Certificated Staff Qualifications

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

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

Teacher Qualifications:

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

Special Education Teacher/Coordinator Qualifications:

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

School Counselor Qualifications:

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

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

Classified Staff Qualifications

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

Office Manager Qualifications:

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

Office Staff Qualifications:

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

Other Classified Staff and Athletic Staff Qualifications:

- Strong communications skills;

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

Recruitment and Selection Process

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

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

Staff Evaluations

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

Element 6: Health and Safety Procedures

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

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

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

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

Procedures for Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

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

Tuberculosis Risk Assessment and Examination

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

Immunizations

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

Medication in School

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

Vision, Hearing, and Scoliosis

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

Suicide Prevention Policy

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

Access to Mental Health Services

The Charter School will comply with the requirements of AB 2022 (Education Code Section 49428). At least twice every school year, the Charter School will notify parents/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):

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

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

Emergency Preparedness

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

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

Bloodborne Pathogens

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

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

Drug Free, Alcohol Free, Smoke Free Environment

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

Facility Safety

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

Sports Injuries

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

Comprehensive Discrimination and Harassment Policies and Procedures

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

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each 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

- Proof of immunization
- Proof of withdrawal from previous school (if applicable)
- Home Language Survey
- Completion of emergency medical information form
- Proof of minimum age requirements
- Release of 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. Siblings of students admitted to or attending SBA
2. Children of SBA teachers, staff, and Board (not to exceed 10% of SBA's enrollment)
3. Students who are currently enrolled in or who reside in the elementary school attendance area of the local public elementary school where the Charter School is located (for purposes of the SB 740 Charter School Facility Grant Program)
4. Residents of the District
5. All other students

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

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

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

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

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

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

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

Non-Discretionary Suspension Offenses

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

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

Discretionary Expellable Offense

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

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

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

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

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

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

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

Non-Discretionary Expellable Offenses

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

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

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a 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:

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

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of the complaining witness's right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- SBA must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

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

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

If SBA, the parent/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:

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

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

Due Process Appeals

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

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

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

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

Special Circumstances

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

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

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

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

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

If SBA had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. SBA shall conduct an expedited evaluation if requested by the parents/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:

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

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

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

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

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

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

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

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

Insurance

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

Administrative Services

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

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

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

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

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

Facilities

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

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

Contents

Appendix A: Petitioner Team Resumes	2
Appendix B: Meaningfully Interested Teacher Signatures.....	3
Appendix C: Letters of Support: College of the Redwoods, Humboldt State University	4
Appendix D: Business Letter of Support	5
Appendix E: CDE CTE 11 Elements of a High-Quality CTE Program Self-Review Tool	6
Appendix F: Anchor Standards for SBA CTE Pathways	7
Appendix G: Articles of Incorporation.....	8
Appendix H: Bylaws	9
Appendix I: Conflict of Interest Code.....	10
Appendix J: Budget Documents	11
Appendix K: Letter of Intent (Facility).....	12

Appendix A: Petitioner Team Resumes

PATTI CAMPBELL

707-498-5100
pattibcam@aol.com

PROFESSIONAL

2000-PRESENT

OWNER, MAD RIVER LUMBER

ARCATA, CA

Owner and operator of wholesale redwood fencing sawmill

BROKER, NAVARRO-LOWREY INVESTMENTS

VAIL, CO

Sales & leasing of commercial properties

COMMUNITY

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

Board Member, Jacoby Creek Education Foundation, Arcata, CA

Board Member, First Presbyterian Church, Eureka, CA

Jacoby Creek Athletic Committee, Arcata, CA

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

Board Member, Humboldt Live, Arcata, CA

EDUCATION & AFFILIATIONS

BS Landscape Architecture, Cal Poly SLO

Colorado Real Estate Licensing

Aji Network Business Professional's Course

Court Appointed Special Advocate

California Real Estate Licensing

Life Coach Certification

Rotary Club of Arcata Sunrise

David Edwin Lonn

Home Address

1484 Winchester Avenue
McKinleyville, CA 95519

Phone

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

E-mail

sfdoubled@gmail.com

Education

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

Administrative Experience

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

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

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

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

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

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

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

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

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

Teaching Experience

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

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

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

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

Additional Experience

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

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

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

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

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

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


Leadership Coaching, Humboldt County, 2011-Present

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

Julianne Eagle

United States

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

 juliannebarnumeagle@gmail.com

Summary

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

Experience

Vice President Marketing

The Danco Group

Sep 2019 - Present (11 months +)



Marketing Director

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

Documentary Record from
Humboldt County Board of Education

Feb 2016 - Aug 2017 (1 year 7 months)

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

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

opendoor **Communications Manager**

Open Door Community Health Centers

Jun 2013 - Feb 2016 (2 years 9 months)

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

opendoor **Advancement Associate**

Open Door Community Health Centers

Oct 2011 - Jan 2013 (1 year 4 months)

opendoor **Advancement Assistant**

Open Door Community Health Centers

Feb 2011 - Oct 2011 (9 months)


Education

 **Humboldt State University**

BA, Journalism and Mass Communications

2004 - 2009

Licenses & Certifications

 **HubSpot Content Marketing Certificate** - HubSpot Academy

Skills

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

Troy R. Nicolini

2573 Broadway Street
Fairhaven, CA 95664

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

Professional Experience Highlights

Meteorologist In Charge

National Weather Service, Eureka, CA

05/2015 to Present

Warning Coordination Meteorologist

National Weather Service, Eureka, CA

09/2004 to 05/2015

Service Hydrologist

National Weather Service, Eureka, CA

06/1998 to 09/2004

Research Hydraulic Engineer

US Army Corps of Engineers, Davis, CA

07/1989 to 06/1998

Education

Masters of Science in Civil Engineering

University of California – Davis, CA

Bachelors of Science in Computer Science

University of California – Davis, CA

Coursework in Meteorology (24 semester hours)

Mississippi State University and Pennsylvania State University

Community Involvement

President of Board of Directors

Peninsula Community Services District

Commissioner

Humboldt County Local Agency Formation

Board Member

Pacific Coast Fish, Wildlife & Restoration Assoc.

Lecturer

College of the Redwoods Engineering Dept.

PROFESSIONAL PUBLICATIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Charles Petrusha

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

May 1992 – Present
Advanced Security Systems President and CEO

July 1985 – May 1992
Advanced Security Systems Sales

June 1979 – July 1985
Advanced Security Systems Technician

Skills

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

CATHERINE A. SCOTT

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

EMPLOYMENT HISTORY

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

ADMINISTRATIVE EXPERIENCE

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

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

2012-2017: Superintendent, Southern Humboldt Unified School District

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

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

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

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

2007-2009: Assistant Superintendent, Willits Unified School District

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

2005-2007: Principal, Willits Small Schools

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

2004-2005: Assistant Principal, Willits High School

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

Catherine Scott 3/3

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

TEACHING EXPERIENCE

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

- Drama, Physical Education and Study Hall.

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

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

1992-1994 Aeon-Amity English School

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

EDUCATION

2018 University of Phoenix

Master of Arts, Adult Education and Training

2018 University of San Diego, Extension

College Admission Counselor Certification Program

2007 AB 75 Mendocino County Office of Education

Administrative Services Clear Credential

2002 Humboldt State University, Arcata, CA

Administrative Services, Preliminary Credential

1996 Humboldt State University, Arcata, CA

Single Subject Teaching Credential, Social Studies

1991 University of California, Santa Cruz, CA

Bachelor of Arts, History

ADDITIONAL EXPERIENCES

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

PROFESSIONAL DEVELOPMENT

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

PROFESSIONAL ASSOCIATIONS

- Association of California School Administrators
- Independent Education Consultant Association

Appendix B: Meaningfully Interested Teacher Signatures

Samoa Beach Academy

We the undersigned believe that the attached charter petition for the establishment of Samoa Beach Academy, a California public charter school, merits consideration and hereby petition the governing board of the Northern Humboldt 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

Catherine Scott (Jun 15, 2021 10:55 PDT)

Catherine Scott

Name Signature

Jun 15, 2021

Date

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
Todd Curry	<u>Todd Curry (Jun 17, 2021 16:22 PDT)</u>	Jun 17, 2021	Professional Clear Math, Physical Science, Electronics, CTE Pathway, Certification in Engine	707-845-3135
Bradley S Johnson	<u>Bradley S Johnson (Jun 18, 2021 10:57 PDT)</u>	Jun 18, 2021	Building Trades and Construction, Transportation	707-407-811
Sasha Lyth	<u>Sasha Lyth (Jun 15, 2021 19:58 PDT)</u>	Jun 15, 2021	Single Subject - Art	707-499-6227
Scott Coss	<u>Scott Coss (Jun 16, 2021 12:57 PDT)</u>	Jun 16, 2021	NM Secondary Mathematics w/CA reciprocity	928-699-1107

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,

Dr. Keith Flamer
President/Superintendent

www.redwoods.edu

Eureka
7351 Tompkins Hill Rd
Eureka, CA 95501
(707) 476-4100

Del Norte
883 W. Washington Blvd
Crescent City, CA 95531
(707) 465-2380

Eureka Downtown
525 D Street
Eureka, CA 95501
(707) 476-4500

Klamath-Trinity
65 Orchard St.
Hoopa, CA 95546
(530) 625-4821

DR - 215



HUMBOLDT STATE UNIVERSITY

Office of the President

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,

A handwritten signature in black ink that reads "Tom Jackson, Jr.".

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

Appendix D: Business Letter of Support



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:

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

Samoa Beach Academy

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.

**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.		
Yes	No	What is being Assessed
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.
2D.		The school master schedule allows students to follow the recommended sequence of CTE courses to complete the selected career path(s).
2E.		Students are provided with a strong experience in and understanding of all aspects of industry.
2F.		Technology is incorporated into program instruction.
2G.		There is collaboration between academic and CTE teachers.
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.
		Comments:

Evidence

- List of Work Based Learning (WBL) Sites
- Percentage of Students Participating
- Master Schedule
- Course Catalog
- WBL Experiences
- Review Curriculum Document
- Lesson Plans
- Program-Based Software
- Program-Related Technology and Advanced Equipment
- Agenda
- Minutes
- Sign-In Sheets
- Copy of Certification or Licensure
- Copy of UC A-G Approval List; Articulation Agreements

**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:		<ul style="list-style-type: none"> • List of Activities • List of Career Path Information Sent to Parents, Counselors and Students • Lesson Plans • Example of Student Four Year Plan

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.
		<ul style="list-style-type: none"> • CTSO Document • Agenda/Minutes/Sign-In Sheets • CTSO Work Plan

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.		
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:

Evidence

- List of Leadership Activities
 - Lesson Plans
 - Curriculum
- Percentage of Students Participating
- Evidence of Student Achievement
- List of Student Organization Involvement In Community or School Related Activities
- Local CTSO Roster
- Student Completion Rates
- Student Placement Results
- Catalog of Support Services
- Retention Rates
- Mentors, Role-Models, Etc
- Promotional Materials
- Student Placement Results
- Counseling Materials

**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>
—	—	<p>5B. Business/industry is involved in student learning activities.</p>
—	—	<p>5C. Business/industry is involved in the development and validation of the curriculum.</p>
—	—	<p>5D. Labor market demand has been documented for the Program.</p>
—	—	<p>5E. There are industry certification standards and certificates for students who achieve industry recognized skill and knowledge requirements.</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

6. SYSTEM ALIGNMENT AND COHERENCE			Evidence
Yes	No	What is being Assessed	
		6A. A Program of Study, with a post-secondary institution, has been developed.	<ul style="list-style-type: none"> Industry Sector/Career Pathway Identified Articulation, UC A-G, Technical School Sequence Documents
		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.	<ul style="list-style-type: none"> Meeting Dates for Collaboration Time with Others in Identified Sequence Documents Identifying Sequence
		6C. Each CTE program sequence will include at least one district-funded CTE course in the industry sector.	<ul style="list-style-type: none"> Local CTE Plan Fiscal Records
Comments:			

7. EFFECTIVE ORGANIZATIONAL DESIGN			Evidence
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.	<ul style="list-style-type: none"> Percentage of Students Who Participate List of WBL Activities Signed WBL Agreements
		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.	<ul style="list-style-type: none"> Program Plans Counseling Materials Programs of Study Documents

**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.		
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.
		Evidence
		<ul style="list-style-type: none"> • Distance Learning Activities • Internet CTE Research Project Completed by Students
Comments:		

8. SYSTEM RESPONSIVENESS TO CHANGING ECONOMIC DEMANDS		
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.
		Evidence
		<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			Evidence
Yes	No	What is being Assessed	
		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.	<ul style="list-style-type: none"> Approved by Local Credential offices
		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.	<ul style="list-style-type: none"> List of Teacher Technical Development Activities Such as Staff Exchange, Technical Conferences, Industry Certification Training, Etc.
		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.)	<ul style="list-style-type: none"> Staff Meeting Minutes
		9D. A written record of minutes of action taken during CTE staff meetings is kept in Department files.	<ul style="list-style-type: none"> Staff Meeting Minutes
Comments:			

10. EVALUATION, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT			Evidence
Yes	No	What is being Assessed	
		10A. A District CTE Plan is on file with the local administration and a copy is retained in the local department files.	<ul style="list-style-type: none"> Local Plan Files
		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) CTSSO Program of Work; (4) Advisory Committee Roster.	<ul style="list-style-type: none"> 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.		
Yes	No	What is being Assessed
		Evidence
.	-	<p>10C. Enrollment report (CDE 101-E1)</p> <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.
.	-	<p>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:</p> <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.
.	-	<p>10E. Graduate Follow Up/Placement Report (CDE 101-E2) The Graduate Follow Up data collected and presented to the CDE by March 15.</p>
.	-	<p>10F. The CTE Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.</p>
.	-	<p>10G. All Core Indicators meet or exceed the State level targets.</p>
.	-	<p>10H. The Expenditure Reports (CDE 101-A and VE-5) are received by the CDE by September 30.</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

11. CTE PROMOTION, OUTREACH, MARKETING, AND COMMUNICATION			Evidence
Yes	No	What is being Assessed	
Yes	No	11A. The CTE program has a recruitment brochure or similar document used to promote the program.	<ul style="list-style-type: none"> • Copy of Plan • Date and Type of Activities such as Web Page, Career Fairs, Open House, Serving on Program Related Committees, Etc.
Yes	No	11B. The CTE Department(s) conduct recruitment activities.	<ul style="list-style-type: none"> • Copy of Plan such as Feeder School Meetings
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:

- Plumber
- Electrician
- Building Inspector
- Estimator
- 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:

- Kinesiotherapist
- Nurse Anesthetist
- Respiratory Therapist
- Radiologic Technician
- 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:

- Human Resources Specialist
- Education Administrator
- Purchasing Agent
- Office Manager
- 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

4 5 9 8 6 4 2

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.

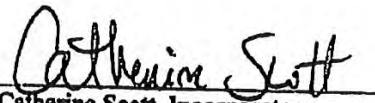
Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable 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 8042

FILED
Secretary of State
State of California

la JUN 19 2020 TSD


**CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION**

The undersigned certify that:

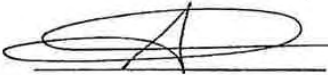
1. They are the President and Secretary, respectively, of Samoa Beach Trade and Marine Charter School, a California corporation.
2. Article I of the Articles of Incorporation of this Corporation is amended to read as follows:
"The name of this corporation is Samoa Beach Academy."
3. The foregoing amendment 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, President

DATE: 6/16/2020


Amanda Davis, Secretary





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

JUL 10 2020

TSD

Date: _____

Alex Padilla

ALEX PADILLA, Secretary of State

DR - 246

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.

Documentary Record from
Humboldt County Board of Education

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.

Documentary Record from
Humboldt County Board of Education

**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
	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment & ADA by Grade					
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
Average Daily Attendance (ADA)					
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
	Year 1	Year 2	Year 3	Year 4	Year 5
Summary of Revenue Programs					
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 Augmentation Students by District of Service	Projected 2019-20 AB602 Augmentation Per Student	December 2018 Unduplicated Pupil Count	Based on December, 2018 Unduplicated Count					2019-20 SELPA ADA	Projected 2019-20 Base Allocation Based on Rate Per ADA Rate:	Combined SELPA 2019-20 Allocation for Federal, State & Local SELPA Revenue	SELPA Federal Rate/Undupl. Ct. 3,789 1,125.4579	2019-20 SELPA State and Local Funding Distribution Resource: 8500 Object: 8792
				DIS Count	Speech Only Allocation Rate	Undup Count	Rate per Unduplicated	Unduplicated Allocation					
XXXX Charter	(a) 0.50	(b) 4.759	(c) 57	(d) 0	(e) \$1,857.26	(f) 0	(g) 2,254.82	(h) 128.625	(i) 374.87	(j) 38.928	(k) 172.212	(l) 84,151	(m) 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
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>

Documentary Record from
Humboldt County Board of Education

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
	Year 1	Year 2	Year 3	Year 4	Year 5
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
	Year 1	Year 2	Year 3	Year 4	Year 5
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>	267%	202%	159%	191%	197%

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
	Year 1	Year 2	Year 3	Year 4	Year 5
Facilities, Repairs and Other Leases					
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
	Year 1	Year 2	Year 3	Year 4	Year 5
Operations and Housekeeping					
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>

Documentary Record from
Humboldt County Board of Education



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
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
	<u>311,556</u>	<u>477,908</u>	<u>627,783</u>	<u>542,550</u>	<u>551,352</u>
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
	<u>98,813</u>	<u>151,184</u>	<u>205,610</u>	<u>209,723</u>	<u>213,917</u>
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
	<u>103,000</u>	<u>157,590</u>	<u>214,322</u>	<u>218,609</u>	<u>222,981</u>
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
	<u>321,600</u>	<u>492,048</u>	<u>669,185</u>	<u>682,569</u>	<u>696,220</u>
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	
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
	<u>177,448</u>	<u>250,716</u>	<u>325,040</u>	<u>330,085</u>	<u>334,047</u>



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

Documentary Record from
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

Documentary Record from
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

Documentary Record from
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		

Documentary Record from
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	26,888	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)

Documentary Record from
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	-	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

Documentary Record from
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				

Documentary Record from
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.)
ADA = 213.75																
Revenues																
State Aid - Revenue Limit																
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	35,850	26,888	8,963
8291 Title II, Part A - Teacher Quality	-	-	1,942	-	-	1,942	-	-	1,942	-	-	-	1,942	7,768	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	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	(3,746)
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)

Documentary Record from
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

Documentary Record from
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				

Documentary Record from
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.)
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	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	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	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

Documentary Record from
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)

Documentary Record from
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				

Documentary Record from
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	-	-	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	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)

Documentary Record from
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	-	-	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)

Documentary Record from
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.

Documentary Record from
Humboldt County Board of Education

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/fq/aa/pa/exhibitguides.asp
- CDE Exhibit Guide, visit: www.cde.ca.gov/fq/aa/pa/exhibitguides.asp
- CDE Funding Rates and Information, visit: www.cde.ca.gov/fq/aa/pa/lcffcola.asp

Documentary Record from
Humboldt County Board of Education

Data Entry Tab

LCFF CALCULATOR	
<input type="text"/>	5 digit District code or 7 digit School code (from the CDS code)
<input type="text"/>	Is this calculation for a new charter school? (select from drop down list)
<input type="text"/>	Projection Type
<input type="text"/>	Projection Date
LEA:	<input type="text"/>
Projection Title:	<input type="text"/>
Created by:	<input type="text"/>
Email:	<input type="text"/>
Phone:	<input type="text"/>

	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%						
Statutory COLA & Augmentation/Suspension <i>(prefilled as calculated by the Department of Finance, DOF)</i>									
Statutory COLA									
Augmentation/(COLA Suspension)									
Base Grant Proration Factor									
Add-on, ERT & MSA Proration Factor									
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)									
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)									
Local EPA Accrual									
Local EPA Accrual - Prior Year									

Documentary Record from
Humboldt County Board of Education

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		
(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF											
NEW CHARTER SCHOOLS											
				New Charter School Name: <input style="width: 100%;" type="text" value="Samoa Beach Academy"/>							
				Year that charter starts operation (select from drop down list): <input style="width: 100%;" type="text"/>							
(a) TRANSFER OF IN-LIEU PROPERTY TAX											
Note: Charter schools should contact sponsoring district(s) for In-lieu estimate											
I-4	F-6 / F-7	In-Lieu of Property Tax <input style="width: 100%;" type="text"/>									
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)											
A-1.2, A-2.2, A-3.2	Enrollment (second prior year)		<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>						
A-1.1, A-2.1, A-3.1	Enrollment (first prior year)		<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>						
A-1, A-2, A-3	Enrollment		<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	150	225	300	300		
B-1.2, B-2.2, B-3.2	Unduplicated Pupil Count (second prior year)		<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>						
B-1.1, B-2.1, B-3.1	Unduplicated Pupil Count (first prior year)		<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>						
B-1, B-2, B-3	Unduplicated Pupil Count		<input style="width: 100%;" type="text"/>								
			<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 (%)		<input style="width: 100%;" type="text"/>								
	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		<input style="width: 100%;" type="text"/>								
B-2	Grades 4-6		<input style="width: 100%;" type="text"/>								
B-3	Grades 7-8		<input style="width: 100%;" type="text"/>								
B-4	Grades 9-12		<input style="width: 100%;" type="text"/>								
	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		<input style="width: 100%;" type="text"/>								
J-5	Minimum State Aid Adjustments		<input style="width: 100%;" type="text"/>								

Documentary Record from
Humboldt County Board of Education

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
---	---------	---------	---------	---------	---------	---------	---------	---------	---------

Documentary Record from
Humboldt County Board of Education

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
(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	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>	<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%	0.00%
C-1	Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Documentary Record from
Humboldt County Board of Education

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
(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	-	-	-						

Documentary Record from
Humboldt County Board of Education

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
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

Documentary Record from
Humboldt County Board of Education

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
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		-	-	-						
	Is this school eligible for NSS funding?		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		-	-	-						
	Is this school eligible for NSS funding?		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		-	-	-						
	Is this school eligible for NSS funding?		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

Documentary Record from
Humboldt County Board of Education

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
---	---------	---------	---------	---------	---------	---------	---------	---------	---------

(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	<input type="text" value="1"/>
2. Local calculation of <u>total</u> in-lieu property taxes	<input type="text"/>

(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 type="text"/>								
	Charter ADA by grade span									
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA	-	-	-	-	-	-	-	-	-	-
2	Charter Name	<input type="text"/>								
	Charter ADA by grade span									
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA	-	-	-	-	-	-	-	-	-	-
3	Charter Name	<input type="text"/>								
	Charter ADA by grade span									
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA	-	-	-	-	-	-	-	-	-	-

Documentary Record from
Humboldt County Board of Education

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

Documentary Record from
Humboldt County Board of Education

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

Documentary Record from
Humboldt County Board of Education

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

Documentary Record from
Humboldt County Board of Education

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

Documentary Record from
Humboldt County Board of Education

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	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-
25	Charter Name	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-
26	Charter Name	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-
27	Charter Name	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-
28	Charter Name	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-

Documentary Record from
Humboldt County Board of Education

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	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-
30	Charter Name	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-
31	Charter Name	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-
32	Charter Name	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-
33	Charter Name	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-

Documentary Record from
Humboldt County Board of Education

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	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-
35	Charter Name	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-
36	Charter Name	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-
37	Charter Name	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-
38	Charter Name	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-

Documentary Record from
Humboldt County Board of Education

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	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-
40	Charter Name	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-
41	Charter Name	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-
42	Charter Name	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-
43	Charter Name	[Empty Cell]								
	Charter ADA by grade span	[Empty Cell]								
	Grades K-3	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 4-6	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 7-8	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
	Grades 9-12	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]	[Empty Cell]
Total ADA		-	-	-	-	-	-	-	-	-

Documentary Record from
Humboldt County Board of Education

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		-	-	-	-	-	-	-	-	-

Documentary Record from
Humboldt County Board of Education

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

Documentary Record from
Humboldt County Board of Education

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					
		COLA & Augmentation		Unduplicated Pupil Percentage	
Calculation Factors		3.70%		0.00%	0.00%
		COLA & Augmentation		Base Grant Proration	
		3.26%		0.00%	0.00%
		Unduplicated Pupil Percentage			
		0.00%		0.00%	0.00%
		ADA	Base	Grade Span	Supplemental
				Concentration	Total
Grades TK-3		-	\$ 7,459	\$ 776	\$ -
Grades 4-6		-	7,571	-	-
Grades 7-8		-	7,796	-	-
Grades 9-12		-	9,034	235	-
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
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%	\$ -

Documentary Record from
Humboldt County Board of Education

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					
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage	
Calculation Factors		0.00%	0.00%	0.00%	0.00%
		ADA	Base	Grade Span	Supplemental
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					
			12-13 Rate	2020-21 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				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%	-	-
LCFF Entitlement Per ADA					-
Per-ADA Change Over Prior Year			0.00%	-	-
Basic Aid Status (school districts only)					-
LCFF SOURCES INCLUDING EXCESS TAXES					
			Increase	2020-21	2021-22
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%	-	\$ -	\$ -

Documentary Record from
Humboldt County Board of Education

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															
		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage			COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		
Calculation Factors		2.48%		0.00%		0.00%			3.11%		0.00%		41.93%		
	ADA	Base	Grade Span	Supplemental	Concentration	Total			ADA	Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	-	\$ 8,293	\$ 862	\$ -	\$ -	\$ -			-	\$ 8,551	\$ 889	\$ 792	\$ -	\$ -	
Grades 4-6	-	8,418	-	-	-	-			-	8,680	-	728	-	-	
Grades 7-8	-	8,668	-	-	-	-			-	8,938	-	750	-	-	
Grades 9-12	-	10,045	261	-	-	-			142.50	10,357	269	891	-	1,641,186	
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-			-	-	-	-	-	-	
Total Base, Supplemental, and Concentration Grant		\$ -	\$ -	\$ -	\$ -	\$ -			\$ 1,475,873	\$ 38,332	\$ 126,981	\$ -	\$ -	\$ 1,641,186	
NSS Allowance		-	-	-	-	-			-	-	-	-	-	-	
TOTAL BASE		\$ -	\$ -	\$ -	\$ -	\$ -			142.50	\$ 1,475,873	\$ 38,332	\$ 126,981	\$ -	\$ 1,641,186	
ADD ONS:															
Targeted Instructional Improvement Block Grant						\$ -								\$ -	
Home-to-School Transportation						-								-	
Small School District Bus Replacement Program						-								-	
ECONOMIC RECOVERY TARGET PAYMENT						-								-	
LCFF ENTITLEMENT						\$ -								\$ 1,641,186	
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															
			12-13 Rate	2022-23 ADA		N/A			12-13 Rate	2023-24 ADA			N/A		
2012-13 RL/Charter Gen BG adjusted for ADA			\$ -	-		\$ -			\$ -	142.50			\$ -	-	
2012-13 NSS Allowance (deficit)						-								-	
Minimum State Aid Adjustments						-								-	
Less Current Year Property Taxes/In-Lieu						-								(589,649)	
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						-								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)															
Change Over Prior Year			0.00%	-		-			0.00%	1,641,186				11,517	
LCFF Entitlement Per ADA						-								-	
Per-ADA Change Over Prior Year			0.00%	-		-			0.00%	11,517				-	
Basic Aid Status (school districts only)						-								-	
LCFF SOURCES INCLUDING EXCESS TAXES															
				Increase		2022-23				Increase				2023-24	
State Aid			0.00%	-		\$ -			0.00%	1,023,037				\$ 1,023,037	
Education Protection Account						-								28,500	
Property Taxes Net of In-Lieu Transfers			0.00%	-		-			0.00%	-				-	
Charter In-Lieu Taxes			0.00%	-		-			0.00%	589,649				589,649	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			0.00%	-		\$ -			0.00%	1,612,686				\$ 1,641,186	

Documentary Record from
Humboldt County Board of Education

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								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																									
2012-13 RL/Charter Gen BG adjusted for ADA												\$ -											\$ -		
2012-13 NSS Allowance (deficit)												213.75												\$ -	
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)												\$ 2,549,121												\$ 3,398,828	
Change Over Prior Year																									
LCFF Entitlement Per ADA																								11,926	
Per-ADA Change Over Prior Year																									
Basic Aid Status (school districts only)																									
LCFF SOURCES INCLUDING EXCESS TAXES																									
State Aid																									
Education Protection Account																									
Property Taxes Net of In-Lieu Transfers																									
Charter In-Lieu Taxes																									
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)																									

Documentary Record from
Humboldt County Board of Education

Calculator Tab

Samoa Beach Academy - Samoa Beach Academy							v.22.1b
LOCAL CONTROL FUNDING FORMULA						2026-27	
LCFF ENTITLEMENT CALCULATION							
	<u>COLA & Augmentation</u>	<u>Base Grant 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						-	
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>	

Documentary Record from
Humboldt County Board of Education

EPA Tab

Samoa Beach Academy - Samoa Beach Academy		6/7/21									
EDUCATION PROTECTION ACCOUNT											
Certification Period:	Est. Annual 2019-20	2020-21	Est. Annual 2020-21	2021-22	Est. Annual 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	

Documentary Record from
Humboldt County Board of Education

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
<i>Property Taxes net of In-Lieu</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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)	-	-	-	-	-	-	-	-

Documentary Record from
Humboldt County Board of Education

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%

Documentary Record from
Humboldt County Board of Education

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>	-	-	-	-	-	-	-	-

DR - 326

Documentary Record from
Humboldt County Board of Education

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

Documentary Record from
Humboldt County Board of Education

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
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
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,214	\$ 8,418	\$ 9,408	\$ 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
Grades 9-12	\$ 9,572	\$ 9,572	\$ 10,057	\$ 10,306	\$ 11,517	\$ 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
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,214	\$ 8,418	\$ 8,680	\$ 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
Grades 9-12	\$ 9,329	\$ 9,329	\$ 9,802	\$ 10,045	\$ 10,357	\$ 10,724	\$ 10,724	\$ 10,724
Grade Span Adjustment								
Grades TK-3	\$ 801	\$ 801	\$ 842	\$ 862	\$ 889	\$ 921	\$ 921	\$ 921
Grades 9-12	\$ 243	\$ 243	\$ 255	\$ 261	\$ 269	\$ 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
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,214	\$ 8,418	\$ 8,680	\$ 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
Grades 9-12	\$ 9,572	\$ 9,572	\$ 10,057	\$ 10,306	\$ 10,626	\$ 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
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,214	\$ 8,418	\$ 8,680	\$ 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
Grades 9-12	\$ 9,329	\$ 9,329	\$ 9,802	\$ 10,045	\$ 10,357	\$ 10,724	\$ 10,724	\$ 10,724
Prorated Grade Span Adjustment								
Grades TK-3	\$ 801	\$ 801	\$ 842	\$ 862	\$ 889	\$ 921	\$ 921	\$ 921
Grades 9-12	\$ 243	\$ 243	\$ 255	\$ 261	\$ 269	\$ 279	\$ 279	\$ 279
Supplemental Grant								
	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	\$ 1,701	\$ 1,701	\$ 1,787	\$ 1,831	\$ 1,888	\$ 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
Grades 7-8	\$ 1,610	\$ 1,610	\$ 1,692	\$ 1,734	\$ 1,788	\$ 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
Actual - 1.00 ADA, Local UPP as follows:								
Grades TK-3	\$ -	\$ -	\$ -	\$ -	\$ 792	\$ 820	\$ 820	\$ 820
Grades 4-6	\$ -	\$ -	\$ -	\$ -	\$ 728	\$ 754	\$ 754	\$ 754
Grades 7-8	\$ -	\$ -	\$ -	\$ -	\$ 750	\$ 776	\$ 776	\$ 776
Grades 9-12	\$ -	\$ -	\$ -	\$ -	\$ 891	\$ 923	\$ 923	\$ 923
Concentration Grant (>55% population)								
	50%	50%	50%	50%	50%	50%	50%	50%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	\$ 4,252	\$ 4,252	\$ 4,467	\$ 4,578	\$ 4,720	\$ 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
Grades 7-8	\$ 4,025	\$ 4,025	\$ 4,229	\$ 4,334	\$ 4,469	\$ 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
Actual - 1.00 ADA, Local UPP >55% as follows:								
Grades TK-3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 4-6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 7-8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 9-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Documentary Record from
Humboldt County Board of Education

NSS Calculation Tab

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.

RATES 2020-21

ADA	Level / # FTE	Allowance
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

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.

COLA	0.00%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	7,702	801	-	-
Grades 4-6	7,818	-	-	-
Grades 7-8	8,050	-	-	-
Grades 9-12	9,329	243	-	-

NSS Add-on per ADA -

ADA & NSS FTE	DISTRICT	2020-21					NPS, CDS, & COE operated
		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	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE	-	-	-	-	-	-	-

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
	Eligible	Eligible	Eligible	Eligible	Eligible
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	-	-	-	-	-

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					
NSS allowance level >0?	NO	NO	NO	NO	NO

Documentary Record from
Humboldt County Board of Education

NSS Calculation Tab

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						
-						

Documentary Record from
Humboldt County Board of Education

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

2021-22

ADA	Level / # FTE	Allowance
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

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.

COLA	5.07%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	8,092	842	-	-
Grades 4-6	8,214	-	-	-
Grades 7-8	8,458	-	-	-
Grades 9-12	9,802	255	-	-

NSS Add-on per ADA -

ADA & NSS FTE

2021-22

	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	-	-	-	-	-

Documentary Record from
Humboldt County Board of Education

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy						
NECESSARY SMALL SCHOOLS (NSS)						
<p>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.</p>						
SECTION 1: DATA NEEDED TO CALCULATE FUNDING						
NSS allowance level >0?	NO	NO	NO	NO	NO	
Best funding option calculated is:						
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						
Funding based on						Current year
TOTAL Funded ADA						0
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	-	-	-
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	-	-	-	-	-	-

Documentary Record from
Humboldt County Board of Education

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy							
NECESSARY SMALL SCHOOLS (NSS)							
<p>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.</p>							
SECTION 1: DATA NEEDED TO CALCULATE FUNDING							
RATES 2022-23							
ADA	Level / # FTE	Allowance	<p>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.</p>				
Elementary							
1 - 24	1	176,475	COLA	2.48%			
25 - 48	2	352,950	Proration Factor	0.00%			
49 - 72	3	529,425	LCFF Rates per ADA				
73 - 96	4	705,900		Base	Gr Span	Supp	Concen
High School			Grades TK-3	8,293	862	-	-
1 - 19	1	143,250	Grades 4-6	8,418	-	-	-
1 - 19	2	286,500	Grades 7-8	8,668	-	-	-
1 - 19	3	636,600	Grades 9-12	10,045	261	-	-
20 - 38	4	779,850					
39 - 57	5	923,100					
58 - 71	6	1,066,350					
72 - 86	7	1,209,600					
87 - 100	8	1,352,850					
101 - 114	9	1,496,100					
115 - 129	10	1,639,350					
130 - 143	11	1,782,600					
144 - 171	12	1,925,850					
172 - 210	13	2,069,100					
211 - 248	14	2,212,350					
249 - 286	15	2,355,600					
NSS Add-on per ADA		-					
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	-	-	-	-	-	-	-
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		-	-	-	-	-	

Documentary Record from
Humboldt County Board of Education

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy						
NECESSARY SMALL SCHOOLS (NSS)						
<p>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.</p>						
SECTION 1: DATA NEEDED TO CALCULATE FUNDING						
NSS allowance level >0?	NO	NO	NO	NO	NO	
Best funding option calculated is:						
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						
-	-	-	-	-	-	-
Funding based on						Current year
TOTAL Funded ADA						0
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	-	-	-
Grades 4-6	-	8,418	-	-	-	-
Grades 7-8	-	8,668	-	-	-	-
Grades 9-12	-	10,045	261	-	-	-
Adjusted NSS Allowance (Deficited) for EPA						
Funding at 12-13 levels (deficited)	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
NSS Allowances	-	-	-	-	-	-
NSS Add-on	-	-	-	-	-	-
NSS Add-on per ADA	-	-	-	-	-	-
Funded ADA	-	-	-	-	-	-
NSS Add-on	-	-	-	-	-	-

Documentary Record from
Humboldt County Board of Education

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy						
NECESSARY SMALL SCHOOLS (NSS)						
<p>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.</p>						
SECTION 1: DATA NEEDED TO CALCULATE FUNDING						
RATES 2023-24						
ADA	Level / # FTE	Allowance	<p>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.</p>			
Elementary						
1 - 24	1	181,975				
25 - 48	2	363,950				
49 - 72	3	545,925				
73 - 96	4	727,900				
High School						
1 - 19	1	147,705				
1 - 19	2	295,410				
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
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
NSS Allowance if funded as NSS & on prior year		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
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		0	0	0	0	0
NSS allowance level		-	-	-	-	-
NSS Add-on using CY		-	-	-	-	-
Total NSS Allowance using CY		-	-	-	-	-

Documentary Record from
Humboldt County Board of Education

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy						
NECESSARY SMALL SCHOOLS (NSS)						
<p>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.</p>						
SECTION 1: DATA NEEDED TO CALCULATE FUNDING						
NSS allowance level >0?	NO	NO	NO	NO	NO	
Best funding option calculated is:						
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						
Funding based on						Current year
TOTAL Funded ADA						0
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	-	-	-
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	-	-	-	-	-	-

Documentary Record from
Humboldt County Board of Education

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy							
NECESSARY SMALL SCHOOLS (NSS)							
<p>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.</p>							
SECTION 1: DATA NEEDED TO CALCULATE FUNDING							
RATES 2024-25							
ADA	Level / # FTE	Allowance	<p>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.</p>				
Elementary							
1 - 24	1	188,425	COLA 3.54%				
25 - 48	2	376,850	Proration Factor 0.00%				
49 - 72	3	565,275					
73 - 96	4	753,700					
High School			LCFF Rates per ADA				
1 - 19	1	152,935	Base	Gr Span	Supp	Concen	
1 - 19	2	305,870	Grades TK-3	8,854	921	820	-
1 - 19	3	679,680	Grades 4-6	8,987	-	754	-
20 - 38	4	832,615	Grades 7-8	9,254	-	776	-
39 - 57	5	985,550	Grades 9-12	10,724	279	923	-
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 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		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
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	-	-	-	-	-	-	

Documentary Record from
Humboldt County Board of Education

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy						
NECESSARY SMALL SCHOOLS (NSS)						
<p>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.</p>						
SECTION 1: DATA NEEDED TO CALCULATE FUNDING						
NSS allowance level >0?	NO	NO	NO	NO	NO	
Best funding option calculated is:						
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						
-	-	-	-	-	-	-
Funding based on						Current year
TOTAL Funded ADA						0
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	-	-	-
Adjusted NSS Allowance (Deficited) for EPA						
Funding at 12-13 levels (deficited)	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
NSS Allowances	-	-	-	-	-	-
NSS Add-on	-	-	-	-	-	-
NSS Add-on per ADA	-	-	-	-	-	-
Funded ADA	-	-	-	-	-	-
NSS Add-on	-	-	-	-	-	-

Documentary Record from
Humboldt County Board of Education

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy							
NECESSARY SMALL SCHOOLS (NSS)							
<p>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.</p>							
SECTION 1: DATA NEEDED TO CALCULATE FUNDING							
RATES 2025-26							
ADA	Level / # FTE	Allowance	<p>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.</p>				
Elementary							
1 - 24	1	188,425	COLA 0.00%				
25 - 48	2	376,850	Proration Factor 0.00%				
49 - 72	3	565,275					
73 - 96	4	753,700					
High School			LCFF Rates per ADA				
1 - 19	1	152,935	Base	Gr Span	Supp	Concen	
1 - 19	2	305,870	Grades TK-3	8,854	921	820	-
1 - 19	3	679,680	Grades 4-6	8,987	-	754	-
20 - 38	4	832,615	Grades 7-8	9,254	-	776	-
39 - 57	5	985,550	Grades 9-12	10,724	279	923	-
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							
	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5		
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible		
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS		
NSS Allowance if funded as NSS & on prior year							
NSS allowance level	0	0	0	0	0	0	
NSS Allowance using PY	-	-	-	-	-	-	
NSS Add-on using PY	-	-	-	-	-	-	
Total NSS Allowance using PY	-	-	-	-	-	-	
NSS Allowance 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	-	-	-	-	-	-	

Documentary Record from
Humboldt County Board of Education

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy						
NECESSARY SMALL SCHOOLS (NSS)						
<p>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.</p>						
SECTION 1: DATA NEEDED TO CALCULATE FUNDING						
NSS allowance level >0?	NO	NO	NO	NO	NO	
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						
	-	-	-	-	-	-
Funding based on						Current year
TOTAL Funded ADA						0
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	-	-	-
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	-	-	-	-	-	-

Documentary Record from
Humboldt County Board of Education

NSS Calculation Tab

Samoa Beach Academy - Samoa Beach Academy							
NECESSARY SMALL SCHOOLS (NSS)							
<p>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.</p>							
SECTION 1: DATA NEEDED TO CALCULATE FUNDING							
RATES 2026-27							
ADA	Level / # FTE	Allowance	<p>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.</p>				
Elementary							
1 - 24	1	188,425	COLA 0.00%				
25 - 48	2	376,850	Proration Factor 0.00%				
49 - 72	3	565,275					
73 - 96	4	753,700					
High School			LCFF Rates per ADA				
1 - 19	1	152,935	Base	Gr Span	Supp	Concen	
1 - 19	2	305,870	Grades TK-3	8,854	921	820	-
1 - 19	3	679,680	Grades 4-6	8,987	-	754	-
20 - 38	4	832,615	Grades 7-8	9,254	-	776	-
39 - 57	5	985,550	Grades 9-12	10,724	279	923	-
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 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)						
<p>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.</p>						
SECTION 1: DATA NEEDED TO CALCULATE FUNDING						
NSS allowance level >0?	NO	NO	NO	NO	NO	
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						
	-	-	-	-	-	-
Funding based on						Current year
TOTAL Funded ADA						0
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	-	-	-
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	-	-	-	-	-	-

Documentary Record from
Humboldt County Board of Education

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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Graphs Tab

Samoa Beach Academy - Samoa Beach Academy

Charts and Graphs

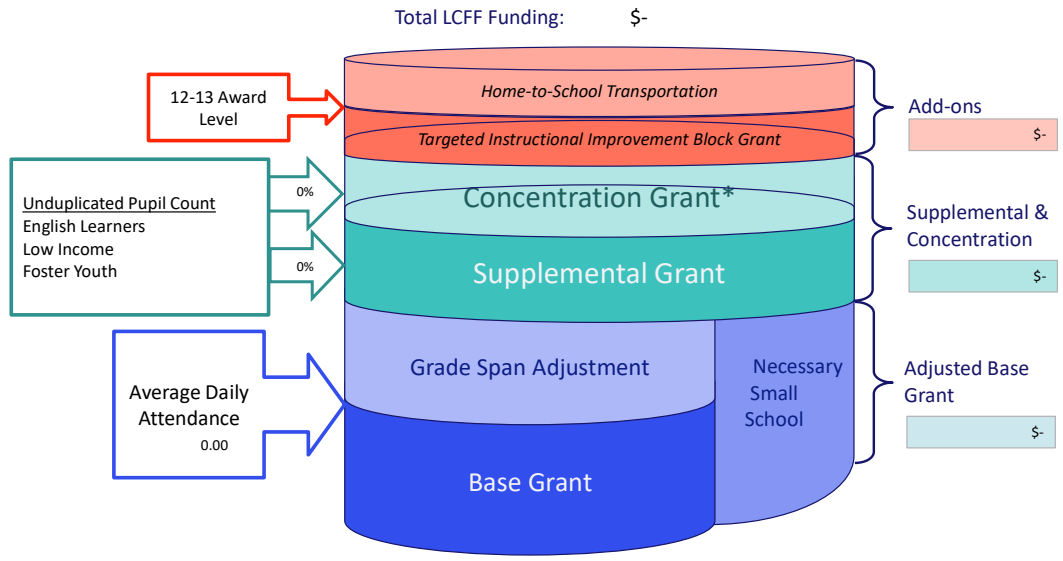
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). The Graphs tab remains unprotected to allow editing for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

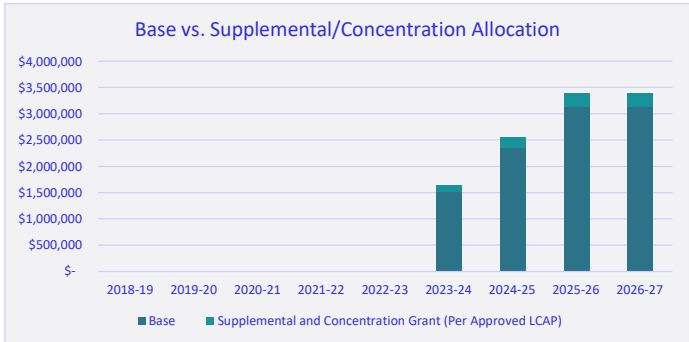


*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

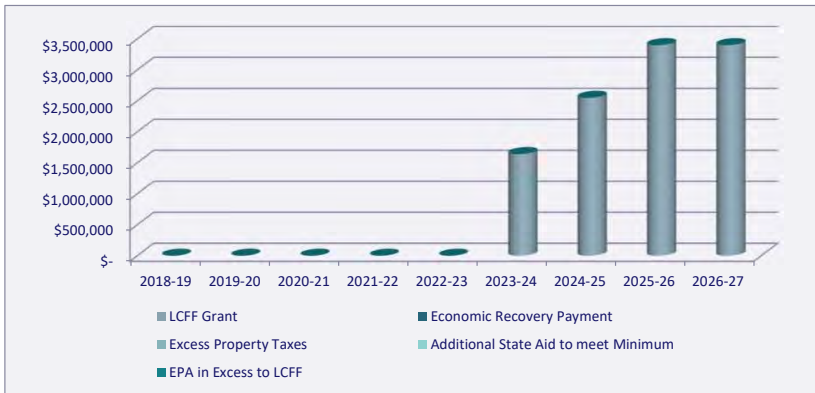
Documentary Record from
Humboldt County Board of Education

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	



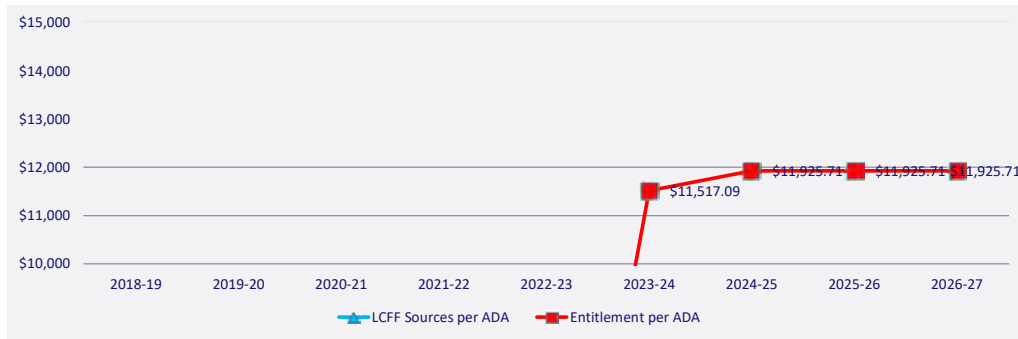
LCFF Entitlement and Funding Sources before COE Transfer, Choice and Charter Supplemental

Documentary Record from
Humboldt County Board of Education

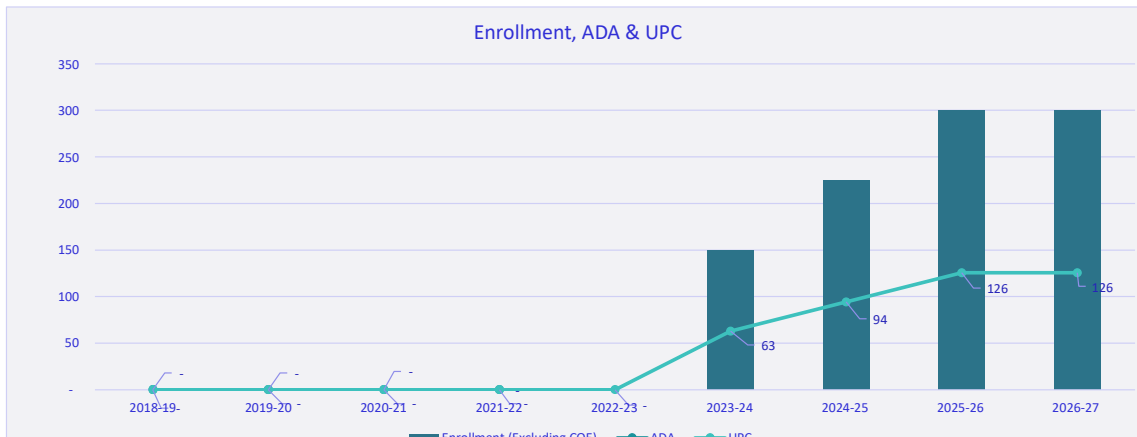
Graphs Tab

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	
LCFF Sources per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	(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%	
Estimated LCFF Entitlement per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	11,517.09	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%	



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	
UPC	-	-	-	-	-	63	94	126	126	
ADA	-	-	-	-	-	142.50	213.75	285.00	285.00	



Documentary Record from
Humboldt County Board of Education

Graphs Tab

Samoa Beach Academy - Samoa Beach Academy

Charts and Graphs

Enrollment (excluding CDE) ADA UPL





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', is 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, with no liability whatsoever to the other party.

DR-349

Appendix K: Letter of Intent (Facility)



Danco Builders
Danco Builders Northwest
Danco Communities
Danco Property Management
Danco Supportive Services
Western Living Concepts

5251 Ericson Way
Arcata, CA 95521
Phone: (707) 822-9000
Fax: (707) 822-9596
www.danco-group.com
Contractor's Licenses
CA 899392, 500851, 986583

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.

DocuSign Envelope ID: 09D701DF-C2A8-4ADF-B858-C9BA6BD458FB

RESOLUTION #5/2021-22 AND WRITTEN FINDINGS OF THE NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT TO DENY THE PETITION FOR A PROPOSED CHARTER SCHOOL BY SAMOA BEACH ACADEMY

WHEREAS, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended and codified in Education Code section 47600 et seq., and the implementing regulations of Title 5 of the California Code of Regulations (5 C.C.R. § 11960 et seq.); and

WHEREAS, Samoa Beach Academy ("SBA") submitted a charter petition ("Petition") to the Northern Humboldt Union High School District ("District") on or around November 6, 2020, which was subsequently withdrawn prior to any vote by the District's Governing Board; and

WHEREAS, Petitioners submitted a second petition ("Petition II") to the District on June 18, 2021; and

WHEREAS, the Governing Board heard Petitioners' presentation about the proposed charter school, SBA, at a public hearing held on August 10, 2021, within the requirements set forth in the Education Code; and

WHEREAS, the purpose of the August 10, 2021 public hearing was to consider the level of support for the Petition by teachers, other employees, the community, and families; and

WHEREAS, at the August 10, 2021 public hearing, representatives from SBA and the District addressed the Board, and the Board also provided the opportunity for public comment about the proposed charter school. The Board was provided the opportunity to ask questions of Petitioners, District staff, the District's partners in labor, and the public in attendance; and

WHEREAS, the District staff and its legal counsel ("District Staff") reviewed Petition II and published the District Staff Recommendations and Findings, on August 30, 2021 ("Recommendation and Findings"), 15 days before September 14, 2021; and

WHEREAS, the Governing Board of the District set the date of September 14, 2021, for the public hearing at which the Governing Board will either grant or deny Petition II; and

WHEREAS, on September 14, 2021, the Board held a public hearing to allow SBA "equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings," in accord with Education Code section 47605(b); and

WHEREAS, chartering authorities "shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools . . . if it is satisfied that granting the charter is consistent with sound educational practice." (Cal. Educ. Code § 47605(c)); and

WHEREAS, on September 14, 2021, the Board, at a Regular Board meeting, reviewed and considered Petition II and the presentation by SBA at this public hearing, and SBA's presentation on August 10, 2021

DocuSign Envelope ID: 09D701DF-C2A8-4ADF-B858-C9BA6BD458FB

at a public hearing, information presented by the District Staff in their Recommendations and Findings, District Staff input at these two public hearings, public comment, and all other relevant information; and

WHEREAS, the Governing Board is guided by the Education Code's guidance in reviewing charter petitions that it "shall grant a charter for the operation of a school . . . 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. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the [bases for denial of a charter petition]."

NOW, THEREFORE, BE IT RESOLVED that the Governing Board hereby adopts the Findings and Recommendations set forth in the August 30, 2021 Recommendations and Findings, which is attached hereto, finding:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- (2) The Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

BE IT FURTHER RESOLVED that the Governing Board of Northern Humboldt Union High School District hereby denies SBA's Petition for the reasons set forth herein, incorporating the Staff Findings and Recommendations in their entirety.

BE IT FURTHER RESOLVED that Board directs the Superintendent or his designee to take such action as may be reasonably necessary to effectuate the purpose and intent of this Resolution.

I, Aristeia Saulsbury, Clerk of the Northern Humboldt Union High School District, do hereby certify that the foregoing Resolution was duly passed, approved, and adopted by Governing Board of the Northern Humboldt Union High School District at a special meeting held on the 14th day of September, 2021, and that it was so adopted by the following vote:

AYES: 5

NOES: 0

ABSENT: 0

ABSTAIN: 0



Aristeia Saulsbury, Clerk



Northern Humboldt Union High School District

2755 McKinleyville Avenue, McKinleyville, CA 95519-3400
TELEPHONE: (707) 839-6470 • FAX: (707) 839-6477
www.nohum.k12.ca.us

ROGER MACDONALD
District Superintendent

CINDY VICKERS
Director of Fiscal Services

GAYLE CONWAY
Director of Student Services

I. INTRODUCTION

Pursuant to the requirements of Education Code section 47605, subdivision (b), this Report provides findings and recommendations of the Northern Humboldt Union High School District (“District”) staff and legal counsel regarding the second Samoa Beach Academy (“SBA”) Petition (“Petition II”), submitted on June 18, 2021, to establish a charter school within the boundaries of the District, under the oversight of the District. Education Code section 47605, subdivision (b), requires publication of this report (“Report”) fifteen days before the District’s meeting to determine whether it will grant or deny the proposed charter.

The District’s Governing Board will take action on the Petition at a public Board meeting on September 14, 2021, in compliance with the Charter Schools Act of 1992 (Ed. Code, § 47600, *et seq.*) and pursuant to agreement with Petitioners on the timeline for consideration of the Petition.

The District staff and legal team recommend denial of the SBA Charter Petition II on the grounds that the proposed charter school (1) presents an unsound educational program for both Career Technical Education (“CTE”) and special education students; and (2) is demonstrably unlikely to succeed for budgetary and other reasons.

II. FACTUAL AND PROCEDURAL BACKGROUND

The Governing Board heard Petitioners’ presentation about the proposed charter school at a public hearing held on August 10, 2021, pursuant to the agreed upon timeline and as required by Education Code section 47605, subdivision (b). The purpose of this public hearing was to consider the level of support for the Petition II by teachers, other employees, and parents. At the public hearing, representatives from SBA and the District addressed the Board, and the Board also heard public comment about the proposed charter. The Board was provided the opportunity to ask questions of Petitioners, District staff, the District’s partners in labor, and the public.

Findings and recommendations for the District’s Governing Board’s consideration are provided in this Report. If the Board grants the Petition, SBA becomes a legal entity and the District will become responsible for oversight of SBA, including its compliance with the Charter Schools Act and laws governing special education.

In order to deny the Petition II, the Governing Board must adopt findings in support of denial, as required by Education Code section 47605, subdivision (c). If the Board denies the Petition II, Petitioner may appeal to the Humboldt County Office of Education (“HCOE”). (Cal. Educ. Code § 47605(k)(1)(A)(i)).

III. LEGAL OVERVIEW

As noted above, a “governing board of the school district shall publish all staff recommendations, including the recommended findings . . . regarding the petition at least 15 days before the public hearing at which the governing board of the school district will either grant or deny the charter.” (Cal. Educ. Code § 47605(b).) There are limited basis to deny a charter petition. Of those relevant to the District’s findings within this Report are:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

. . .

(Cal. Educ. Code § 47605(c).)

The District considers a charter petition to be “consistent with sound educational practice” if it is likely to be of educational benefit to pupils who attend. A charter school need not be designed or intended to meet the educational needs of every student who might possibly seek to enroll in order for the charter to be granted. (See Cal. Code Regs., tit. 5, § 11967.5.1, subd. (a).)

The District considers a charter petition to present “an unsound educational program” if it is any of the following:

- (1) A program that involves activities that the District determines would present the likelihood of physical, educational, or psychological harm to the affected pupils.
- (2) A program that the District determines not to be likely to be of educational benefit to the pupils who attend. (See Cal. Code Regs., tit. 5, § 11967.5.1, subd. (b).)

The District takes the following factors into consideration in determining whether charter Petitioners are “demonstrably unlikely to successfully implement the program”:

. . . (3) The petitioners have presented an unrealistic financial and operational plan for the proposed charter school. An unrealistic financial and operational plan is one to which any or all of the following applies:

(A) In the area of administrative services, the charter or supporting documents do not adequately:

1. Describe the structure for providing administrative services, including, at a minimum, personnel transactions, accounting and payroll that reflects an understanding of school business practices and expertise to carry out the necessary administrative services, or a reasonable plan and time line to develop and assemble such practices and expertise. . . .

(B) In the area of financial administration, the charter or supporting documents do not adequately:

1. Include, at a minimum, the first-year operational budget, start-up costs, and cash flow, and financial projections for the first three years.
2. Include in the operational budget reasonable estimates of all anticipated revenues and expenditures necessary to operate the school, including, but not limited to, special education, based, when possible, on historical data from schools or school districts of similar type, size, and location.
3. Include budget notes that clearly describe assumptions on revenue estimates, including, but not limited to, the basis for average daily attendance estimates and staffing levels.
4. Present a budget that in its totality appears viable and over a period of no less than two years of operations provides for the amassing of a reserve equivalent to that required by law for a school district of similar size to the proposed charter school.
5. Demonstrate an understanding of the timing of the receipt of various revenues and their relative relationship to timing of expenditures that are within reasonable parameters, based, when possible, on historical data from schools or school districts of similar type, size, and location.

...

(D) In the area of facilities, the charter and supporting documents do not adequately. . . . Reflect reasonable costs for the acquisition or leasing of facilities to house the charter school, taking into account the facilities the charter school may be allocated under the provisions of Education Code section 47614.

(4) The petitioners personally lack the necessary background in the following areas critical to the charter school's success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in these areas:

(A) Curriculum, instruction, and assessment.

(B) Finance and business management.

(See Cal. Code Regs., tit. 5, § 11967.5.1, subd. (c).)

We are mindful that chartering authorities “shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and

that the establishment of charter schools under this part if it is satisfied that granting the charter is consistent with sound educational practice.” (Cal. Educ. Code § 47605(c).)

IV. FACTUAL AND LEGAL FINDINGS

- A. The Petition Presents an Unsound Educational Program for Pupils Enrolled in the Charter School.
1. The Career Technical Education (“CTE”) Program Is Not Likely to Be of Educational Benefit to Students.

We believe that SBA will provide inferior Career Technical Education to students. The proposal does not reflect a robust or sequential CTE program. “For core content areas, SBA plans to use the Savvas Curriculum Suite and instructional materials.” This curriculum described in Petition II is “my Perspectives”, which Savvas describes as “optimal for digital learning.” Savvas mathematics curriculum is also digital software. Petition II notes science will also be provided by Savvas’ “blend print and digital materials,” p. 31, and social science provided by Savvas will also be digital and possibly print. *Id.* Online instruction is subpar to in-person instruction and the dynamic kinesthetic program promised by SBA.

These classes will still need to be overseen by credentialed teachers, as required by Education Code section 47605(1)(1). With six teachers and one resource teacher budgeted for year one, a sophomore bound for college with physical education would take – as a sample course sequence -- English 10 with CTE; Geometry with CTE; World History with CTE; CTE Introduction; Biology with CTE; PE II, and Spanish II. This sample sequence requires a minimum of four different single subject credentials, or six single subject credential holders if the California Commission on Teacher Credentialing determines by June 30, 2022 that non-core, non-preparatory courses must be taught by properly credentialed teachers. See Cal. Educ. Code §§ 47605(h)(1); 47605.4. At any rate, these courses account for the six general education teachers that SBA intends to hire. But, each CTE pathway – and they intend to have three (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) – requires the CTE credential holder to have industry work experience in their industry. So, if SBA is truly going to be what it represents, the crème de la crème of CTE high schools, how will students be able to select from these three dramatically different industries when it is nearly impossible the CTE teachers will hold the appropriate credential for three sectors?

We know SBA intends to provide on-line instruction. But, the numbers indicate that it also intends to provide CTE instruction on-line or by non-certified teachers. This is not High Quality Curriculum and Instruction, one of the Eleven Elements to a High Quality CTE Program acknowledged by SBA in Petition II. See page 27.

We have serious concerns regarding the quality of instruction SBA will be able to provide to its students. As addressed below, we foresee that recruitment of teachers will be a major barrier to

the success of SBA, and that reliance upon online courses will be required. The Petition II acknowledges the lack of available CTE teachers and proposes hiring 6.0 full time equivalent (“FTE”) general education teachers and 1.0 resource in year one. But, the description of Curriculum is largely reliant on digital instruction.

2. The Petition Reflects a Lack of Understanding About the Charter School’s Obligations Towards Students with Disabilities, Indicating Success In Serving These Students Is Not Likely.

According to Petition II:

In Year One, SBA has budgeted for one (1) Special Education Teacher/Coordinator for an estimated 15.2% of [Students with Disabilities “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).

As with Petition I, SBA has not accounted for the numerous other related services that may be necessary for students with disabilities, such as special education teachers credentialed to serve students with whose disabilities require them to spend more than 50% of their day in special day classes; behavioral consultants; physical therapists; school nurses; services for students with low incidence disabilities; adaptive physical education; transportation; educationally related intensive counseling services; to name some related services that all districts typically provide.

By SBA’s calculations, they will have a low special education population of 15.2%, far below the county average.¹ Indeed, in Petition I, SBA predicted that 19.5% of its population would be students with disabilities. If the special education caseload calculation is based on an unrealistic 15.2%, the expected number of students to be served in year one is 22-23, not 27 as stated. If the special education caseload calculation is based on 19.5%, which is more realistic, the expected number of students to be served in year one is 29-30, which means that SBA would need to hire more than one Special Education Teacher in year one in order to comply with relevant state and federal law. SBA has no budget for this, so the result would be a significantly negative year one cash

¹ In 2017, it was determined that Humboldt County had the highest number of special education students at 17% <https://humboldt.gov/DocumentCenter/View/64260/Humboldt-We-Have-a-Problem-Special-Education-is-Not-the-Answer---Humboldt-County-Civil-Grand-Jury?bidId=#:~:text=According%20to%20the%20California%20Department,having%20one%20or%20more%20disabilities.>

balance, which would be compounded annually. Additionally, no explanation is provided for the change in special education population from 19.5% to 15.2%.

However, in contradiction to the lower estimate of special education students it will serve, Petition II explicitly states, “SBA understands 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.” p. 79. Nonetheless, SBA budgeted that they would spend an average of \$3,123 per special education student. (\$84,313 divided by 27 students.) By contrast, Northern Humboldt’s Six Rivers charter school, with 110 total students, spends \$8,550.05 per special education student, a shortfall of \$5,427.05 per student, or \$146,530.35. The District itself spends \$14,255 annually per pupil on its special education students. Consider further that SBA predicts it will reach 300 students by its third year, doubling this deficit to \$168,642. Yet, it predicts its “special education encroachment” in Year Five to be a mere \$7,636. Petition II, Appendix J, Table O. It is important to note that a comparison with Six Rivers Charter School is a conservative comparison to the petitioner’s benefit because Six Rivers is a dependent charter, meaning that items such as alternative placement and transportation are not figured into their overall expenditures, whereas SBA would be required to pay for those items.

Furthermore, the above costs do not account for a nonpublic school placement in residential treatment centers or a special day class, which can cost between \$100,000-\$200,000 per student per year.

And, although Petition II represents it will hire paraprofessionals, see, e.g., page 80-82, 88, the budget reflects no employees who are paraprofessionals. See Appendix J, Table G. As stated in our response to Petition I, if SBA’s student population is, in fact, similar to that of the District, SBA would potentially require full-time paraprofessionals each year. The cost for a single paraprofessional working 6 hours per day, 5 days per week at minimum wage is \$17,730 plus statutory benefits. Applying the District’s rate of employing paraprofessionals to SBA’s projected enrollment would result in the potential need for 2.25 paraprofessionals in year one at a cost of \$39,892 plus statutory benefits. This would result in a *negative* year one cash balance of \$26,933. By year three, the potential negative impact to the budget is doubled.

Moreover, Petitioners’ ignorance of special education extends beyond the budget. On page 43 of Petition II, SBA states one of its available courses is “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. While resource classes are classes that provide supports for students in special education, no special education specialist would refer to these classes as “courses.” Petitioner has not described their special education program so it is impossible to understand how they intend to serve students needing a Resource Program.

Similarly, SBA provides this description of a course:

“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 See Cal. Educ. Code § 56364.2. It requires a person whose credential authorizes them to teach the particular type of disabilities of the students in the class or receiving the service. From the Administrators Assignment Manual, published by the California Commission on Teacher Credentialing,² this chart reflects that an SDC with these student populations requires teachers with specific credentials. focuses on basic skills, problem solving, social development, and vocational skills.” Page 43. A Special Day Class is a classroom placement, not a course, typically with a small student:teacher ratio and paraprofessionals.

<i>Special Education</i>	
Mild/Moderate	Title 5 80047
Moderate/Severe	Title 5 80047.1
Emotional Disturbance (Serious)	Title 5 80047.2
Multiple Disabilities	Title 5 80047.3
Autism	Title 5 80047.4
Speech and Language Impairment	Title 5 80047.5
Deafness or Hearing Impairment	Title 5 80047.6
Deaf-Blindness	Title 5 80047.7
Visual Impairment including Blindness	Title 5 80047.8
Orthopedic Impairment, Other Health Impairment, or Traumatic Brain Injury	Title 5 80047.9
Adapted Physical Education	Title 5 80046 & Title 5 80046.1

SBA states it will provide a “SDC course” but clearly does not understand what a SDC is, or how it affects their budget or their course offerings. It is likely that SBA would need to find alternate placements for students needing a Special Day Class placement; however, their budget does not support their ability to do so.

The dangerous combination of misapprehending special education and not providing appropriate services, invites expensive litigation. Failures to serve special education students come with steep fiscal consequences, as each due process case in which the LEA does not prevail entirely requires the LEA to pay for the other party’s attorneys’ fees, in addition to the LEA’s own attorneys’ fees. (20 U.S.C. Section 1415(i)(3).)

² <https://www.ctc.ca.gov/employers/administrator's-assignment-manual> (2021 edition)

- B. The Petition Presents a Program That Is Demonstrably Unlikely to Succeed.
1. The Budget Does Not Account for All Expenses and Reflects a Lack of Expertise at SBA in Such Matters.

In addition to the lack of planning with respect to addressing the needs of students with IEPs *supra*, other aspects of the special education budget reflect a lack of understanding of how special education funds are disbursed and what those funds are. The projected revenue includes \$103,844.2 per ADA and refers to it as a base rate. However, this funding is provided, based on a prior year ADA, which SBA does not have until year 2. If you remove the \$14,797.80 for base rate funding, the projected year one cash balance is \$1,839.20. This confusion indicates a strong likelihood of not succeeding in serving this population, as required by law.

Furthermore, some numbers are drawn from a 2019-2020 projection prepared by the Humboldt County Office of Education, dated 5/14/2020. The assumption of SBA is that they will not need to serve “severe” students that produce related high costs. As an independent charter, one high cost student could be devastating to a budget with virtually no reserve. In the multi-year forecast, the dollar amount \$42,157 is listed as “state special education” funding, without explanation. On the Monthly Cash Flow sheet, the state special education amount is \$8,431 beginning in March, for a stated “annual budget” of \$42,157. The four months of March through June equal a total of \$33,724, not \$42,157. These numbers were reviewed by the Humboldt-Del Norte SELPA Director, and we are collectively unable to determine from where these numbers were derived, and why March is listed as the beginning of this entitlement. Finally, special education encroachment is also listed to begin in March, in the sum of \$464. There is no explanation for these numbers and timelines.

Given the increase in facilities costs budgeted from \$321,600 to \$629,220 over five years, and the margins that SBA will be operating under based on their own assumptions, SBA will really need to hit its Average Daily Attendance (“ADA”) growth to 300 students by the 2027-2028 school year. However, local history indicates that SBA will not meet this target.

By example, Six Rivers Charter High School, a very successful charter school, has an enrollment of slightly above 100 students. They opened with approximately 35 students in 2005 and took three years to reach their goal of 25 students per grade level. Hard work and building on their reputation allowed them to reach and maintain their enrollment goals. Also locally, Northcoast Preparatory Academy which was founded in 2000, has developed a national reputation and added a middle school program. Their annual high school enrollment is just over 100 students. Northern United - Humboldt Charter High School’s typical enrollment is 150 students county-wide though currently it stands at 90 students. Conversations with administration and faculty at charter schools across the county have revealed stories of fighting to make it in the early years and then working hard to keep their enrollment where they need or want it to be.

In addition, Eureka, Fortuna, Ferndale, Arcata and McKinleyville high schools have thriving CTE programs and growing partnerships across the region. It is unlikely that 300 students would leave these programs for a school that has only three pathways, that has no academic track for advanced academics, and that is not offering transportation to their remote site.

Additionally, SBA is projecting ADA based on the state average of 95% while actual ADA in Humboldt County runs at approximately 92%. Without offering transportation, SBA is unlikely to meet its targets, resulting in a loss of revenue that could run into the tens of thousands of dollars annually.

Because we think there are superior CTE programs competing in the same region, compounded by the lack of student transportation, questionable food services provisions, and misguided attendance assumptions, we do not believe SBA will be able to cover the costs of the facilities, because we do not foresee SBA meeting its ADA numbers.

Petition II references external funding to provide necessary cash in year 1 to year 4, with an assumption that cash flow will not be a factor beginning in year 5. The budget includes an interest payment equal to 2% of receivable sales. This must be how they are referencing a drawdown of funds from Capital Asset Management. Interest payments at 2% would be as follows: Year 1 - \$790,100, Year 2 - \$1,056,750, Year 3 - \$1,031,550, Year 4 - \$408,700. No interest payment is budgeted in year 5. We cannot locate principal payments in the projected budget. The letter of intent from CAM is not a binding agreement and totals \$800,000. The letter references a Memorandum of Understanding attachment, which would identify the terms of the loan. This attachment was not included in the petition. The District requested a copy of the attachment, which was never provided. When a budget includes an interest payment (code 7438), there should also be a principal payment (code 7439), which is omitted from the budget.

SBA is projecting a cash balance of \$325,000 at the end of year 5. The cash balances in year 1 and year 2 are only \$16,637 and \$41,201 respectively. The budget fails to project any expense for food service salary/benefits, even though SBA references that they have done so in the petition. The Special Education budget is lacking a safety net for higher costs for individual students and transportation. The payment of principal for the cash loan is not reflected in the budget. The budget is based on unrealistic enrollment/ADA and the expenses are incomplete, which makes the budget unrealistic and unsustainable.

2. Petitioners Have Not Laid the Foundation to Implement What They Say They Will in CTE or Dual Enrollment.

In addition to what has been noted *supra*, we are incredulous that SBA will be able to establish a Health Science and Medical Technology partnership with industry partners in Humboldt County. Medical CTE is an area that local districts have explored exhaustively, but it is simply

not possible to recruit qualified CTE teachers in this area, as people with expertise in this field have many more lucrative options.

In addition, SBA represents that the letters from Humboldt State University (“HSU”) and College of the Redwoods (Appendix C to Petition II) promise dual enrollment for students at SBA. Humboldt State University’s letter makes no mention of “dual enrollment,” and our experience teaches us that this is not available to students free of charge, which is contrary to the free public education that SBA must provide. Perplexingly, the HSU letter is addressed to “Dan Johnson,” the person from whom SBA will lease facilities, but not an individual on the Board or the Lead Petitioner.

The letter from College of the Redwoods is nothing more than a letter of support of Petition II. In the District’s experience and in speaking with other District Superintendents, College of the Redwoods is reluctant to provide dual enrollment on any school campus, meaning that even if College of the Redwoods was willing to provide dual enrollment to SBA students, they would have to get to College of the Redwoods, without transportation provided by SBA.

3. Petitioners’ Representations About Multi-Tiered Systems of Support (“MTSS”) are Illusory.

Although SBA has stated that they will utilize MTSS, there is no indication that SBA understands MTSS. MTSS cannot simply exist within a school. Rather, it must be built with intention based upon the utilization of data by the administrators and the staff to meet the needs of the school. This requires collaborative work with a foundation of intensive staff training and data collection, and a deep commitment to Positive Behavioral Interventions and Support (“PBIS”). PBIS requires clearly stated schoolwide norms, behavior expectations, and social and emotional learning; along with establishing Tier 1, Tier 2, and Tier 3 teams to review and analyze academic and behavioral data to appropriately identify interventions and supports; universal design for learning; differentiated instruction; utilization of fidelity tools and associated action plans; dedicated oversight; and more.

Yet, SBA only employs a school counselor at 0.5 FTE in Year 1, who presumably is responsible for monitoring grades; meeting with each student each year; credit recovery counseling; and presumably all counseling students receive through IEPs, Section 504, SST plans, and for students having an acute circumstantial need.

The representation that SBA will utilize MTSS is not credible. SBA has no plans, timelines, professional understanding, professional development dollars nor technical knowledge that would support MTSS. There is no indication that SBA understands systems alignment, resource alignment or LCAP alignment to an MTSS. SBA has not indicated that any of their startup personnel are capable of driving such a large and complex initiative. SBA did not provide a substantive response or a documented plan when the District asked for clarification regarding SBA’s MTSS intervention plans in regards to Petition I, and has not added any additional substantive plan to address these deficits in Petition II.

4. Petitioner’s Budget Does Not Account for Promised Services

In addition to not accounting for paraprofessionals, as described *supra*, Petitioners do not account for the cost of food service employees. In reviewing Petition I, we noted that SBA failed to account for food services. Petition II represents it will provide:

“[A n]utritionally 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. Petition II, p. 143. Yet, the budget for classified staff does not include a single food service employee. See Appendix J, Table H, noting all classified staff are administrative (none in year one), or clerical.

5. The Petition Does Not Reflect a Budget That Is Likely to Recruit Qualified Teachers.

Credentialed CTE instructors are difficult to recruit. In addition to the near impossibility of staffing a Medical track for CTE programs in Humboldt, discussed *supra*, there are no teacher preparation pipelines at the university level in place in California to fill vacant CTE positions. This means that most CTE teachers are currently recruited from industry sectors themselves. This requires the additional time needed to obtain a credential, paying for the credential process, and the oftentimes non-competitive salaries when compared to industry. Therefore, among LEAs offering CTE, there is intense competition. SBA is not competitive.

Northern Humboldt UHSD uses the same salary schedule for CTE teachers as for non-CTE education teachers. Based on a C-5 placement, which is what SBA is utilizing for its projections, the total compensation package would be \$87,719.34 (based on 2021-2022) for the District as compared to \$68,223.97 (based on 2023-2024). Northern Humboldt UHSD is projected to increase its salary schedule by 3% in 2022-2023 in addition to step/column. SBA is projecting a 2% total cost increase, which includes step/column and COLA. Due to this \$19,495.37 disparity and the dearth of CTE teachers in the region, it seems highly likely that SBA's CTE courses will have to be online.

The retirement rate in 2023-2024 is estimated to be 19.1% for NHUHS in 2023-2024, compared to a 403b match of 5% for SBA. They also contribute 6.2% for OASDI, where the District does not pay for Certificated employees. SBA will not participate in STRS, so that is a loss for teachers who are already participating in STRS who would not be able to continue to do so at SBA.

The health and welfare package offered to Northern Humboldt UHSD is full Oak in 2020-2021 or \$21,532.20 for a family. SBA is offering \$9,000 to cover health and welfare to each full-time teacher.

The compensation package for teachers with the District, which is comparable to other regional schools with CTE programs, is significantly better than what SBA is offering. That, combined with the difficulties in hiring credentialed CTE teachers detailed above in section A(1) ensures that it will be extremely difficult for SBA to recruit qualified teachers.

V. CONCLUSION

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (b), requires the Board to make “written factual findings, specific to the particular petition, setting forth specific facts to support one or more” grounds for denying the Petition. Should the Board decide to deny the Petition, the District recommends that the Board adopt these Findings as its own.



SAMOA BEACH
ACADEMY

September 8, 2021

Via Email

Roger Macdonald, Superintendent
Board of Education
Northern Humboldt Union High School District
2755 McKinleyville Avenue
McKinleyville, CA 95519

RE: Response to Northern Humboldt Union High School District Report of Findings Regarding the Samoa Beach Academy Charter Petition

Dear Superintendent Macdonald, Board President Grosjean, and Members of the Northern Humboldt Union High School District Board of Education:

We write in response to Northern Humboldt Union High School District's ("NHUHSD" or the "District") Report of Findings ("Findings") regarding the Samoa Beach Academy ("SBA" or the "Charter School") establishment charter petition ("Petition"), submitted on June 18, 2021 to the District.

Recognizing the myriad demands on District staff, heightened during the COVID-19 pandemic, we nevertheless believe that the published Findings do not present an accurate review of the Samoa Beach Academy charter petition and appendices submitted to the District. The Findings are largely speculative and unsupported by specific facts; the Findings also do not rise to the level of meeting the legal basis for denial of a charter.

We urge you to carefully consider the following information in evaluating the Findings before taking action on our charter petition. Should the District Board adopt the Findings and deny the charter, we believe such action will demonstrate that NHUHSD has not proceeded in the manner required by law, that the decision is not supported by the findings, and the findings are not supported by the evidence. These elements form the definition of an impermissible abuse of discretion.

Overview of Law

At the outset, we remind the District of the provisions of the Education Code that provide specific guidance to governing boards to approve the establishment of charter schools. Education Code Section 47605(c) states:

In reviewing petitions for the establishment of charter schools . . . the chartering authority shall be guided by the intent of the Legislature that charter schools are

Documentary Record from
Humboldt County Board of Education

*Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021*

and should become an integral part of the California educational system **and that establishment of charter schools should be encouraged.**

(Emphasis added.)

Education Code Section 47605(c) also provides the limited legal grounds on which a charter petition may be denied, as follows:

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 the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. **The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:**

- (1) The charter school **presents an unsound educational program** for the pupils to be enrolled in the charter school.
- (2) The petitioners are **demonstrably unlikely to successfully implement the program** set forth in the petition.
- (3) The petition does not contain the number of **signatures** required by subdivision (a) [of Education Code Section 47605].
- (4) The petition does not contain an **affirmation** of each of the conditions described in subdivision (e) [of Education Code Section 47605].
- (5) The petition does not contain **reasonably comprehensive descriptions** of [the 15 required elements.]
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school . . .
- (7) The charter school is **demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate**. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:
 - (A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
 - (B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.
- (8) The **school district is not positioned to absorb the fiscal impact** of the proposed charter school . . .

*Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021*

(Emphasis added.)

Accordingly, under the Charter Schools Act, a school district board of education is required to approve a charter petition, unless it makes specific written factual findings to support a denial based on the grounds enumerated under Section 47605 – “specific to the particular petition” before the chartering authority.

As demonstrated in the table following, the Findings are based on speculation, inaccurate facts, or go beyond the requirements set forth in law, and therefore the findings constitute an impermissible basis to justify the denial of the SBA charter petition.

Responses to District Findings

Below, please find excerpts of the Findings, in the order in which they were presented (in *italicized* text), immediately followed by the Charter School’s response (in plain text).

DISTRICT FINDING	SBA RESPONSE
<i>A. The Petition Presents an Unsound Educational Program for Pupils Enrolled in the Charter School.</i>	
<p data-bbox="233 423 974 496"><i>1. The Career Technical Education (“CTE”) Program Is Not Likely to Be of Educational Benefit to Students.</i></p> <p data-bbox="184 532 974 967"><i>We believe that SBA will provide inferior Career Technical Education to students. The proposal does not reflect a robust or sequential CTE program. “For core content areas, SBA plans to use the Savvas Curriculum Suite and instructional materials.” This curriculum described in Petition II is “my Perspectives”, which Savvas describes as “optimal for digital learning.” Savvas mathematics curriculum is also digital software. Petition II notes science will also be provided by Savvas’ “blend print and digital materials,” p. 31, and social science provided by Savvas will also be digital and possibly print. Id. Online instruction is subpar to in-person instruction and the dynamic kinesthetic program promised by SBA.</i></p> <p data-bbox="184 1003 974 1364"><i>These classes will still need to be overseen by credentialed teachers, as required by Education Code section 47605(l)(1). With six teachers and one resource teacher budgeted for year one, a sophomore bound for college with physical education would take – as a sample course sequence -- English 10 with CTE; Geometry with CTE; World History with CTE; CTE Introduction; Biology with CTE; PE II, and Spanish II. This sample sequence requires a minimum of four different single subject credentials, or six single subject credential holders if the California Commission on Teacher Credentialing</i></p>	<p data-bbox="999 423 1866 459">This finding is speculative and unsupported by any specific facts.</p> <p data-bbox="999 532 1866 857">The findings state that “the petitioners personally lack the necessary background in curriculum, instruction, and assessment” which is offensive and untruthful. The Lead Petitioner, Catherine Scott, has served as a teacher for seven years, and an administrator and superintendent in Humboldt and Mendocino counties for 17 years (pp. 202-204). SBA Board member David Lonn served as a teacher for 15 years, and as an administrator for 16 years, in NHUHSD (pp. 194-195). They have extensive experience and the necessary background in curriculum, instruction, and assessment.</p> <p data-bbox="999 898 1866 1076">The findings articulate an assumption that SBA will provide inferior Career Technical Education to students and that the proposal does not reflect a robust or sequential CTE Program. This is entirely unsubstantiated by facts and includes no references to the CTE program actually described in Petition II.</p> <p data-bbox="999 1117 1866 1364">The District’s findings on the Savvas Curriculum Suite and instructional materials demonstrate a lack of understanding of the Savvas (previously Pearson) Curriculum Suite. It is obvious that Savvas provides textbooks and digital materials (as do most publishers) to support learning. The Savvas curriculum will not provide “online instruction [which is] subpar to in-person instruction” as indicated in the Findings. As stated in the Petition, the</p>

Documentary Record from
Humboldt County Board of Education

*Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021*

determines by June 30, 2022 that non-core, non-preparatory courses must be taught by properly credentialed teachers. See Cal. Educ. Code §§ 47605(h)(1); 47605.4. At any rate, these courses account for the six general education teachers that SBA intends to hire. But, each CTE pathway – and they intend to have three (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) – requires the CTE credential holder to have industry work experience in their industry. So, if SBA is truly going to be what it represents, the crème de la crème of CTE high schools, how will students be able to select from these three dramatically different industries when it is nearly impossible the CTE teachers will hold the appropriate credential for three sectors?

We know SBA intends to provide on-line instruction. But, the numbers indicate that it also intends to provide CTE instruction on-line or by non-certified teachers. This is not High Quality Curriculum and Instruction, one of the Eleven Elements to a High Quality CTE Program acknowledged by SBA in Petition II. See page 27. We have serious concerns regarding the quality of instruction SBA will be able to provide to its students. As addressed below, we foresee that recruitment of teachers will be a major barrier to the success of SBA, and that reliance upon online courses will be required. The Petition II acknowledges the lack of available CTE teachers and proposes hiring 6.0 full time equivalent (“FTE”) general education teachers and 1.0 resource in year one. But, the description of Curriculum is largely reliant on digital instruction.

myPerspectives curriculum developed by Savvas Curriculum Suite is aligned to all applicable State Standards. The Petition states that the ELA curriculum “blends online, digital, and traditional materials to create engaging lessons” and includes “digital components.” (Petition, p. 30.) The Mathematics curriculum has an “online component to support student independent practice.” (p. 31.) The Savvas curriculum for science “blend print with digital materials and apply scientific and engineering practices in problem-based scenarios.” (p. 31.) None of these descriptions in the Petition suggest that the Charter School would solely provide online instruction or that any digital materials provided as part of the curriculum amounts to “online instruction” that would fall short of any in-person instruction. These digital components of the curricula are used to further support the in-person instruction and help students master the pertinent coursework in alignment with all applicable State Standards.

While SBA recognizes that recruiting and hiring well-qualified and credentialed CTE instructors will take time, there is no information in the Petition that suggests that SBA would be unable to recruit and hire the necessary instructors to teach students at SBA, and the District has no factual basis for making this assertion. As evidenced in Appendix B, SBA has obtained signatures of credentialed teachers who are meaningfully interested in teaching at SBA upon the approval of the charter. SBA remains confident that it can recruit and hire like-minded CTE instructors who have a desire to serve the students of our community by bringing their experience and expertise to SBA. In fact, many CTE instructors have reached out to SBA because they want to work at a Charter School, even without STRS, where CTE is the focus and not an afterthought. In their own words, they “are tired of being second class citizens.”

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

	<p>SBA’s Petition II does not refer to providing online instruction nor does SBA intend to provide online instruction in a hands-on, experiential model; therefore, that the District presumes to “know SBA intends to provide on-line instruction” is erroneous and unsubstantiated with facts.</p> <p>Further, SBA affirms that it shall comply with Education Code Sections 47605(1) and 47605.4, and ensure that all teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. (Petition, p. 136.) The Charter School shall not have any non-certificated teachers provide any instruction.</p> <p>Accordingly, this Finding is an impermissible basis for denial of the charter petition.</p>
<p>2. <i>The Petition Reflects a Lack of Understanding About the Charter School’s Obligations Towards Students with Disabilities, Indicating Success In Serving These Students Is Not Likely.</i></p> <p><i>According to Petition II:</i></p> <p><i>In Year One, SBA has budgeted for one (1) Special Education Teacher/Coordinator for an estimated 15.2% of [Students with Disabilities “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</i></p>	<p>This finding is based on speculation and is inaccurate.</p> <p>The SBA budget includes total Special Education expenses in the first year of operations of \$172,353. This includes not only the cost of the outside service providers of \$84,313 as noted by the Findings, but also the Special Education Teacher/Coordinator salary and 50% of the 0.5 FTE Counselor with related benefits of \$85,721 and SELPA administrative fees of \$2,319. This comes to a total of \$6,389 in spending per special education student.</p>

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

<p><i>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).</i></p> <p><i>As with Petition I, SBA has not accounted for the numerous other related services that may be necessary for students with disabilities, such as special education teachers credentialed to serve students with whose disabilities require them to spend more than 50% of their day in special day classes; behavioral consultants; physical therapists; school nurses; services for students with low incidence disabilities; adaptive physical education; transportation; educationally related intensive counseling services; to name some related services that all districts typically provide.</i></p> <p><i>By SBA's calculations, they will have a low special education population of 15.2%, far below the county average. Indeed, in Petition I, SBA predicted that 19.5% of its population would be students with disabilities. If the special education caseload calculation is based on an unrealistic 15.2%, the expected number of students to be served in year one is 22-23, not 27 as stated. If the special education caseload calculation is based on 19.5%, which is more realistic, the expected number of students to be served in year one is 29-30, which means that SBA would need to hire more than one Special Education Teacher in year one in order to comply with relevant state and federal law. SBA has no budget for this, so the result would be a significantly negative year one cash balance, which would be compounded annually. Additionally, no explanation is provided for the change in special education population from</i></p>	<p>As with any costs included within the budget, these are estimates based on common expenditures. However, should students with higher needs enroll, SBA is prepared to utilize the substantial reserves within the fund balance as well as make cost reductions in other areas to meet students' needs.</p> <p>Not only did SBA account for the numerous other related services in the Charter Petition, SBA also described those services (pp.79-88). SBA clearly accounts for the most common services as well as other related services that may be necessary for students with disabilities (p. 80). 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.</p> <p>Again, the District's findings fail to refer to the Charter Petition to identify facts. SBA calculated a special education population of 15.2% and clearly identified where the information was obtained on p. 13 of the Charter Petition. According to the California School Dashboard, the percentage of students with disabilities ("SWD") in in the District in 2020 was 15.2%. SBA thus utilized 15.2% in its Charter Petition as it is the most current and up-to-date information. Based on a 15.2% SWD population, SBA would still need one (1) Resource Teacher. The District should note that their own percentage of SWD is decreasing as noted on the Dashboard and on Ed-Data.</p>
--	---

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

19.5% to 15.2%. However, in contradiction to the lower estimate of special education students it will serve, Petition II explicitly states, “SBA understands 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.” p. 79. Nonetheless, SBA budgeted that they would spend an average of \$3,123 per special education student. (\$84,313 divided by 27 students.) By contrast, Northern Humboldt’s Six Rivers charter school, with 110 total students, spends \$8,550.05 per special education student, a shortfall of \$5,427.05 per student, or \$146,530.35. The District itself spends \$14,255 annually per pupil on its special education students. Consider further that SBA predicts it will reach 300 students by its third year, doubling this deficit to \$168,642. Yet, it predicts its “special education encroachment” in Year Five to be a mere \$7,636. Petition II, Appendix J, Table O. It is important to note that a comparison with Six Rivers Charter School is a conservative comparison to the petitioner’s benefit because Six Rivers is a dependent charter, meaning that items such as alternative placement and transportation are not figured into their overall expenditures, whereas SBA would be required to pay for those items.

Furthermore, the above costs do not account for a nonpublic school placement in residential treatment centers or a special day class, which can cost between \$100,000- \$200,000 per student per year.

And, although Petition II represents it will hire paraprofessionals, see, e.g., page 80-82, 88, the budget reflects no employees who are paraprofessionals. See Appendix J, Table G. As stated in our response to Petition I, if

SBA budgeted to spend \$6,389 per special education student. This is a very appropriate estimate considering the fact that it is impossible to know *exactly* what the costs for special education will be until students with disabilities actually enroll. The comparison in the Findings is beyond the scope for approval or denial. Furthermore, no charter school or school district accurately budgets for a nonpublic school placement until such time as a student’s IEP team has determined that is the least restrictive environment for a student with a disability as its offer of a Free Appropriate Public Education (FAPE).

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

<p><i>SBA's student population is, in fact, similar to that of the District, SBA would potentially require full-time paraprofessionals each year. The cost for a single paraprofessional working 6 hours per day, 5 days per week at minimum wage is \$17,730 plus statutory benefits. Applying the District's rate of employing paraprofessionals to SBA's projected enrollment would result in the potential need for 2.25 paraprofessionals in year one at a cost of \$39,892 plus statutory benefits. This would result in a negative year one cash balance of \$26,933. By year three, the potential negative impact to the budget is doubled.</i></p>	<p>There is no requirement in law for a Charter School to hire paraprofessionals. In fact, it is a choice made solely on the needs of the students. The Findings fail to recognize that the budget is just that, a budget of projected revenues and expenditures based on the anticipated needs of the Charter School. In fact, the Charter Petition clearly states on p. 79: "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."</p>
<p><i>Moreover, Petitioners' ignorance of special education extends beyond the budget. On page 43 of Petition II, SBA states one of its available courses is "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. While resource classes are classes that provide supports for students in special education, no special education specialist would refer to these classes as "courses." Petitioner has not described their special education program so it is impossible to understand how they intend to serve students needing a Resource Program.</i></p>	<p>The inflammatory phrase stating the "Petitioner's ignorance of special education" is regrettable since David Lonn, an SBA Board member, was also a career educator and administrator in the District. Regardless of this phrase, it should be noted that whether a course is called Core Support or Life Skills or Resource, it is still "a course" in a student's schedule. A Specialized Academic Instructor still teaches four sections (courses) of Resource.</p>
<p><i>Similarly, SBA provides this description of a course:</i></p> <p><i>"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 See Cal. Educ. Code § 56364.2. It requires a person whose</i></p>	<p>In accordance with Education Code Section 47605(c)(5)(A)(i), the SBA Petition contains a reasonably comprehensive description of the educational program of the charter program, including a description of its plan to serve students with disabilities, on pages 76-91 of the Petition. There is no legal requirement for the entire scope of the Charter School's special education program to be included in the Petition in its entirety. SBA has clearly stated that it "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</p>

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

<p><i>credential authorizes them to teach the particular type of disabilities of the students in the class or receiving the service. From the Administrators Assignment Manual, published by the California Commission on Teacher Credentialing, this chart reflects that an SDC with these student populations requires teachers with specific credentials. focuses on basic skills, problem solving, social development, and vocational skills.” Page 43. A Special Day Class is a classroom placement, not a course, typically with a small student:teacher ratio and paraprofessionals.</i></p> <p><i>[table omitted]</i></p> <p><i>SBA states it will provide a “SDC course” but clearly does not understand what a SDC is, or how it affects their budget or their course offerings. It is likely that SBA would need to find alternate placements for students needing a Special Day Class placement; however, their budget does not support their ability to do so.</i></p> <p><i>The dangerous combination of misapprehending special education and not providing appropriate services, invites expensive litigation. Failures to serve special education students come with steep fiscal consequences, as each due process case in which the LEA does not prevail entirely requires the LEA to pay for the other party’s attorneys’ fees, in addition to the LEA’s own attorneys’ fees. (20 U.S.C. Section 1415(i)(3).)</i></p>	<p>Act (‘ADA’) and the Individuals with Disabilities Education Improvement Act.” (Petition, p 76.) The Charter School shall ensure that all aspects of its plan to serve students with disabilities will be implemented in a manner that fully complies with all applicable legal requirements. The District’s statement of the “Petitioners’ ignorance of special education” is a dangerous falsehood.</p> <p>SBA recognizes that the header “Special Education <u>Courses</u>” to introduce the “Resource Specialist Program” and “Special Day Class” may be confusing, since neither are specific “courses” offered to students. These descriptions were intended to simply distinguish that “on an as-needed basis, based on the individual student’s IEP,” the Charter School shall provide a Resource Specialist Program or Special Day Class for the student. (Petition, p. 42.) The Petition does <u>not</u> state that SBA provides a “SDC <u>course</u>” as stated in the Findings. SBA clearly understands the distinction between a “Resource Specialist Program” and “Special Day Class” and shall ensure that students whose IEPs require participation in either would be afforded the opportunity to do so.</p> <p>SBA, the Petitioners, and the Board are well-versed in special education requirements and providing appropriate services to appropriately serve students with disabilities and to prevent litigation.</p> <p>Accordingly, this Finding is an impermissible basis for denial of the charter petition.</p>
<p><i>B. The Petition Presents a Program That is Demonstrably Unlikely to Succeed.</i></p>	
<p><i>1. The Budget Does Not Account for All Expenses and Reflects a Lack of Expertise at SBA in Such Matters.</i></p>	<p>This finding is inaccurate and speculative.</p>

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

In addition to the lack of planning with respect to addressing the needs of students with IEPs supra, other aspects of the special education budget reflect a lack of understanding of how special education funds are disbursed and what those funds are. The projected revenue includes \$103.8442 per ADA and refers to it as a base rate. However, this funding is provided, based on a prior year ADA, which SBA does not have until year 2. If you remove the \$14,797.80 for base rate funding, the projected year one cash balance is \$1,839.20. This confusion indicates a strong likelihood of not succeeding in serving this population, as required by law.

Furthermore, some numbers are drawn from a 2019-2020 projection prepared by the Humboldt County Office of Education, dated 5/14/2020. The assumption of SBA is that they will not need to serve “severe” students that produce related high costs. As an independent charter, one high cost student could be devastating to a budget with virtually no reserve. In the multi-year forecast, the dollar amount \$42,157 is listed as “state special education” funding, without explanation. On the Monthly Cash Flow sheet, the state special education amount is \$8,431 beginning in March, for a stated “annual budget” of \$42,157. The four months of March through June equal a total of \$33,724, not \$42,157. These numbers were reviewed by the Humboldt-Del Norte SELPA Director, and we are collectively unable to determine from where these numbers were derived, and why March is listed as the beginning of this entitlement. Finally, special education encroachment is also listed to begin in March, in the sum of \$464. There is no explanation for these numbers and timelines.

The SBA budget does NOT include federal special education funding in year 1. The budget clearly shows \$0 for object code on both the multi-year budget as well as the monthly cash flow in FY24. The Findings are factually inaccurate.

The calculation of AB602 State Special Education funds was based on the formula provided by the Humboldt County Office of Education. The detailed calculation is as follows:

<u>Source</u>	<u>Funding Rate</u>	<u>SBA Count</u>	<u>Total</u>
AB602 Augmentation	\$ 9,518	0	\$ -
Rate per Undup.	\$ 2,255	24	\$ 54,623
Base rate per ADA	\$ 104	142.50	\$ 14,798
		Total Funding	\$ 69,421
		Federal Portion	<u>\$ 27,264</u>
		State Portion	<u>\$ 42,157</u>
		State Rate per ADA	\$ 296

The timing of cash flow is based on the first principal apportionment calculation, divided by 20% for each of the remaining months, in a manner consistent with most SELPAs throughout the State.

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

<p><i>Given the increase in facilities costs budgeted from \$321,600 to \$629,220 over five years, and the margins that SBA will be operating under based on their own assumptions, SBA will really need to hit its Average Daily Attendance (“ADA”) growth to 300 students by the 2027-2028 school year. However, local history indicates that SBA will not meet this target.</i></p>	<p>The SBA budget includes a mix of both fixed and variable expenses. If the Charter School were to fall short in ADA projections in any year, SBA would be able to immediately modify its spending on the variable expenses to ensure a balanced budget. Furthermore, the budget as presented provides substantial fund balance reserves by year 5 of 23%. This greater than 4 times the State recommendations for fund balances for economic uncertainty.</p>
<p>...</p> <p><i>In addition, Fortuna, Ferndale, Arcata and McKinleyville high schools have thriving CTE programs and growing partnerships across the region. It is unlikely that 300 students would leave these programs for a school that has only three pathways, that has no academic track for advanced academics, and that is not offering transportation to their remote site.</i></p>	<p>SBA has conducted outreach with local students and their families and has determined its ADA projections based on the level of interest and demand that were expressed. SBA’s projection to enroll 300 students by the 2027-2028 school year is not an unreasonable projection. Any Findings presuming SBA’s failure to reach these projections are purely speculative and unsupported by any facts.</p>
<p>...</p> <p><i>Because we think there are superior CTE programs competing in the same region, compounded by the lack of student transportation, questionable food services provisions, and misguided attendance assumptions, we do not believe SBA will be able to cover the costs of the facilities, because we do not foresee SBA meeting its ADA numbers.</i></p>	<p>SBA’s budget is based on these reasonable enrollment projections, including SBA’s financial plan to cover the costs of its facilities. The District unlawfully speculates that SBA will not be able to meet the target but offers no facts to support its assumptions.</p>
<p><i>Petition II references external funding to provide necessary cash in year 1 to year 4, with an assumption that cash flow will not be a factor beginning in year 5. The budget includes an interest payment equal to 2% of receivable sales. This must be how they are referencing a drawdown of funds from Capital Asset Management. Interest payments at 2% would be as follows: Year 1- \$790,100, Year 2 - \$1,056,750, Year 3 - \$1,031,550, Year 4 - \$408,700. No interest payment is</i></p>	<p>The presumption made in the Findings that they “<u>think</u> there are superior CTE programs competing in the same region” is unsubstantiated with facts or data. There is not a single high school in the region where the focus is CTE like it is at SBA. The other programs offer CTE as an elective, but it does not comprise the educational program for the school. At SBA, completing a CTE pathway is a graduation requirement. CTE is integrated into every core content course through participation in UCCI. SBA has developed this school with a singular focus on CTE in order to ensure that students are prepared for career and college if they choose. Through the successful completion of a CTE pathway and one semester of concurrent enrollment, <u>all</u> graduates at SBA will be</p>

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

budgeted in year 5. We cannot locate principal payments in the projected budget. The letter of intent from CAM is not a binding agreement and totals \$800,000. The letter references a Memorandum of Understanding attachment, which would identify the terms of the loan. This attachment was not included in the petition. The District requested a copy of the attachment, which was never provided. When a budget includes an interest payment (code 7438), there should also be a principal payment (code 7439), which is omitted from the budget.

SBA is projecting a cash balance of \$325,000 at the end of year 5. The cash balances in year 1 and year 2 are only \$16,637 and \$41,201 respectively. The budget fails to project any expense for food service salary/benefits, even though SBA references that they have done so in the petition. The Special Education budget is lacking a safety net for higher costs for individual students and transportation. The payment of principal for the cash loan is not reflected in the budget. The budget is based on unrealistic enrollment/ADA and the expenses are incomplete, which makes the budget unrealistic and unsustainable.

identified as College and Career Ready on the Dashboard indicator as opposed to only [47.4%](#) in the District in 2019.

The Findings report that the Charter School does “not have a plan to secure the services of individuals who have the necessary background in Finance and Business Management” which again is an inflammatory and untrue statement. SBA has secured the services of Charter Impact (pp. 7-8), which clearly has the knowledge, experience, and background to correct the numerous mathematical errors and budget assumptions made by the District in its Findings. The amounts noted to the Findings were taken from the cash flow section of the budget and line item titled “Proceeds from Factoring.” These are the annual amounts of cash received from factoring, not the related interest payments. Furthermore, the repayment of these funds can clearly be found in the line item immediately below these amounts, titled “Payments on Factoring.” The presentation is consistent with Generally Accepted Accounting Principals for non-profit organizations, the guiding principles by which SBA is required to maintain their records. Under this accrual-based GAAP, account 7439 is not used and does not apply.

Furthermore, SBA did in fact provide, in Appendix J of the Charter Petition, the first-year operational budget, start-up costs, cash flow and financial projections with reasonable estimates of all anticipated revenues and expenditures with clear budget assumptions. The Charter Petition clearly describes the structure for providing administrative services on pp. 183-184. Again, the Findings seem to be purposefully misleading the Board and the community with their blatant inaccuracies.

As noted in the Response to Finding B.4 below, line 4700 in the multi-year forecast and monthly cash flows identify an expense item for “Food Services.” This expense will cover the costs to provide

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHS Report of Findings Regarding the SBA Charter Petition
September 8, 2021

	<p>these nutritionally adequate free or reduced-price meals to SBA students through the services of local vendors.</p> <p>See Response to Finding A.2 above, regarding the budget for special education.</p> <p>Accordingly, this Finding is an impermissible basis for denial of the charter petition.</p>
<p>2. <i>Petitioners Have Not Laid the Foundation to Implement What They Say They Will in CTE or Dual Enrollment.</i></p> <p><i>In addition to what has been noted supra, we are incredulous that SBA will be able to establish a Health Science and Medical Technology partnership with industry partners in Humboldt County. Medical CTE is an area that local districts have explored exhaustively, but it is simply not possible to recruit qualified CTE teachers in this area, as people with expertise in this field have many more lucrative options.</i></p> <p><i>In addition, SBA represents that the letters from Humboldt State University (“HSU”) and College of the Redwoods (Appendix C to Petition II) promise dual enrollment for students at SBA. Humboldt State University’s letter makes no mention of “dual enrollment,” and our experience teaches us that this is not available to students free of charge, which is contrary to the free public education that SBA must provide. Perplexingly, the HSU letter is addressed to “Dan Johnson,” the person from whom SBA will lease facilities, but not an individual on the Board or the Lead Petitioner.</i></p> <p><i>The letter from College of the Redwoods is nothing more than a letter of support of Petition II. In the District’s experience</i></p>	<p>This finding is speculative and based on an inaccurate statement of the information presented in the Petition and appendices.</p> <p>Local school districts’ lack of a Health Science and Medical Technology partnership with industry partners has no bearing on whether SBA would be successful at accomplishing such an arrangement. SBA’s founding team has worked extensively with local partners, including Humboldt State University and College of the Redwoods, to discuss and develop how SBA students would be able to benefit from the joint endeavors between SBA and the colleges.</p> <p>Page 51 of the Petition clearly states: “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.” The President/Superintendent of the College of the Redwoods emphatically stated: “College of Redwoods stands ready to collaborate with Samoa Beach Academy on dual enrollment as well as articulation of Career Education Pathways.” (Appendix C.) The District’s past experience with the College of the Redwoods does not indicate that SBA would be unable to effectively enter into an agreement with the College of the Redwoods to offer dual enrollment for SBA students.</p>

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

<p><i>and in speaking with other District Superintendents, College of the Redwoods is reluctant to provide dual enrollment on any school campus, meaning that even if College of the Redwoods was willing to provide dual enrollment to SBA students, they would have to get to College of the Redwoods, without transportation provided by SBA.</i></p>	<p>Further, the President of Humboldt State University stated that he “envision[s] the SBA to be a vital third partner [along with the College of the Redwoods], seamlessly serving the students across [the] region” and he offered his “partnership and support” to the SBA. (Appendix C.)</p> <p>Since the Petition has not yet been approved, SBA has not entered into a formal agreement with either college to establish the parameters of any dual enrollment opportunities available to SBA students. Nevertheless, SBA has received affirmation from the administrators at the College of the Redwoods and HSU to provide support to SBA students upon approval of the SBA Petition.</p> <p>Accordingly, this Finding is an impermissible basis for denial of the charter petition.</p>
<p><i>3. Petitioners’ Representations About Multi-Tiered Systems of Support (“MTSS”) are Illusory.</i></p> <p><i>Although SBA has stated that they will utilize MTSS, there is no indication that SBA understands MTSS. MTSS cannot simply exist within a school. Rather, it must be built with intention based upon the utilization of data by the administrators and the staff to meet the needs of the school. This requires collaborative work with a foundation of intensive staff training and data collection, and a deep commitment to Positive Behavioral Interventions and Support (“PBIS”). PBIS requires clearly stated schoolwide norms, behavior expectations, and social and emotional learning; along with establishing Tier1, Tier 2, and Tier 3 teams to review and analyze academic and behavioral data to appropriately identify interventions and supports; universal design for</i></p>	<p>This finding is speculative and unsupported by any specific facts.</p> <p>Consistent with applicable law, SBA has included a reasonably comprehensive description of the Charter School’s educational program, including its MTSS plan and its timeline for collaborative work with a foundation of intensive staff training and data collection in the Charter Petition on pp. 58-62. Moreover, SBA describes social emotional learning, mindfulness practice, restorative practices, Circles, and differentiation in great detail throughout the Charter Petition.</p> <p>The District assumes, without any factual support, that the school counselor in Year 1 is the employee who is solely “responsible for monitoring grades; meeting with each student each year; credit recovery counseling; and presumably all counseling students receive through IEPs, Section 504, SST plans, and for students having an</p>

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

<p><i>learning; differentiated instruction; utilization of fidelity tools and associated action plans; dedicated oversight; and more.</i></p> <p><i>Yet, SBA only employs a school counselor at 0.5 FTE in Year 1, who presumably is responsible for monitoring grades; meeting with each student each year; credit recovery counseling; and presumably all counseling students receive through IEPs, Section 504, SST plans, and for students having an acute circumstantial need.</i></p> <p><i>The representation that SBA will utilize MTSS is not credible. SBA has no plans, timelines, professional understanding, professional development dollars nor technical knowledge that would support MTSS. There is no indication that SBA understands systems alignment, resource alignment or LCAP alignment to an MTSS. SBA has not indicated that any of their startup personnel are capable of driving such a large and complex initiative. SBA did not provide a substantive response or a documented plan when the District asked for clarification regarding SBA's MTSS intervention plans in regard to Petition I, and has not added any additional substantive plan to address these deficits in Petition II.</i></p>	<p>acute circumstantial need.” The District Findings fail to recognize the role of the Executive Director (and Principal in Year 3) and other teachers in these shared responsibilities. Also, the Executive Director (and the Principal in Year 3) will oversee student discipline matters, including the implementation of MTSS, which includes PBIS.</p> <p>Further, Line 5804 of the Multi-Year Forecast and Monthly Cash Flows accounts for expenses for “Professional Development” and line 5805 in the Monthly Cash Flows also accounts for funding for “General Consulting.” SBA has budgeted funding to cover costs to develop a comprehensive MTSS plan that aligns with the educational program that SBA intends to offer, and to train SBA staff so that they can implement this plan effectively.</p> <p>Accordingly, this Finding is an impermissible basis for denial of the charter petition.</p>
<p>4. Petitioners’ Budget Does Not Account for Promised Services.</p> <p><i>In addition to not accounting for paraprofessionals, as described supra, Petitioners do not account for the cost of food service employees. In reviewing Petition I, we noted that SBA failed to account for food services. Petition II represents it will provide:</i></p>	<p>This finding is inaccurate and unsupported by any specific facts.</p> <p>The findings state: “[i]n reviewing Petition I, we noted that SBA failed to account for food services,” which is erroneous and inaccurate. In Petition I, SBA accounts for food services on p. 128 of the Charter Petition and revenues are clearly included in Table D of Projected Federal Revenues and in Table E of Projected Other State Revenues in the Budget Narrative, and expenditures in Line 4700 in the multi-year forecast (Appendix J.). Similarly, SBA</p>

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

<p><i>“[A n]utritionally 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. Petition II, p. 143. Yet, the budget for classified staff does not include a single food service employee. See Appendix J, Table H, noting all classified staff are administrative (none in year one), or clerical.</i></p>	<p>included meals in Petition II, p. 143 and once again, SBA accounted for expenditures in line 4700 in the multi-year forecast and monthly cash flows identified as “Food Services.” This expense will cover the costs to provide these nutritionally adequate free or reduced-price meals to SBA students. The fact that there are no staff members singularly assigned to distribute the meals fails to take into account the Charter School community and individuals like the Executive Director or the administrative classified staff who will assist with meal distribution as part of their duties.</p> <p>Accordingly, this Finding is an impermissible basis for denial of the charter petition.</p>
<p><i>5. The Petition Does Not Reflect a Budget That is Likely to Recruit Qualified Teachers.</i></p> <p><i>Credentialed CTE instructors are difficult to recruit. In addition to the near impossibility of staffing a Medical track for CTE programs in Humboldt, discussed supra, there are no teacher preparation pipelines at the university level in place in California to fill vacant CTE positions. This means that most CTE teachers are currently recruited from industry sectors themselves. This requires the additional time needed to obtain a credential, paying for the credential process, and the oftentimes non-competitive salaries when compared to industry. Therefore, among LEAs offering CTE, there is intense competition. SBA is not competitive.</i></p> <p><i>Northern Humboldt UHSD uses the same salary schedule for CTE teachers as for non-CTE education teachers. Based on a C-5 placement, which is what SBA is utilizing for its projections, the total compensation package would be</i></p>	<p>This finding is speculative and unsupported by any specific facts.</p> <p>As stated in the Response to finding A.1, while SBA recognizes that recruiting and hiring well-qualified and credentialed CTE instructors will take time, there is no information in the Petition that suggests that SBA would be unable to recruit and hire the necessary instructors to teach students at SBA. SBA has obtained signatures of credentialed teachers who are meaningfully interested in teaching at SBA upon the approval of the charter. (Appendix B.) These teachers expressed interest in teaching at SBA not only because of the compensation that they would receive but because of the unique aspects of the educational program that SBA intends to offer. Similarly, while SBA recognizes that it will take time and effort, the Charter School remains confident that it can recruit and hire like-minded CTE instructors who have a desire to serve the students of our community by bringing their experience and expertise to SBA.</p>

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

<p><i>\$87,719.34 (based on 2021-2022) for the District as compared to \$68,223.97 (based on 2023-2024). Northern Humboldt UHSD is projected to increase its salary schedule by 3% in 2022-2023 in addition to step/column. SBA is projecting a 2% total cost increase, which includes step/column and COLA. Due to this \$19,495.37 disparity and the dearth of CTE teachers in the region, it seems highly likely that SBA's CTE courses will have to be online.</i></p> <p><i>The retirement rate in 2023-2024 is estimated to be 19.1% for NHUHSD in 2023-2024, compared to a 403b match of 5% for SBA. They also contribute 6.2% for OASDI, where the District does not pay for Certificated employees. SBA will not participate in STRS, so that is a loss for teachers who are already participating in STRS who would not be able to continue to do so at SBA.</i></p> <p><i>The health and welfare package offered to Northern Humboldt UHSD is full Oak in 2020-2021 or \$21,532.20 for a family. SBA is offering \$9,000 to cover health and welfare to each full-time teacher.</i></p> <p><i>The compensation package for teachers with the District, which is comparable to other regional schools with CTE programs, is significantly better than what SBA is offering. That, combined with the difficulties in hiring credentialed CTE teachers detailed above in section A(1) ensures that it will be extremely difficult for SBA to recruit qualified teachers.</i></p>	<p>Once SBA becomes more established in the community, it will explore options to provide compensation to its teachers in a manner that is more comparable to the District.</p> <p>SBA used the District's published salary schedule of 7/1/20, identifying the average teacher salary of \$51,500 which correlates to Class C, Step 5 and 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. SBA used the best information available and was unaware that the District projects to increase its salary schedule from the published schedule one year ago.</p> <p>SBA understands that the benefits package is very different. Many charter schools do not participate in STRS due to the costs, and SBA has never tried to compare itself to the District in terms of benefits. Similarly, on the benefits side, an employer contribution of up to \$9K is good for a charter school. SBA recognizes that many school districts have substantially different benefits packages, the result of greater purchasing power in the insurance marketplace. SBA cannot participate in the JPA (like Oak) as a charter school. Additionally, SBA will not participate in California Valued Trust (Del Norte) or Self Insured Schools of California (EUSD) which is run by the Kern COE.</p> <p>The District assumes that all educators will only work for STRS, when in fact, many educators like to flexibility of a 403(b) where they can personally identify how the funds will be invested. The Findings are a continuation of unjustified assumptions, not based in fact, as the other findings.</p> <p>Accordingly, this Finding is an impermissible basis for denial of the charter petition.</p>
--	--

Documentary Record from
Humboldt County Board of Education

*Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021*

* * *

As outlined above, Samoa Beach Academy respectfully requests approval of a five-year charter term. We have documented how each and every NHUHSD Finding is inaccurate or violates the law; as such, denying the charter based on the Findings will also violate the law. We urge that the Findings be put aside, in favor of the default legal position of charter approval.

SBA looks forward to answering any questions from the District or its Board of Education, and the opportunity for collaboration with the District to serve the students of our community. Should you wish to discuss our responses to any of the above findings or require additional information, please do not hesitate to contact me at catherine@bestrouteconsulting.com or 707-496-8991.

Sincerely,

Catherine Scott
Lead Petitioner



SAMOA BEACH
ACADEMY

August 23, 2021

Dear Roger Macdonald:

Samoa Beach Academy appreciated the opportunity to present at the Public Hearing as part of the Board Meeting on August 10, 2021. We would like to provide responses to the questions asked by the Board President, Theresa Grosjean. Please forward these responses to her and to the Board with our regards.

- 1.) Most Districts spend 85% on salaries, but you only intend to spend 42% of the entire budget on salaries. Please explain.

Samoa Beach Academy					
Spending Comparison to NoHum					
	NoHum 21-22 Budget			SBA Budget - Year 5	
Total Revenue	\$	22,550,862		\$	3,751,122
Certificated	\$	8,529,653		\$	1,112,024
Classified	\$	3,401,074		\$	92,028
Benefits	\$	7,238,009		\$	373,807
Total Personnel	\$	19,168,736	85%	\$	1,577,859
Books and Supplies	\$	1,041,891	5%	\$	525,550
Services and Other	\$	2,107,706	9%	\$	1,467,049
Capital	\$	6,000	0%	\$	-
Other Outgo	\$	166,711	1%	\$	-
Total Expenses	\$	22,491,044		\$	3,570,458
Rent and Facilities				\$	525,550
<i>Items in Services and Other that NoHum has in-house:</i>					
Special Education Consultants				\$	182,527
Back-Office Services				\$	85,522
Additional investment in equipment/textbooks/CTE materials					5%
<i>Employee Benefits not Offered by SBA:</i>					
STRS	\$	2,410,573			11%
PERS	\$	730,197			3%
OPEB	\$	98,351			0%
Adjusted Total			85%		83%

Documentary Record from
Humboldt County Board of Education

One of the biggest differences between Districts and Charter Schools is that Charter Schools must pay a rent or lease for their facilities. This is a significant cost. In addition to the staffing costs, Samoa Beach Academy, also pays for the back-office/accounting and special education services on an outsourced basis. In order to determine the personnel and staffing costs, it is important to include the 5000 Consulting Services in the SBA budget. It should be noted that SBA is also investing significantly more in textbooks and supplies for the CTE program as compared to the District. Lastly, the District is offering STRS, PERS and Other Post-Employment Benefits (OPEB), and the Charter School is not. To better understand how Samoa Beach Academy is allocating funds, please review the comparison below of the Northern Humboldt Union High School District approved budget and Year 5 of the SBA budget with these differences.

2.) You have said that salary increases will increase by COLA and STEP and COLUMN. Is that COLA or STEP and COLUMN or is it COLA and STEP and COLUMN?

The increases shown in the Samoa Beach Academy's budget include BOTH COLA changes and STEP and COLUMN. Please note that these annual increases will be offset by the inevitable turnover and the onboarding of new staff.

3.) You have said that you are paying rent, which is a lot, but you are also paying for maintenance and repairs. Wouldn't the landlord pay for that?

Nearly all school leases are "triple net". That means that the landlord provides the building, but the school pays for everything else. The only exception may be individual warranties on the new building, but it's not likely those would extend beyond a year.

Please let us know if there are any other questions.

Sincerely,

Julianne Eagle, Secretary of the Board
Samoa Beach Academy



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', is 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, with any liability whatsoever to the other party.

DR - 387

Memorandum of Understanding

This Memorandum of Understanding (this “MOU”) is intended to commemorate the current status and content of the discussions between Charter Asset Management Fund, L.P. (“CAM”) and Samoa Beach Academy, acting through its Executive Director, Catherine Scott, and outline the details and understandings of the parties as they move toward developing the financing relationship addressed in CAM’s June 15, 2021 letter. This MOU is non-binding against the parties and there is no obligation on the part of any party until definitive agreements are signed by each of the parties.

I. Background

Samoa Beach Academy, through its Executive Director, is in the process of seeking a charter from the Northern Humboldt Union High School District (“NHUHSD”) to open and operate a charter school within that district during the 2023-2024 school year. As part of the process for issuance of the charter, NHUHSD has requested Samoa Beach Academy to demonstrate an ability to obtain financing needed for the startup and operation of the charter school.

CAM and Samoa Beach Academy have discussed, in broad terms, the school’s financing needs for the 2023-2024 school year. Based on those discussions, and as stated in its June 15, 2021 letter, CAM is willing to commit a minimum of \$800,000, the projected amount needed in the school’s budget, and up to \$1,200,000 in working capital for Samoa Beach Academy during the 2023-2024 school year through its state-aid funding program pursuant to the school’s budget dated June 1, 2021. The actual funding provided under CAM’s program will vary based on the amount and availability of accounts receivable for CAM to purchase from Samoa Beach Academy under the program.

II. Conditions and Limitations

All parties understand and agree that any funding CAM may provide to Samoa Beach Academy, each funding request submitted to CAM and the specific amount of the funding CAM will provide are subject to and conditioned upon CAM’s prior approval (which may be withheld for any reason in its sole and absolute discretion), satisfactory completion of CAM’s due diligence process, and the parties agreeing upon and reducing to writing all terms and conditions necessary and incidental to the validity of a separate written purchase agreement for each transaction. CAM has no obligation to contract or provide any funding whatsoever to Samoa Beach Academy until the parties have agreed upon and executed a formal written Factoring Agreement setting for the specific and final terms and conditions of each purchase and sale transaction.

III. Financing Relationship

Based on these understandings, and subject to the restrictions and conditions set forth in Section II above, CAM and Samoa Beach Academy are looking to develop a financing relationship through which CAM would provide roughly \$800,000 of working capital to Samoa Beach Academy during the 2023-2024 school year. The total amount of the funding may vary and would occur through several separate purchase and sale transactions. Each transaction would be subject to CAM's due diligence review, approval, and documentation, and would include both administration and discount fees that will vary based on the final terms of each separate transaction.

This MOU is not a commitment on the part of CAM to provide funding and it is not an offer to provide funding, nor is it 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.

We, the undersigned, have read and agree with this Memorandum of Understanding.

**CHARTER ASSET MANAGEMENT
FUND, L.P.**

By _____
Print Name: Paul Im
Print Title: Managing Partner
Date Signed _____

By _____
Print Name: David Park
Print Title: Managing Partner
Date Signed _____

Samoa Beach Academy

By _____
Print Name: Catherine Scott
Print Title: Executive Director
Date Signed _____



OCTOBER 12, 2021

Chris Hartley, Superintendent
Humboldt County Office of Education
901 Myrtle Avenue
Eureka, CA 95501

**Re: *Samoa Beach Academy Charter Petition
Description of Changes to the Charter Petition To Reflect the
County Board as the Chartering Authority***

Dear Superintendent Hartley:

The Samoa Beach Academy (the “SBA”) charter petition (the “Petition”) was submitted to the Northern Humboldt Union High School District (the “District”) on June 18, 2021. The District Board voted to deny the Petition on September 14, 2021.

SBA respectfully submits its Petition to the Humboldt County Board of Education (the “County”). We have listed below the relevant and appropriate changes to the Petition, which are necessary to reflect approval by the County:

1. Chartering Authority

Any text referring to the Northern Humboldt Union High School District, NHUHSD, or the District as the chartering authority would be revised to read “Humboldt County Board of Education,” “Humboldt County Office of Education,” “HCBOE,” “HCOE,” or the “County.”

2. Compliance with County Board Policy and Memorandum of Understanding

Any language inconsistent, or potentially inconsistent, with County Board Policy or the County’s charter school Memorandum of Understanding will be discussed among the parties to agree to a cure.

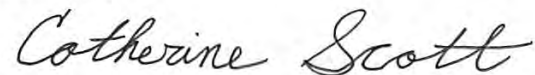
* * *

We will make every effort to submit any supplemental documentation that the County may request in a timely manner.

Chris Hartley, Superintendent
Re: Samoa Beach Academy Charter Petition
Description of Changes to Reflect the County Board
as the Chartering Authority
October 12, 2021
Page 2 of 2

We look forward to working with the County Board and the Humboldt County Office of Education during consideration of the Petition. Please feel free to contact me at catherine@bestrouteconsulting.com or 707-496-8991 if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Catherine Scott".

Catherine Scott
Lead Petitioner

CERTIFICATION OF COMPLIANCE WITH APPLICABLE LAW

California Code of Regulations, Title 5, Section 11967(b)(3)

A charter petition that has been previously denied by the governing board of a school district may be submitted to the county board of education. See Education Code Section 47605(k)(1). As per former Education Code Section 47605(j)(5), the State Board of Education has adopted regulations implementing the provisions of Section 47605(k)(1). See Title 5, California Code of Regulations Section 11967 (5 CCR Section 11967).

Subdivision (b)(3) of Section 11967 requires the charter petitioner to provide a “signed certification stating that petitioner(s) will comply with all applicable law” when submitting the denied petition to a county board of education.

The following certification is submitted in compliance with 5 CCR Section 11967(b)(3).

Certification

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of 5 CCR Section 11967(b)(3) only; and
4. That the charter petitioner(s) and the charter petition are in compliance with applicable law.

Name: Catherine Scott, Lead Petitioner

Signature: *Catherine Scott*

Date: 10/13/2021

School Name: Samoa Beach Academy

Natalie Carrigan

From: Colby Smart
Sent: Friday, February 18, 2022 12:15 PM
To: Natalie Carrigan
Subject: FW: Samoa Beach Academy Charter Petition
Attachments: SBA Petition 10-13-21 Final.pdf

From: Melissa Hodgson <MHodgson@HCOE.org>
Sent: Wednesday, October 13, 2021 1:49 PM
To: Chris Hartley <superintendent@HCOE.org>; Colby Smart <csmart@HCOE.org>
Subject: FW: Samoa Beach Academy Charter Petition

FYI

From: Catherine Scott <catherine@bestrouteconsulting.com>
Sent: Wednesday, October 13, 2021 12:34 PM
To: Melissa Hodgson <MHodgson@HCOE.org>
Cc: Efren Del Rio <edelrio@danco-group.com>
Subject: Samoa Beach Academy Charter Petition

You don't often get email from catherine@bestrouteconsulting.com. [Learn why this is important](#)

External

Hi Melissa,

Please find attached an electronic version of Samoa Beach Academy Charter Petition. We will be bringing a hard copy by later today.

Please let me know if you have any questions.

Thank you,
Catherine

--

Catherine Scott
Best Route Consulting
(707)496-8991

* MBTI® Certified Practitioner
* Strong Interest Inventory® Certified Practitioner
* Certified College Admission Counselor



Michael Davies-Hughes
Superintendent of Schools

Wednesday, November 3, 2021

Dear Ms. Scott,

This letter is to request the following items related to the Samoa Beach Academy's charter appeal that was submitted to HCOE. We are seeking approval of the following items:

1. Schedule the public hearing on December 14, 2021 at our regularly scheduled board meeting.
2. Grant a 30-day extension for board action on the charter petition. The current timeline falls within the Thanksgiving and winter holiday breaks. The 30-day extension will allow for a more thorough review of the petition.

Thank you for your consideration. Please respond to this request via email no later than 9:00 am on Friday, November 5, 2021 at superintendent@hcoe.org

Thank you,

A handwritten signature in blue ink, appearing to read "Michael Davies-Hughes".

Michael Davies-Hughes
Superintendent

cc: catherine@bestrouteconsulting.com
superintendent@hcoe.org
csmart@hcoe.org

From: Catherine Scott <catherine@bestrouteconsulting.com>
Sent: Wednesday, November 3, 2021 10:23 AM
To: Michael Davies-Hughes <superintendent@HCOE.org>
Subject: Samoa Beach Academy Petition Extension

External

Hi Michael,

I'm writing to document SBA's request for an extension on the public hearing.

We are exploring other avenues for petition approval which would negate the need for a public hearing with HCOE. We will know more in the coming weeks.

Thanks,
Catherine Scott
Lead Petitioner
Samoa Beach Academy

--

Catherine Scott
Best Route Consulting
(707)496-8991

* MBTI® Certified Practitioner
* Strong Interest Inventory® Certified Practitioner
* Certified College Admission Counselor

Documentary Record from
Humboldt County Board of Education

accs-jun22item03
Attachment 6
Page 398 of 580

From: [Catherine Scott](#)
To: [Michael Davies-Hughes](#)
Cc: [Melissa Hodgson](#)
Subject: extension request
Date: Wednesday, November 3, 2021 10:45:27 AM

External

I'm writing on behalf of Samoa Beach Academy.

We agree to the two requested extensions.

Thank you,
Catherine Scott
Lead Petitioner
Samoa Beach Academy

--

Catherine Scott
Best Route Consulting
(707)496-8991

* MBTI[®] Certified Practitioner
* Strong Interest Inventory[®] Certified Practitioner
* Certified College Admission Counselor

COUNTY SUPERINTENDENT OF SCHOOLS

Chris Hartley, Ed..D.

HUMBOLDT COUNTY BOARD OF EDUCATION

Loretta Eckenrode Thom McMahon Sheila Rocker Heppe Mary Scott Robert Siekmann

November 10, 2021

Special Board Meeting-2:45 p.m.

Humboldt County Office of Education-Sequoia Room B

901 Myrtle Avenue, Eureka, CA 95501

Join Zoom Meeting

<https://zoom.us/j/93818095868?pwd=aGszMzlXNWE4NFAYZ0E2UHITaTh2Zz09>

SPECIAL BOARD MEETING – AGENDA

- 1.0 CALL TO ORDER/WELCOME/FLAG SALUTE**
- 2.0 PUBLIC COMMENTS** (*Members of the public may address the board on non-agenda items at this time*)
- 3.0 DISCUSSION/ACTION ITEMS**
 - 3.1 Explanation of the use of Educator Effectiveness Funds at HCOE
- 4.0 ADJOURNMENT**

NOTICE: Any writing, not exempt from public disclosure, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the Superintendent's Office, 901 Myrtle Avenue, Eureka CA 95501, 707 445-7030. Individuals requiring disability-related accommodations or modifications, or language interpretation or translation of any or all the board packet, in order to participate in the Board meeting should contact the Superintendent of Schools Office no later than 24- hours prior to the meeting - by phone (707) 445-7030; e-mail: mhodgson@hcoe.org; or mail: 901 Myrtle Avenue, Eureka, CA 95501.

COUNTY SUPERINTENDENT OF SCHOOLS

Michael Davies-Hughes

HUMBOLDT COUNTY BOARD OF EDUCATION

Loretta Eckenrode

Thom McMahon

Sheila Rocker Heppe

Mary Scott

Robert Siekmann

November 10, 2021

3:00 Regular Board Meeting

Humboldt County Office of Education-Sequoia Room B

901 Myrtle Avenue, Eureka, CA 95501

Join Zoom Meeting

<https://zoom.us/j/93818095868?pwd=aGszMzlxNWE4NFAvZ0E2UHlTaTh2Zz09>

AGENDA

1.0 CALL TO ORDER/WELCOME/FLAG SALUTE

2.0 ADJUSTMENT OF THE AGENDA

3.0 PUBLIC COMMENTS (*Members of the public may address the board on non-agenda items*)

4.0 CONSENT AGENDA (*The Board is asked to receive/approve these routine items*)

4.1 Approve Minutes – October 13, 2021 (Special and Regular meeting), October 25, 2021

4.2 Approve Travel Claims

4.3 Adopt Resolution #2021-43: A Resolution of the Humboldt County Board of Education Proclaiming a Local Emergency, Ratifying the Proclamation of a State of Emergency by Governor Newsom dated March 4, 2020, and Authorizing Remote Teleconference.

5.0 ACTION ITEMS (*The Board is asked to receive/discuss/approve*)

5.1 Receive and File Williams Review Reports for 2021-2022

5.2 Approve Agreement for Temporary Transfer of Funds, Loleta Union Elementary

5.3 Approve Extension of Timeline for Consideration of Samoa Beach Academy Petition

5.4 Set Salary of Newly Appointed Superintendent

6.0 INFORMATION/ACTION ITEMS *(The Board is asked to receive/discuss; however, the board may decide to take action at their discretion)*

- 6.1 Review procedures for annual organizational meeting
- 6.2 Superintendent's Report and COVID-19 Report

7.0 BOARD MEMBER ANNOUNCEMENTS/COMMENTS/REPORTS

8.0 ADJOURNMENT

NOTICE: Any writing, not exempt from public disclosure, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the Superintendent's Office, 901 Myrtle Avenue, Eureka CA 95501, 707 445-7030. Individuals requiring disability-related accommodations or modifications, or language interpretation or translation of any or all the board packet, in order to participate in the Board meeting should contact the Superintendent of Schools Office no later than 24- hours prior to the meeting - by phone (707) 445-7030; e-mail: mhodgson@hcoe.org; or mail: 901 Myrtle Avenue, Eureka, CA 95501.

HUMBOLDT COUNTY BOARD OF EDUCATION
901 Myrtle Avenue, Eureka, CA 95501

MINUTES
November 10, 2021

1.0 CALL TO ORDER/WELCOME/FLAG SALUTE

President Thom McMahon called the meeting of the Humboldt County Board of Education to order at 3:04 p.m. with a quorum present.

PRESENT: Loretta Eckenrode, Thom McMahon, Sheila Rocker-Heppe, Mary Scott, Robert Siekmann

ABSENT:

ALSO PRESENT: Michael Davies-Hughes, Colby Smart, Corey Weber, Rosie Slentz, Jenny Bowen, Katie Cavanagh, Janice Lourenzo, Melissa Hodgson

2.0 ADJUSTMENT OF THE AGENDA

None

3.0 PUBLIC COMMENTS (*Members of the public may address the board on non-agenda items at this time.*)

None

4.0 CONSENT AGENDA (*The Board is asked to receive/approve these routine items*)

It was moved/seconded (Scott/Siekmann) to approve the consent agenda. The motion carried with the following roll call vote.

Roll Call Vote

AYES: Loretta Eckenrode, Thom McMahon, Sheila Rocker Heppe, Mary Scott,
Robert Siekmann
NOES: None
ABSTAIN: None
ABSENT: None

Action was taken on the following consent items:

- 4.1 Approve Minutes – October 13, 2021 Adjust minutes, to reflect that Sheila was present (Special and Regular meeting), October 25, 2021
- 4.2 Approve Travel Claims
- 4.3 Adopt Resolution #2021-43: A Resolution of the Humboldt County Board of Education Proclaiming a Local Emergency, Ratifying the Proclamation of a State of Emergency by Governor Newsom dated March 4, 2020, and Authorizing Remote Teleconference.

Documentary Record from
Humboldt County Board of Education

Humboldt County Board of Education
November 10, 2021
Page 2 of 4

5.0 ACTION ITEMS

Receive and File Williams Review Reports for 2021-2022

This year there were 11 schools in the Williams Review. Administrators verified materials and Janice Lourenzo met with each of them via virtual meetings. Facilities inspections were conducted on site prior to students being on campus.

The State Superintendent will be creating a new list of schools for future school visits.

It was moved/seconded (Eckenrode/Rocker Heppe) Receive and File Williams Review Reports for 2021-2022. The motion carried with the following roll call vote.

Roll Call Vote

AYES: Loretta Eckenrode, Thom McMahon, Sheila Rocker-Heppe, Mary Scott, Robert Siekmann
NOES: None
ABSTAIN: None
ABSENT: None

5.2 Approve Agreement for Temporary Transfer of Funds, Loleta Union Elementary

Corey Weber and his fiscal team are working with the District, the Superintendent, the Board and staff to propose a multi month loan, as well as mapping out next steps for the district. The loan would be for October, November and December with repayment beginning in January. The Loleta board adopted a resolution to enter into the agreement with HCOE.

It was moved/seconded (Eckenrode/Siekmann) to Approve Agreement for Temporary Transfer of Funds, Loleta Union Elementary. The motion carried with the following roll call vote.

Roll Call Vote

AYES: Loretta Eckenrode, Thom McMahon, Sheila Rocker-Heppe, Mary Scott, Robert Siekmann
NOES: None
ABSTAIN: None
ABSENT: None

5.3 Approve Extension of Timeline for Consideration of Samoa Beach Academy Petition

It is requested that the Board approve a one-day extension for the public hearing along with a 30-day extension to grant or deny the charter petition.

Documentary Record from
Humboldt County Board of Education

Humboldt County Board of Education
November 10, 2021
Page 3 of 4

It was moved/seconded (Siekmann/Eckenrode) Approve Extension of Timeline for Consideration of Samoa Beach Academy Petition. The motion carried with the following roll call vote.

Roll Call Vote

AYES: Loretta Eckenrode, Thom McMahon, Sheila Rocker-Heppe, Mary Scott, Robert Siekmann
NOES: None
ABSTAIN: None
ABSENT: None

5.4 Set Salary of Newly Appointed Superintendent

This item was brought to the board June 9, 2021. It is brought back to the board as an action item with the newly appointed superintendent. Note correction to salary, \$192,320

It was moved/seconded (Scott/Siekmann) to set the salary of the newly appointed Superintendent for the 2021-22 school year at \$192,320. The motion carried with the following roll call vote.

Roll Call Vote

AYES: Loretta Eckenrode, Thom McMahon, Sheila Rocker-Heppe, Mary Scott, Robert Siekmann
NOES: None
ABSTAIN: None
ABSENT: None

6.0 INFORMATION/ACTION ITEMS *(The Board is asked to receive/discuss; however, the board may decide to take action at their discretion)*

6.1 Review procedures for annual organizational meeting

Review tentative dates for 2022 board meetings. Please nominate or self-nominate new officers by December 1, 2021.

Humboldt County Board of Education
November 10, 2021
Page 4 of 4

6.2 Superintendent's Report and COVID-19 Report

It is Michael's 6th day today. Michael is planning to visit HCOE sites and meet with our 31 district superintendents. He had the opportunity to meet with the HCOE Cabinet on Monday and is proud to be a part of this team.

COVID 19 Report

85% of HCOE employees are vaccinated. Required masking in an outdoor setting has lifted, but it is still recommended outdoors especially in a crowded area. Quarantine guidelines have been changed. Public Health will be reviewing the masking orders in January. Currently there is testing available at each of our districts, charters and one private school.

Fieldbrook school had the first vaccination clinic for 5-11-year-old students. Colby Smart spent all day handing out lollipops to the student, there were 85 students vaccinated

Michael Davies-Hughes would like to thank CalRTA and all retired teachers as it is Retired Teachers Week.

7.0 BOARD MEMBER ANNOUNCEMENTS/REPORTS/COMMENTS

Loren Soukup from SCLS would offer to provide board training. Melissa will reach out to Loren.

8.0 ADJOURNMENT

3:40 p.m.

Respectfully submitted,



Michael Davies-Hughes
Humboldt County Superintendent of Schools

MDH:mh

HUMBOLDT COUNTY SUPERINTENDENT OF SCHOOLS

Michael Davies-Hughes

HUMBOLDT COUNTY BOARD OF EDUCATION

Loretta Eckenrode

Thom McMahon

Sheila Rocker Heppe

Mary Scott

Robert Siekmann

December 14, 2021

3:00 p.m. Regular Board Meeting

Humboldt County Office of Education-Sequoia Room B

901 Myrtle Ave., Eureka CA 95501

Join Zoom Meeting

<https://zoom.us/j/95780373070?pwd=OU02MXhMcEhJTIJoWFVJWGxpRTFoZz09>

AGENDA

1.0 CALL TO ORDER/WELCOME/FLAG SALUTE

2.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS

3.0 CLOSED SESSION (2:30 p.m.)

3.1 Conference with Legal Counsel –Litigation (§ 54956.9)

Name of Claim: Jackson and Wheeler v. HCOE, et al.

4.0 OPEN SESSION

4.1 Report out on any action taken on closed session items

5.0 RECONVENING OF OPEN SESSION (3:00 p.m.)

6.0 ANNUAL ORGANIZATIONAL MEETING BUSINESS

6.1 Appointment of Board Officers

6.2 Adopt Board Meeting Dates for Calendar Year 2022

6.3 Annually Authorize Board Member Remuneration for 2022

7.0 ADJUSTMENT OF THE AGENDA *(The board of Trustees reserves the right to change the order in which the agenda items are discussed and/or acted upon at this meeting. Subject to further action by the Board, this meeting will proceed as provided in this agenda. Items may be added to this agenda for discussion or action only as permitted by law.)*

8.0 PUBLIC COMMENTS *(Individual speakers shall be allowed three (3) minutes to address the Board on each non-agenda or agenda item. The Board shall limit the total time for public comment on each item to twenty (20) minutes (BB 9323(b)).*

*In Order to address the board, please complete the yellow speaker's form at the door and give to the board president.

9.0 PRESENTATION REGARDING CHARTER SCHOOL APPEAL PROCESS

Jennifer Nix-School College Legal Services

10.0 PUBLIC HEARING-SAMOA BEACH ACADEMY PETITION

10.1 Samoa Beach Academy Petition Presentation (*Samoa Beach Academy shall be allowed a total of fifteen minutes to address the Board*)

11.0 CONSENT AGENDA (*The Board is asked to receive/approve these routine items*)

11.1 Approve Minutes—November 10, 2021 (Special and Regular Meetings)

11.2 Approve Travel Claims

11.3 Approve 2022-2023 Budget Development Timeline

11.4 Adopt Resolution #2021-44: A Resolution of the Humboldt County Board of Education Proclaiming a Local Emergency, Ratifying the Proclamation of a State of Emergency by Governor Newsom dated March 4, 2020, and Authorizing Remote Teleconference

11.5 Approve Educator Effectiveness Funds

11.6 Receive and File Updated Safe Return to In-Person Instruction-ESSER III

12.0 ACTION ITEMS (*The Board is asked to receive/discuss/take action*)

12.1 Receive 2021-2022 First Interim Financial Report

12.2 Accept Submission of the Native American Studies Model Curriculum Grant Proposal

13.0 INFORMATION/DISCUSSION/ACTION ITEMS (*The Board is asked to receive/discuss; however, the board may decide to take action at their discretion*)

13.1 Update AJJ Charter School

13.2 Superintendent Report and COVID-19 Report

13.3 Discussion on Returning to In-Person Meeting

14.0 BOARD MEMBER ANNOUNCEMENTS/COMMENTS/REPORTS

15.0 ADJOURNMENT

NOTICE: Any writing, not exempt from public disclosure, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the Superintendent's Office, 901 Myrtle Avenue, Eureka CA 95501, 707 445-7030. Individuals requiring disability-related accommodations or modifications, or language interpretation or translation of any or all the board packet, in order to participate in the Board meeting should contact the Superintendent of Schools Office no later than 24- hours prior to the meeting - by phone (707) 445-7030; e-mail: mhodgson@hcoe.org; or mail: 901 Myrtle Avenue, Eureka, CA 95501.

PLEASE POST:

11/30/2021 through 12/14/2021

**NOTICE OF PUBLIC HEARING
SAMOA BEACH ACADEMY PETITION**

Be advised that on December 14, 2021, the HUMBOLDT COUNTY BOARD OF EDUCATION will hold a public hearing regarding the Samoa Beach Academy Petition. The hearing will be held during the regular meeting in the Humboldt County Office of Education Board Room, 901 Myrtle Ave., Eureka, CA 95501 at 3:00 p.m. Parents, teachers, community members are encouraged to participate in-person or via [Zoom](#).

Join Zoom Meeting

<https://zoom.us/j/95780373070?pwd=OU02MXhMcEhJTlJoWFVJWGxpRTFoZz09>

Humboldt County Board of Education
Michael Davies-Hughes, Secretary

Humboldt County Board of Education
901 Myrtle Avenue – Eureka, CA 95501
Sequoia B

December 14, 2021
3:00 PM
Minutes

1.0 CALL TO ORDER/WELCOME/FLAG SALUTE

President McMahon called the meeting of the Humboldt County Board of Education to order at 2:35 PM with a quorum present.

PRESENT: Loretta Eckenrode, Thom McMahon, Sheila Rocker Heppe, Mary Scott

ABSENT: Robert Siekmann (joined at 3:27 PM)

STAFF PRESENT: Michael Davies-Hughes, Colby Smart, Corey Weber, Katie Cavanagh, Rosie Slentz, Carly Wallace, Natalie Carrigan, Melissa Hodgson

2.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS

No public comment made on Closed Session Items.

3.0 CLOSED SESSION

(3.1) Conference with Legal Counsel-Litigation (§ 54956.9)
Name of Claim: Jackson and Wheeler v. HCOE, et al.

4.0 OPEN SESSION

(4.1) Report Out on Action Taken on Closed Session Items
No reportable action taken in closed session.

5.0 RECONVENING OF OPEN SESSION

Open Session was reconvened at 3:01 PM.

6.0 ANNUAL ORGANIZATIONAL MEETING BUSINESS

(6.1) Appointment of Board Officers
It was moved/seconded by Scott/Rocker Heppe to nominate Thom McMahon as the Board President and Loretta Eckenrode as the Board Vice President. The motion carried with the following roll call vote:

AYES: Eckenrode, McMahon, Rocker Heppe, Scott
NOES: None
ABSTAIN: None
ABSENT: Siekmann

(6.2) Adopt Board Meeting Dates for Calendar Year 2022

It was moved/seconded by Rocker Heppe/Eckenrode to adopt the board meeting dates for calendar year 2022 with the addition of June 6, 2022. The motion carried with the following roll call vote:

AYES: Eckenrode, McMahon, Rocker Heppe, Scott
NOES: None
ABSTAIN: None
ABSENT: Siekmann

(6.3) Annually Authorize Board Member Remuneration for 2022
See item 7.0

7.0 ADJUSTMENT OF THE AGENDA

The Board requested to move the discussion and possible action on CCBE representation (continuation of 6.1) and item (6.3) until Siekmann joined the meeting.

8.0 PUBLIC COMMENTS

No public comment.

9.0 PRESENTATION REGARDING CHARTER SCHOOL APPEAL PROCESS

Jennifer Nix – School and College Legal Services of California

10.0 PUBLIC HEARING – SAMOA BEACH ACADEMY PETITION

(10.1) Samoa Beach Academy Petition Presentation (Samoa Beach Academy was allowed a total of 15 minutes to address the Board).

Board Member Siekmann joined the meeting via Zoom at 3:27 PM.

Samoa Beach Academy representatives provided a presentation to the Board regarding the petition. Members of the community and local school district leaders provided public comment for the public hearing.

Board Recess 4:11 – 4:16 PM

CONTINUATION OF ITEM 6.0 ANNUAL ORGANIZATIONAL MEETING

BUSINESS

(6.1) CCBE Representative

Siekmann declined to serve in calendar year 2022. It was moved/seconded by Scott/Eckenrode to nominate Rocker Heppe as the CCBE Representative for the 2022 calendar year. The motion carried with the following roll call vote:

AYES: Eckenrode, McMahon, Rocker Heppe, Scott, Siekmann
NOES: None
ABSTAIN: None
ABSENT: None

(6.3) Annually Authorize Board Member Remuneration

Classified and Certificated staff have a two-year agreement with a 3% increase each year.

It was moved/seconded by Scott/Eckenrode to increase Board Member remuneration for the 2022 calendar year by 3%, following the Classified and Certificated staff increases. The increase resulted in a revised amount of \$224.41 per month. The motion carried with the following roll call vote:

AYES: Eckenrode, McMahon, Rocker Heppe, Scott, Siekmann
NOES: None
ABSTAIN: None
ABSENT: None

11.0 CONSENT AGENDA

The Board is asked to receive/approve routine items.

It was moved/seconded by Scott/Eckenrode to approve the Consent Agenda. The motion carried with the following roll call vote:

AYES: Eckenrode, McMahon, Rocker Heppe, Scott, Siekmann
NOES: None
ABSTAIN: None
ABSENT: None

Action was taken on the following consent items:

(11.1) Approve Minutes – November 10, 2021 – Special and Regular Meeting

- (11.2) Approve Travel Claims
- (11.3) Approve 2022-2023 Budget Development Timeline
- (11.4) Adopt Resolution #2021-44: A Resolution of the Humboldt County Board of Education Proclaiming a Local Emergency, Ratifying the Proclamation of a State Emergency by Governor Newsom, dated March 4, 2020, and Authorizing Remote Teleconference
- (11.5) Approve Educator Effectiveness Funds
- (11.6) Receive and File Updated Safe Return to In-Person Instruction – ESSER III

12.0 **ACTION ITEMS**

(12.1) Receive 2021-2022 First Interim Financial Report

Carly Wallace and Corey Weber provided an overview of the first interim report. The goal being to keep the reserves healthy in order to provide financial support to districts if necessary. Governor Newsom will release the budget in January with a mix of on-going and one-time funds.

It was moved/seconded by Scott/Rocker Heppe to receive the 2021-2022 First interim Financial Report. The motion carried with the following roll call vote:

AYES: Eckenrode, McMahon, Rocker Heppe, Scott, Siekmann
NOES: None
ABSTAIN: None
ABSENT: None

(12.2) Accept Submission of the Native American Studies Model Curriculum Grant Proposal

Colby Smart explained the grant is a unique opportunity to partner with many local tribes to create and supplement existing curriculum to support Native American history.

It was moved/seconded by Rocker Heppe/Eckenrode to accept submission of the Native American Studies Model Curriculum Grant Proposal. The motion carried with the following roll call vote:

AYES: Eckenrode, McMahon, Rocker Heppe, Scott, Siekmann
NOES: None
ABSTAIN: None
ABSENT: None

13.0 **INFORMATION/ACTION ITEMS**

(13.1) Update on Agnes J. Johnson (AJJ) Charter School

Colby Smart shared an update with the Board on AJJ Charter School. The update included a presentation, some background information, and a letter of concern to AJJ Charter School from HCOE staff. AJJ Charter School staff provided all requested documents by the deadline given, and HCOE will compile and create a report on the responses to the letter of concern.

There were no questions from the Board.

Gabrielle Colon, Director and Caroline Wesley were given opportunity for public comment.

(13.2) Superintendent Report and COVID-19 Report
Superintendent Davies-Hughes welcomed Natalie Carrigan to the Administration Office. Natalie joined the team as the Administrative Assistant to the Superintendent.

It was announced that HCOE has received the Strong Workforce Grant.

Superintendent Davies-Hughes thanked the HCOE Leadership team for providing more than 800 holiday meals to HCOE employees and families.

Board training will be offered in Sacramento on March 11 and 12, 2022. Additional information to be brought to a future meeting.

It was announced that HCOE will increase COVID-19 testing availability with an addition of a Fortuna testing site. HCOE continues to meet weekly with Public Health.

(13.3) Discussion on Returning to In-Person Board Meetings
President McMahon asked to wait until the January Board meeting to discuss.

14.0 BOARD MEMBER ANNOUNCEMENTS/COMMENTS/REPORTS

The Board asked for clarification on the graduation rates in Humboldt County.

The Board thanked staff for the work that has been done this year and expressed pride for all the school districts and appreciation for everything done for students and staff in the county.

15.0 ADJOURNMENT

President McMahon adjourned the meeting at 5:10 PM.

Respectfully submitted,

Michael Davies-Hughes
Humboldt County Superintendent of Schools

MDH:mh



Michael Davies-Hughes
Superintendent of Schools

**FINDINGS AND RECOMMENDATION REGARDING SAMOA BEACH ACADEMY, A
PETITION FOR A CHARTER SCHOOL**

JANUARY 24, 2022

I. INTRODUCTION

On February 9, 2022, the Humboldt County Board of Education (“Board”) must decide whether to approve or deny a petition for establishment of a charter school within the Northern Humboldt Union School District (“NHUHS”) boundaries. That proposed charter school, Samoa Beach Academy (“SBA” or “Charter School”), seeks to establish a “rigorous college preparation and career technical education program [for] the high school students of our community.”

In order to assist the Board with its decision, Humboldt County Office of Education (“HCOE” or “COE”) staff have conducted a thorough review of the Petition. Petitioners made themselves available for discussions and questions, and provided any additional information requested. Based on this review, COE staff have identified serious concerns regarding the educational program proposed by the Petition and with the ability of the Petitioners to successfully implement the program proposed by the Petition. Additionally, legal deficits in the Petition have been identified. Although granting of this charter is not recommended, HCOE strongly supports Career and Technical Education (“CTE”) in Humboldt County and would like to work with the Petitioners to find ways to implement their ideas to expand CTE offerings in the County. However, because COE staff find that granting this charter would not be consistent with sound educational practice, COE staff recommend that the Board deny the petition for establishment of Samoa Beach Academy.

II. FACTUAL BACKGROUND AND PROCEDURAL HISTORY

On October 13, 2021, Petitioners submitted an appeal of NHUHS’s denial of their petition for establishment of a charter school. NHUHS had denied the same petition on September 14, 2021. On December 14, 2021, the Board held a public hearing to consider support for the Charter School. Typically, the law requires that the public hearing be held within 60 calendar days of submission, and that the Board grant or deny the petition within 90 calendar days of submission. However, in this case, the COE requested a 30-day extension of the timelines in order to accommodate the Thanksgiving and winter breaks. Petitioners agreed to that extension, which the Board approved on November 10, 2021. Accordingly, the Board must either grant or deny the Petition by February 10, 2022.

Effective December 6, 2021, Catherine Scott withdrew from her position as Lead Petitioner for the Charter School. Dave Lonn, previously the Chief Financial Officer/Treasurer of the Board for SBA, took over that role.

III. STANDARD FOR COUNTY BOARD OF EDUCATION REVIEW



Michael Davies-Hughes
Superintendent of Schools

If the governing board of a school district denies a petition for establishment of a charter school, the petitioner may elect to submit the petition for the establishment of a charter school to the county board of education. The county board of education *shall* review the petition pursuant to subdivisions (b) and (c) of Section 47605 of the Education Code. In other words, the county board of education conducts a *de novo* review of the petition as if it were the local school district's governing board.

IV. LEGAL AND FACTUAL FINDINGS

After careful review of the petition and supporting materials, and discussions with Petitioners, COE staff recommend that the County Board of Education deny the Petition. The COE staff's primary concerns are:

- The Petition presents an unsound educational program. The proposal for CTE does not appear to be meaningfully integrated into required coursework for graduation; the CTE proposed does not appear to have been chosen with students' needs in mind; and the program is not likely to be of educational benefit to students with academic, behavior, and/or social-emotional deficits, students who are English Learners, and students with disabilities.
- Petitioners will not be able to successfully implement the program set forth in the Petition because the budget is not viable due to a number of inaccurate assumptions and errors; the proposed facility runs afoul of laws governing appropriate expenditures and conflicts of interests; and Humboldt County has an identified deficit in credentialed CTE staff necessary to adequately staff SBA.
- The petition does not currently have enough signatures from meaningfully interested teachers.

The factual findings below include the main concerns with the Petitioners' ability to open and operate the proposed charter school. The lack of findings in any area should not be interpreted as grounds for approval or denial of the petition.

a. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school. (Education Code Section 47605(c)(1))

The State Board of Education ("SBE") has promulgated a regulation that provides helpful guidance in analyzing this standard. Per that regulation, a charter petition "shall be 'an unsound educational program' if it is any of the following: (1) A program that involves activities that the SBE determines would present the likelihood of physical, educational, or psychological harm to the affected pupils. (2) A program that the SBE determines not to be likely of educational benefit to the pupils who attend." (5 C.C.R. § 11967.5.1.) In this case, both criteria are met.

i. Concerns regarding CTE Course Integration



Michael Davies-Hughes
Superintendent of Schools

The Petition proposes a program that will include “rigorous college preparation” and CTE program¹ in Samoa. The program proposed will have two-tracks: a college-bound track that meets A-G requirements and a career-bound track that does not, and will integrate career technical education in all core content areas. The Petition proposes three CTE pathways: (1) Residential and Commercial Construction Pathway (Sector – Building Trades and Construction Industry); (2) Patient Care Pathway (Sector – Health Science and Medical Technology Industry); and (3) Business Management Pathway (Sector – Finance and Business Industry).

The Petition emphasizes CTE integration into the general education curriculum but is lacking detail reflected in the course descriptions. Despite being many pages long, the Petition only superficially describes the educational program. This is of significant concern, as Humboldt County students deserve high-quality CTE programs.

When asked to explain how CTE course integration would work at SBA in order to clarify the ambiguity in the Petition itself, Dave Lonn and Caroline Wesley² emphasized the use of University of California Curriculum Integration (“UCCI”) courses³, which is a good start. However, when asked about the practicality of CTE integration across all three pathways concurrently during each class, their answers did not show an ability to implement robust CTE integration into core courses as called for in the Petition. Specifically, coursework is designed to be presented in-person, not using online courses. However, one teacher is expected to provide concurrent instruction to all three pathways in the same course, while teaching a career-track and college-track course simultaneously. Petitioners could not provide a clear answer as to how the teacher would be expected to address CTE integration in such a course. They suggested that each course may focus on one pathway one year and another pathway the next. For example, tenth grade world history would focus on Construction Trades integration, eleventh grade U.S. history would focus on Patient Care, and twelfth grade Civics would focus on Business. Another proposed integration would be to infuse all three pathways within one year of a course; in English 1 for example, each quarter would focus on one of the pathways. This model would compromise student engagement and choice, as well as student-lead learning, which are pillars and core tenets of the Petition. For example, a focus on Patient Care in eleventh grade U.S. History is not going to increase student engagement for a student who joined SBA for Construction Trades or Business.

Moreover, it is unclear how proposed staffing is sufficient to implement the program described by Mr. Lonn and Ms. Wesley. The Petition proposes staffing of seven teachers, one of whom is a special education teacher. COE staff requested a sample schedule in order to have an

¹ CTE is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. More information can be found on CDE’s website: <https://www.cde.ca.gov/ci/ct/>

² Dr. Caroline Wesley is a consultant who helped write the Petition. She is the owner of Saphira Education Associates, LLC. Dr. Wesley is not one of the Petitioners as per the Petition, but met with COE staff to answer questions.

³ UCCI has developed model frameworks for integrated courses that integrate A-G academic work with CTE pathways by creating curriculum that meets the CTE and Common Core State Standards while also meeting the UC’s criteria for A-G courses. Integrated coursework is developed with UCCI-trained facilitators and content advisors and state educators.



Michael Davies-Hughes
Superintendent of Schools

understanding of how the teaching could work with budgeted staffing. That document is attached to these findings. The plan proposes hiring ten different teachers with a total of ten different credentials. Many of the teachers would be hired at less than full time employment, and some teachers would be expected to teach up to five unique courses. Each of those courses also is required to implement both CTE integration *and* A-G coursework on top of regular coursework. This plan is simply unrealistic and reflects a clear lack of understanding of reasonable expectations of teachers by Petitioners.

ii. Concerns regarding chosen CTE Pathways

The Petition proposes three CTE pathways across three sectors⁴: (1) Residential and Commercial Construction Pathway (Sector – Building Trades and Construction Industry); (2) Patient Care Pathway (Sector – Health Science and Medical Technology Industry); and (3) Business Management Pathway (Sector – Finance and Business Industry). These pathways were chosen by reviewing occupations by median earnings in Samoa.

The method of choosing CTE pathways is likely to lead to an unfocused program that students cannot complete. To COE staff’s knowledge, there was no outreach by SBA to any existing CTE programs in Humboldt County to discuss what combination of pathways might work for a small school. Often, schools offer pathways that can use overlapping coursework or pathways that utilize the breadth of a teacher’s credential. Here, instead, pathways were chosen that will not maximize course enrollment, facilitate transfer and to alternate pathways (an essential consideration), or staffing. CTE staffing is discussed extensively below, as this issue is of countywide importance.

Notably, it is very difficult for students to change from one pathway to another once enrolled. When asked how a student would move across pathways, Petitioners indicated that they would guide ninth graders in choosing a path, but that “Life is about choices and some of the choices you make have consequences.” Petitioners indicated that transferring pathways would be nearly impossible after tenth grade. It is unclear what would happen if a student enrolled after ninth grade. The difficulty in moving pathways also compromises student engagement and choice, which are emphasized as factors supporting increased learning opportunities at SBA.

iii. Concerns regarding Student Supports

The Petition, on its face, raises concerns regarding whether the proposed program will meet the needs of more vulnerable and more at-risk students. The Petition indicates that teachers will use differentiated instruction to meet the needs of all students, and that SBA will utilize Multi-Tiered Systems of Supports (“MTSS”), which will encompass a Response to Intervention Program and Restorative Practices. However, the Petition does not reflect that SBA will use effective Multi-Tiered Systems of Support (“MTSS”) and Restorative Practices, which increases the likelihood of physical, educational, or psychological harm to the pupils it seeks to serve.

⁴ The CTE Framework for California Public Schools provides for 15 possible Industry Sectors, each of which has multiple pathways. For example, the Building Trades and Construction Industry Sector has four possible pathways.



Michael Davies-Hughes
Superintendent of Schools

While well intentioned, the Petition is confusing when it addresses MTSS. If SBA were to effectively use MTSS, it would use MTSS as a framework around which to build the SBA program. In other words, MTSS, a research-based practice, is not a specific intervention, but instead is a framework around which evidence-based interventions are built.⁵ The Petition gives a formula for when certain interventions are used, which is not best practice. Instead, assessment should lead to intervention and intervention should be based on student need, not a predetermined set of supports. The Petition instead describes how it will implement MTSS in a way that looks at discrete interventions. For example, the Petition references providing strategic intervention in 30-minute sessions “based on the student’s greatest need whether it is ELD, English, or Mathematics.” This plan could result in students having unmet needs due to reliance on a formulaic interpretation of interventions.

Regarding plans for Restorative Practices and Circles, the Petition again does not reflect evidence-based practices. Restorative practices should be a continuum, not a once-per-month circle. Restorative practices require building community and providing equitable voices, which is a daily process, not special occasions as referenced in the Petition. Like social-emotional learning, restorative practices should be embedded in everything SBA does. Although the Petition reflects that mindset, it then identifies discrete steps that will be taken - monthly circles, group and individual therapy sessions, quarterly awards assemblies, and “Ambassadors.” Identifying restorative practices as a monthly or quarterly event is questionable at best. “You can’t restore what doesn’t exist” – relationships and community must be built with intention so when harm does need to be repaired, there is a foundation to ensure its effectiveness. Positive and meaningful relationships are essential in building and sustaining trauma-responsive communities, and are the cornerstone of making restorative practices a powerful intervention tool. Restorative practices and restorative justice are powerful tools to move toward inclusive discipline practices, as noted in the Petition. Unfortunately, these practices are not reflected in the disciplinary section of the Petition.

It is not clear that SBA’s proposed professional development schedule provides enough time to train teachers on MTSS or restorative practices, or what that training would encompass. Given that the proposed program places a sharp emphasis on supporting students through MTSS and restorative practices, staff in the program must have clearly designated time and effective training to implement the Petition.

Regarding English Learners, the Petition likely underestimates the percentage of its students who would be English Learners. The Petition takes its enrollment projections from NHUHSD’s enrollment, which is 1.2% of their population. However, based on its location and target enrollment, many SBA students likely will be Eureka City Schools residents. Eureka High School’s enrollment contains approximately 11% English Learners. It is unclear how the proposed staffing could implement the proposed program for English Learners, given the volume of other duties assigned to staff. COE staff acknowledge that Petitioners based staffing on

⁵ Universal Interventions are for prevention and are provided to all students in academics, behavior, and social-emotional learning. Targeted interventions, referred to as “Tier 2” interventions, are for remediation, and are provided to identified groups. Intensive Individualized Interventions, referred to as “Tier 3” interventions, are for harm reduction and are provided to individual students based on assessed need.



Michael Davies-Hughes
Superintendent of Schools

NHUHSD's enrollment and that such assumptions are common practice. However, whether SBA can provide for the needs of English Learners with proposed staffing levels remains a concern.

Finally, regarding students with disabilities, the Petition reflects a lack of understanding of students with disabilities and serving said students. The petition uses outdated language⁶ and does not reference evidence-based supports or current best practices in describing the special education program and how it will identify and serve students with disabilities. The Petition uses the terms "inclusion" and "least restrictive environment" in a confusing manner and references potential placements in programs that do not exist within Humboldt County.

Of more concern is that the Petition paints a false narrative of how students with disabilities will be served. It proposes a resource specialist program model of services, with push-in and pull-out services, and a special day class, and online specialist programs, all taught and/or coordinated by a single teacher. The Petition states that SBA will hire a single "Special Education Teacher/Coordinator" who will serve up to twenty-seven students and that "the special education paraprofessionals will support SWD in the general education classroom." However, both proposed master schedules provided by SBA (attached to this document) reflect only a 0.5 FTE special education teacher. Moreover, SBA's budget does not include any budget for paraprofessionals. Petitioners responded to this concern by noting that Line 5102 in the budget could be a potential source of funds for a paraprofessional; however, that budget is inclusive of all related service provider costs. Line 5102 provides for \$84,313 in expenses for contracted special education services, which would include the costs of school psychologists, speech and language pathologists, and any other necessary service providers.⁷ It is unclear how those costs could also include the costs of a paraprofessional. Petitioners were unable to explain how the program provided in the Petition was accurately reflected in the budget. Given that the Petition clearly and unequivocally calls for students with disabilities to be supported by "special education paraprofessionals" while in the regular class, that support must be included in the budget.

The Petition reflects grave deficiencies in the plan for implementing IEPs. First, staffing for the special education program is insufficient to meet the anticipated needs of students in the program as described in the Petition. The Petition plans for a single special education needs of 27 students with disabilities – both service and service coordination. This teacher would be responsible for providing push-in and pull-out services to students with a variety of needs, coordinating all IEP programs, and, if necessary, providing support for engagement with online related services. Moreover, as mentioned above, the draft schedules only contemplate a 0.5 FTE

⁶ For example, the Petition calls special education expenses "encroachment." This term was repeated by Petitioners through discussions regarding the Petition. Encroachment means "intrusion on a person's territory, rights, etc." and traditionally was used to reflect the costs of serving students with disabilities that exceed federal and state funding. It is a term that clearly evinces an "otherness" of students with disabilities and perpetuates the idea that spending money on students with disabilities unfairly reduces support for general education. Students with disabilities should be seen as general education students who require additional spending. For additional information, please see pages 14-15 of the Public Policy Institute of California's November 2016 report titled Special Education Finance in California (available here: https://www.ppic.org/wp-content/uploads/content/pubs/report/R_1116LHR.pdf). The petition also labels proposed programs in categorical terms, which limit the way that students can be supported by proposed staffing, and references "Behavior Support Plans," which were removed from California law.

⁷ SBA has not explained how this line item was calculated.



Michael Davies-Hughes
Superintendent of Schools

special education teacher. The Petition anticipates a rolling process of securing service providers and budgeting for same, stating that the proposal is to “secure the staff and services necessary to implement the IEPs” and to revise the budget after *every* student with a disability enrolls. The Petition also anticipates support from SBA’s SELPA and/or COE. Notably, petitioners have not reached out to the Humboldt-Del Norte SELPA or the El Dorado County Charter SELPA regarding membership and/or what supports could be provided by the SELPA. Given staffing shortages statewide and in Humboldt County specifically and minimum student requirements for online service providers, it is unclear how this plan of wait-and-see could possibly be implemented successfully.

Finally, SBA’s budget does not account for realistic costs associated with special education in the first year of operations. Although the costs of serving students with disabilities will necessarily vary based on student enrollment, SBA’s budgeted costs do not reflect costs associated with comparable programs and it is unclear how SBA will fund the costs of the necessary services and supports for enrolled students to receive a FAPE. Total special education costs are budgeted at \$172,353⁸, for an estimated students with disabilities count of 27. This cost is reflective of spending at a rate of \$6,383 per student. NHUHSD’s cost to educate a student with a disability was \$13,979 per student.⁹ Many charter schools do have lower per-pupil costs for special education because students with more significant needs often do not enroll in charter schools.¹⁰ However, SBA’s proposed special education funding is low for a charter school of this proposed size. For example, Six Rivers Charter School, an established high school charter school located within NHUHSD’s boundaries, has an ADA of 87.44 and their current year’s budget for special education expenses is \$156,893. SBA proposed a first-year enrollment of 150 students, nearly double the number of students at Six Rivers Charter School. Accordingly, SBA’s budget should reflect closer to \$270,000 in special education costs for its first year of operation.

Petitioners explained that they would increase the special education budget if necessary to serve its students; however, their first year budget must be reflective of accurate assumptions. It is unclear why Petitioners assume that their costs would be significantly lower than the local school district and this assumption raises concerns that the special education program will be instructionally deficient. Instead, they referenced the Line 5102 budget and the fact that they could modify their budget to meet the needs of the enrolled students. Based on the totality of the Petition, including the budget, the Petition presents an unsound educational plan for students with disabilities.

⁸ This number was calculated by Petitioners and is based on the cost of the Special Education Teacher/Coordinator, 50% of the 0.5 FTE Counselor, and the Line 5102 costs for outside providers. Staff notes that there is no evidence that 50% of the 0.5 FTE Counselor is properly allocated to special education costs, and that the Petition does not contemplate the Counselor filling such a role. However, the additional costs included in SBA’s calculations do not change the COE staff’s concerns.

⁹ NHUHSD’s costs are lower than the average in the Humboldt-Del Norte SELPA, which are \$13,979 per student.

¹⁰ *California State Special Education Funding System Study, Part 2: Findings, Implications, and Considerations for Improving Special Education Funding in California*, WestEd (July 2021), available at <https://www.wested.org/resources/ca-state-special-education-funding-system-study-part-2-findings-implications-and-considerations-for-improving-special-education-funding-in-california/>



Michael Davies-Hughes
Superintendent of Schools

iv. Concerns regarding Universal Meals Program

The Petition does not reflect implementation of the Universal Meals Program. Beginning with the 2019-2020 school year, all charter schools were required to provide at least one nutritionally adequate free or reduced-price meal during each school day. Beginning in 2022-2023, all charter schools must provide two meals free of charge during each school day to students requesting a meal.¹¹ Petitioners plan to outsource their school lunch program to a local school district, with a budgeted amount of \$55,456. The actual cost of providing lunch only for the planned 150 students would be \$102,600 if contracting with the closest available provider, Arcata Elementary School District. The Petition does not reflect consideration of staffing to warm and hand out lunches and supervise students during lunches. Petitioners did indicate that they intended to provide both breakfast and lunch but did not update their budget to reflect those costs or anticipated state revenues for same.

v. Concerns regarding Other Instructional Components

The Petition proposes a program of instruction that desires to meet the needs of college-bound and non-college bound students. However, the Petition is unclear as to how the program would actually meet the post-secondary needs of students enrolled in SBA. The Petition indicates that the Charter School will offer dual enrollment opportunities at College of the Redwoods and Humboldt State University. Although Petitioners are not expected to have those programs in place at this time, Petitioners were unable to articulate what steps they would need to take to implement that aspect of the program. Dual enrollment programs can be provided through three different avenues via partnerships with community colleges such as College of the Redwoods. Although students can concurrently enroll at Humboldt State University, this program is different from dual enrollment. The letter of support from Humboldt State does not indicate otherwise, nor does it mention concurrent enrollment of future SBA students. This deficit in the Petition is material, as dual enrollment program participants enroll in two- and four-year colleges at relatively high rates and such supports would significantly benefit a CTE-focused program.¹²

Additionally, the Petition indicates that SBA *will* offer “competitive sports,” to potentially include Volleyball, Football, Golf, Tennis, Cross Country, Swim, Water Polo, Basketball, Wrestling, Soccer, Baseball, Softball, and Track. The Petition is unclear as to how this would be effectuated. When asked, Petitioners did not demonstrate an understanding of the rules and regulations developed by the California Interscholastic Federation (“CIF”), or of how they would implement any CIF sports at their school. Charter school participation in CIF athletics can be a very complex process and typically involves developing multi-school agreements with several schools and districts. Again, this deficit in the Petition is material, as

¹¹ COE staff understands that the Petition was finalized before California’s universal free school meals program was established. However, Petitioners should have updated the petition on appeal to reflect the change in law effective July 9, 2021.

¹² *Dual Enrollment in California: Promoting Equitable Student Access in Success*, Public Policy Institute of California (Oct. 2021), available at <https://www.ppic.org/publication/dual-enrollment-in-california/>



Michael Davies-Hughes
Superintendent of Schools

students might enroll based on a promise of competitive sports that does not pan out. It does not appear that this part of the Petition could be implemented by the current Petitioners.

b. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Education Code Section 47605(c)(2))

The State Board of Education (“SBE”) has promulgated a regulation that provides helpful guidance in analyzing this standard. Per that regulation, a charter petitioners are “demonstrably unlikely to successfully implement the program” in the following situations:

1. If the petitioners have a past history of involvement in charter schools or other education agencies (public or private), the history is one that the SBE regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners’ control.
2. The petitioners are unfamiliar in the SBE’s judgment with the content of the petition or the requirements of law that would apply to the proposed charter school.
3. The petitioners have presented an unrealistic financial and operational plan for the proposed charter school. [The regulation provides extensive detail on what would constitute an unrealistic financial and operational plan. The regulation is attached to this document as an exhibit.]
4. The petitioners personally lack the necessary background in the following areas critical to the charter school’s success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in these areas:
 - a. Curriculum, instruction, and assessment.
 - b. Finance and business management.

(5 C.C.R. § 11967.5.1.) In this case, three of the four criteria are met.

i. Petitioners are unfamiliar with the content of the petitions or the requirements of law that would apply to the proposed charter school.

Concerns regarding Petitioners understanding of the law are detailed above.

ii. Petitioners have presented an unrealistic financial and operational plan for the proposed charter school.

1. Concerns regarding Financial Plan



Michael Davies-Hughes
Superintendent of Schools

The Petition includes the required financial statements that include a first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. However, the Petitioners' projected enrollment, ADA, and revenue, as well as the distribution of expenditures, raises concerns. Concerns identified include, but are not limited to, the following:

- Enrollment projections are unrealistic based on the actual student population in the areas SBA would serve and historical data from other local charter schools. This results in over-projection of LCFF funds.
 - SBA predicts enrollment of 150 students, 75 each in grades 9 and 10, during its first year of operation. This pupil count is unrealistic for Humboldt County, particularly for the first-year of a new charter school.
 - As an example, Arcata High School's total enrollment is approximately 950 students, and McKinleyville High School's enrollment is approximately 600 students. It is unrealistic to expect nearly 20% of NHUHSD's total enrollment to enroll in SBA. Petitioners have provided information regarding community support for SBA, but have provided no information supporting this ADA target.
 - Notably, the two established in-person charter schools that serve students from Samoa at the high school level do not have enrollment numbers near what SBA is predicting for its first year. Northcoast Preparatory and Performing Arts Academy serves grades 6 through 12 and has 86 students enrolled in grades 9 through 12 this school year. Six Rivers Charter services grades 9 through 12 and has 114 students enrolled this school year. Both of these charter schools have worked over the years to get enrollment to those levels, and began their charter with significantly lower numbers of enrollment in more grade levels than proposed by SBA. Six Rivers opened with 54 students in grades 10-12, and Northcoast Preparatory opened with 87 students in grades 9-12.
 - Petitioners funded a study regarding the feasibility of opening a trades school in Samoa, which they shared with COE staff. That study is attached to this document. Notably, that study found that, although a total enrollment of 300 students per grade was "not unrealistic," such enrollment was "a challenging goal." The study noted that further research should be done to determine whether a trade school of this size would have "above-average appeal in the local region," which would enable SBA to "outperform[] other [local] charter schools or comparable trades-based schools from other regions." The study indicated that, based on comparison to other local charter schools, "achieving a high school enrollment of 300 students can prove challenging" and that "existing charter schools are already drawing a significant share of local students."
- Average Daily Attendance ("ADA") predictions are significantly above local averages for high school. This results in an over-projection of LCFF funds.



Michael Davies-Hughes
Superintendent of Schools

- SBA predicts attendance rates of 95%, which is well above the high school attendance rates of both local school districts. Eureka High School’s attendance rate for the 2019-2020 school year was 92.335, and NHUHSD’s attendance rate for the 2019-2020 school year was 91.27%.¹³ The statewide attendance average for grades 9-12 for the 2020-2021 school year was 93.99%.
- It is not unusual for charter school attendance rates to exceed those of the local school district. However, the Petition does not reference any supports that are proven to result in increased attendance, such as providing transportation to students, which both NHUHSD and Eureka High School do.
- Overestimated special education funding for the first year, combined with underestimation of costs of special education.¹⁴
 - Total state special education funding is estimated at \$42,157. COE staff calculations estimate this amount at \$14,798 based on the Humboldt-Del Norte SELPA’s funding rate for ADA funding only. SBA’s budget does not account for the fact that they would not receive revenue based on prior year unduplicated

¹³ Attendance was not reported for 2020-2021.

¹⁴ The chart below reflects COE analysis of special education costs and accurate revenues.

	FY23-24	FY24-25	FY25-26	FY26-27	FY27-28
Resource Teacher Salaries	\$ 51,500	\$ 105,060	\$ 107,162	\$ 163,956	\$ 167,235
Resource Teacher Benefits	\$ 16,726	\$ 34,121	\$ 34,804	\$ 53,249	\$ 54,314
Counselor Salary	\$ 30,250	\$ 61,710	\$ 62,944	\$ 64,203	\$ 65,487
Counselor Benefits	\$ 4,740	\$ 12,342	\$ 12,589	\$ 12,841	\$ 13,097
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	\$ 189,848	\$ 347,209	\$ 399,825	\$ 480,833	\$ 490,296
Federal IDEA	\$ -	\$ 27,264	\$ 40,896	\$ 54,528	\$ 54,528
State AB602	\$ 42,157	\$ 63,235	\$ 84,313	\$ 84,313	\$ 84,313
Total Revenue	\$ 42,157	\$ 90,499	\$ 125,209	\$ 138,841	\$ 138,841
Enrollment	150	225	300	300	300
SPED %	17%	17%	17%	17%	17%
SPED Students	26	38	51	51	51
Spending per SPED Student	\$ 7,301.85	\$ 9,137.08	\$ 7,839.70	\$ 9,428.09	\$ 9,613.66



Michael Davies-Hughes
Superintendent of Schools

- pupil counts. As SBA would be, by a default, a school of HCOE for special education purposes, the budget should be based on local funding formulas.
- Additionally, as discussed above, budgeting for special education is too low.
 - Budget for staffing is unrealistic.
 - SBA estimates spending 39.64% of its budget on staffing during its first year, and 43.92% of its budget on staffing during its fifth year.
 - Other local charter schools commit significantly more of their budget to staffing. Countywide, percentage of budget dedicated to personnel costs range from 62.0% to 78.93%. Although charter schools often are able to have lower staffing costs than typical district schools, it is unclear how SBA plans to implement the program proposed while staffing at such a low level.
 - There is no budget for food service staffing, maintenance/custodial staff, paraprofessional staff, or secretary/Registrar, each of which are contemplated in the Petition. Cafeteria services will be outsourced; however, as discussed above, those costs are low and the budget does not account for staffing to heat and serve meals or to supervise during meal times.
 - Payroll services costs appear low.
 - SBA has budgeted \$4,038 for its payroll service fee. HCOE's costs to provide payroll service is \$8,500.
 - Total costs associated with facilities are extraordinarily high, as discussed below.

2. Concerns regarding Facilities

The Petition does not identify a facility that could be used by a public school such as SBA. The proposed facility's costs are excessively high so as to raise concerns of misuse of public funds, and the proposed lease runs afoul of Government Code Section 1090.

The Petition proposes that the SBA locate in the town of Samoa and contains a Proposal to Lease from the Danco Group, a company owned by Dan Johnson. The Proposal for Lease identifies an 18,800 square foot building located on Lot 267 in Samoa. The facility will be funded and built by the Danco Group, which will retain ownership of the facility and lease it to SBA. The land is owned by Samoa Pacific Group, of which Mr. Johnson is a partner. Costs for lease are as follows:

- 2023-24: \$300,000
- 2024-25: \$459,000
- 2025-26: \$624,240
- 2026-27: \$636,725
- 2027-28: \$649,459



Michael Davies-Hughes
Superintendent of Schools

Additionally, the lease will require SBA to pay all of the expenses of the property, to include real estate taxes, building insurance, and maintenance. These costs are in addition to the costs of rent and utilities.

These costs are excessively high for this location and the increases year-to-year are quite unusual. For example, Northern United – Humboldt Charter School leases several facilities across Humboldt County. Their most expensive lease costs approximately \$1.10 per square foot per year. That lease also is a triple net lease, and has an annual 3% rent increase built into the contract. By contrast, SBA will be paying \$15.96 per square foot in rent alone in the first year, with costs increasing to \$34.54 per square foot in year five. Additionally, rather than having a set, percentage-based increase in costs year-to-year, the lease has the highly unusual aspect of increasing costs as SBA increases revenues, rather than increasing by a set percentage over time, without any guarantees as to future lease increases. COE staff have never seen a lease to a school program with such provisions. As discussed above, these excessive costs leave less funding to hire sufficient staffing for the program. Moreover, payment of these excessive costs to a private company for a building that SBA gains no ownership over gives the appearance of a misuse of public funds, at a minimum.

Additionally, and importantly, legal counsel identified concerns regarding conflict-of-interest requirements that likely prevent use of this facility *in its entirety*. Mr. Johnson is not identified in the Petition by name, but Mr. Lonn confirmed that Mr. Johnson was the “local businessman with deep educational experience” mentioned as a consultant on the Petition. Indeed, a letter of support for the SBA petition in Appendix C is addressed to Mr. Johnson. The Proposal for Lease indicates that the Charter School worked with the Danco Group to identify their needs and plan a facility that met those needs. The feasibility study provided by Petitioners indicates that, “[a]s part of a planned community in Samoa in Humboldt County, Danco is funding the development of a charter school (Samoa Beach Academy.” This relationship runs afoul of Government Code Section 1090, which has been interpreted to apply to both consultants and businesses in relationships such as this one.¹⁵ In other words, SBA may not enter into the proposed lease.

iii. Concerns regarding Operational Plan – Staffing.

Based on recruitment difficulties faced by other CTE programs in the County, SBA will find it difficult, if not impossible, to recruit qualified CTE staff. Petitioners were unable to articulate how their program might be implemented with regard to proposed staffing. Although it is not typically necessary to explain how a proposed charter school will find staff, in this case, documented deficiencies in CTE staffing countywide require more clarity from Petitioners before this Petition could be granted.

Generally speaking, it is difficult to hire qualified school staff in Humboldt County. Beyond statewide school staffing shortages, the isolated nature of the County means that few teachers move from out of county for employment without fiscal incentives. SBA’s budget does

¹⁵ *Davis v. Fresno Unified Sch. Dist.*, 237 Cal.App.4th 261 (2015); *Cal. Housing Finance Agency v. Hanover/Cal. Management and Accounting Center, Inc.*, 148 Cal.App.4th (2007).



Michael Davies-Hughes
Superintendent of Schools

not reflect such costs. Recruitment efforts will be hindered by the lack of PERS/STRS, the inability for employees to transfer sick leave or years of service when they join the SBA team, the 10 additional days of service per year beyond a traditional school calendar, and the increased amount of teaching and prep time associated with each teacher's assignment. This will be especially prevalent when trying to attract staff that are able to design curriculum and implement the mission and vision proposed in the petition. The type of CTE integration proposed will require a high level of expertise and a substantial amount of time.

These are often concerns with any new charter school. What makes SBA unique is the clear data that the qualified CTE staff they will need in order to implement their program are not available in Humboldt County. More information follows, related to each proposed pathway.

Health Pathway

HCOE has CTE Incentive Grant (CTEIG) funding to support a CTE Health Careers teacher if HCOE can find one. This grant also funds the Health Exploration Summer Institute which has operated for 3 years with approximately 15-20 students participating. HCOE has partnerships with Health Care agencies to provide job shadowing and mentorship experiences for participating students.

HCOE had a CTE Health Teacher for 2018-2021. She left the area in June and HCOE ran the position from June 2021-October 2021. HCOE ran an ad in the North Coast Journal, did extensive social media advertising, had it on EdJoin and HCOE employment website, and reached out to the Humboldt-Del Norte Pre-Medical Education Task Force. HCOE was unable to fill the position due to no qualified applicants - HCOE had only one applicant who pulled her application when she realized the pay range.

Ferndale High School does have a Health Pathway/Patient Care and was just awarded a Strong Workforce Program grant to expand it.

Fortuna, McKinleyville, and Eureka offer a Biology and Community Health Course that includes Health Career exploration. It is taught by Science teachers who would like to get a CTE Health Credential but do not have the qualifications to do so.

Alder Grove had a qualified candidate to teach a Health Careers course this year for one section. It was a nurse who was willing to pursue her credential. Unfortunately only one student at Alder Grove was interested in the course. That potential teacher did not apply for the open position at HCOE. The course was not offered due to lack of interest.

Building/Construction Trades Pathway

In 2020/21, HCOE offered a position as Building & Construction "Teacher in Training" through the Trades Academy program with funding from the Strong Workforce Program. To fill the position HCOE needed to run it twice, finally finding only one eligible applicant. In Spring of 2021, HCOE had a CTE construction position to fill. HCOE ran the position on the HCOE website as an open position for 2021/22, the only applicant for this position was the previous "teacher in training." This person was hired and went through the credentialing program and is now a CTE Construction Trades teacher for HCOE, teaching classes at Court and Community Schools, Alder Grove, and NUHCS. However, HCOE does not believe that the position would have been filled without an inside candidate.



Michael Davies-Hughes
Superintendent of Schools

Arcata High School's CTE wood shop/metal teacher was out on leave during the first semester of this year. AHS was unable to find someone qualified to teach the course and used six substitutes.

Business Management Pathway

Ferndale's business teacher retired in 2020 and the district was unable to find a teacher with a business credential to fill the position. The courses are still taught, but by other qualified teachers without the CTE Business credential.

McKinleyville has a business pathway, but their teacher is planning retirement in the next couple of years.

Our county is facing a potential crisis in CTE credentialed teachers. HSU does not have any CTE Credentialing programs - aside from Industrial Technology methods course designed for current teachers with a BA. To get a CTE Credential, the candidate must have 3 years' experience in the industry sector to qualify to enter a CTE credentialing program in either Orange or Sonoma Counties. They become credentialed in that one industry sector. The program requires "on the job" training and the new teacher requires a lot of support in order to be successful.

Humboldt County has a number of CTE teachers who are close to retirement, but no pool of currently appropriately credentialed teachers. Coupled with the difficulties attracting out of county residents to Humboldt County, it does not appear possible to staff a new CTE Program in the County at this time. This is even more the case with a program like SBA, which intends to hire three separate CTE teachers at 0.2 FTE each.

- iv. *Petitioners personally lack the necessary background in the area of curriculum, instruction, and assessment, which is critical to the charter school's success, and do not have a plan to secure the services of individuals who have the necessary background in these areas.*

Catherine Scott, SBA's Lead Petitioner, withdrew from involvement in SBA in December 2021. Ms. Scott brought the Petitioners expertise in the area of curriculum, instruction, and assessment. Per the Petition, other individuals who have expertise in those areas include Dave Lonn and, to a lesser extent, Troy Nicolini. Mr. Nicolini's teaching experience is only at the college level. When asked how the loss of Ms. Scott would impact SBA moving forward, Mr. Lonn indicated that having a curriculum specialist would be a part of the job description as SBA recruited for an Executive Director. Mr. Lonn did not indicate that he intended to fill this role for Petitioners until an Executive Director could be hired. Moreover, the Petition does not require that the Executive Director or future Principal have any school experience.

SBA's proposed program relies on careful, well-planned integration of core course content and CTE standards. Petitioners need to personally have the necessary background to ensure successful implementation of that program. With Ms. Scott's departure, it is not clear that is the case.



Michael Davies-Hughes
Superintendent of Schools

c. The petition does not contain the number of signatures required by Section 47605(a). (Education Code Section 47605(c)(3))

Section 47605(a) of the Education Code requires that each charter petition be signed by either: 1) A number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation; or 2) A number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation.

Petitioners chose to submit signatures from four teachers. Those teachers signed a form stating that they were meaningfully interested in teaching at SBA on June 15-18, 2021. Due to the passage of more than six months, COE staff requested, twice, that SBA have the teachers renew their interest in teaching at SBA. Mr. Lonn indicated that SBA would not submit new teacher signatures due to his belief that he could not do so during the appeals process.¹⁶ Dr. Wesley invited COE staff to reach out directly to the four named teachers to see if they were still meaningfully interested. COE staff subsequently reached out to three of the four teachers who, at the time the petition was submitted, signed that they were meaningfully interested in teaching at SBA and that they were credentialed California teachers. The fourth was not contacted because the phone number listed was incomplete, so for the purpose of this review it should be assumed that this person is still meaningfully interested.

Of the three teachers contacted, one teacher confirmed they were still meaningfully interested in teaching at SBA. Two teachers indicated that, while they were and continue to be in favor of the charter being granted, they were either not committed to teaching at SBA or were no longer meaningfully interested in teaching at SBA due to their own personal circumstances. It should be noted that the teacher who is still meaningfully interested has an out-of-state credential and is in the process of obtaining a valid California credential. This absence of a valid California credential was verified through a public records search on the California Commission on Teacher Credentialing (CTC) website. Based on these conditions, the petition does not meet the threshold of meaningfully interested teachers required by Education Code Section 47605(c)(3). Accordingly, the Petition should be denied because it is legally insufficient.

V. STAFF RECOMMENDATION AND CONCLUSION

COE staff recommend the Board of Education adopt these findings as their own and deny the Petition for the reasons stated above.

¹⁶ The law permits Petitioners to update the Petition as necessary to reflect changes in circumstances based on the passage of time. (Educ. Code § 47605(k)(1)(A)). Notably, Mr. Lonn did provide an updated list of SBA board members upon request.

Documentary Record from
Humboldt County Board of Education
View Document - California Code of Regulations

1/19/22, 11:34 AM

THOMSON REUTERS
WESTLAW California Code of Regulations

[Home Table of Contents](#)

§ 11967.5.1. Criteria for the Review and Approval of Charter School Petitions and Charter Schoo...
5 CA ADC § 11967.5.1
BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations [Currentness](#)
Title 5. Education
Division 1. California Department of Education
Chapter 11. Special Programs
Subchapter 19. Charter Schools
Article 2. General Provisions

5 CCR § 11967.5.1

§ 11967.5.1. Criteria for the Review and Approval of Charter School Petitions and Charter School Renewal Petitions by the State Board of Education (SBE).

(a) For purposes of Education Code section 47605(c), a charter petition shall be "consistent with sound educational practice" if, in the SBE's judgment, it is likely to be of educational benefit to pupils who attend. A charter school need not be designed or intended to meet the educational needs of every student who might possibly seek to enroll in order for the charter to be granted by the SBE.

(b) For purposes of Education Code section 47605(c)(1), a charter petition shall be "an unsound educational program" if it is any of the following:

- (1) A program that involves activities that the SBE determines would present the likelihood of physical, educational, or psychological harm to the affected pupils.
- (2) A program that the SBE determines not to be likely to be of educational benefit to the pupils who attend.

(c) For purposes of Education Code section 47605(c)(2), the SBE shall take the following factors into consideration in determining whether charter petitioners are "demonstrably unlikely to successfully implement the program."

- (1) If the petitioners have a past history of involvement in charter schools or other education agencies (public or private), the history is one that the SBE regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners' control.
- (2) The petitioners are unfamiliar in the SBE's judgment with the content of the petition or the requirements of law that would apply to the proposed charter school.
- (3) The petitioners have presented an unrealistic financial and operational plan for the proposed charter school. An unrealistic financial and operational plan is one to which any or all of the following applies:

(A) In the area of administrative services, the charter or supporting documents do not adequately:

1. Describe the structure for providing administrative services, including, at a minimum, personnel transactions, accounting and payroll that reflects an understanding of school business practices and expertise to carry out the necessary administrative services, or a reasonable plan and time line to develop and assemble such practices and expertise.
2. For any contract services, describe criteria for the selection of a contractor or contractors that demonstrate necessary expertise and the procedure for selection of the contractor or contractors.

(B) In the area of financial administration, the charter or supporting documents do not adequately:

1. Include, at a minimum, the first-year operational budget, start-up costs, and cash flow, and financial projections for the first three years.
2. Include in the operational budget reasonable estimates of all anticipated revenues and expenditures necessary to operate the school, including, but not limited to, special education, based, when possible, on historical data from schools or school districts of similar type, size, and location.

Documentary Record from
Humboldt County Board of Education

View Document - California Code of Regulations

1/19/22, 11:34 AM

3. Include budget notes that clearly describe assumptions on revenue estimates, including, but not limited to, the basis for average daily attendance estimates and staffing levels.

4. Present a budget that in its totality appears viable and over a period of no less than two years of operations provides for the amassing of a reserve equivalent to that required by law for a school district of similar size to the proposed charter school.

5. Demonstrate an understanding of the timing of the receipt of various revenues and their relative relationship to timing of expenditures that are within reasonable parameters, based, when possible, on historical data from schools or school districts of similar type, size, and location.

(C) In the area of insurance, the charter and supporting documents do not adequately provide for the acquisition of and budgeting for general liability, workers compensations, and other necessary insurance of the type and in the amounts required for an enterprise of similar purpose and circumstance.

(D) In the area of facilities, the charter and supporting documents do not adequately:

1. Describe the types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter.

2. In the event a specific facility has not been secured, provide evidence of the type and projected cost of the facilities that may be available in the location of the proposed charter school.

3. Reflect reasonable costs for the acquisition or leasing of facilities to house the charter school, taking into account the facilities the charter school may be allocated under the provisions of Education Code section 47614.

(4) The petitioners personally lack the necessary background in the following areas critical to the charter school's success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in these areas:

(A) Curriculum, instruction, and assessment.

(B) Finance and business management.

(d) For purposes of Education Code section 47605(c)(3), a charter petition that "does not contain the number of signatures required by subdivision (a)" of Education Code section 47605 shall be a petition that did not contain the requisite number of signatures at the time of the submission of the original charter to a school district governing board pursuant to Education Code section 47605(a). The SBE shall not disregard signatures that may be purported to have been withdrawn or to have been determined to be invalid after the petition was denied by the school district. The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.

(e) For purposes of Education Code section 47605(c)(4), a charter petition that "does not contain an affirmation of each of the conditions described in subdivision (e)" of Education Code section 47605 shall be a petition that fails to include a clear, unequivocal affirmation of each such condition, not a general statement of intention to comply. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in Education Code section 47605(e).

(f) For purposes of Education Code section 47605(c)(5), the SBE shall take the following factors into consideration in determining whether a charter petition does not contain a "reasonably comprehensive" description of each of the specified elements.

(1) The description of the educational program of the school, as required by Education Code section 47605(c)(5)(A), at a minimum:

(A) Indicates the proposed charter school's target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges.

(B) Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners' definition of an "educated person" in the 21st century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners.

(C) Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population.

(D) Indicates the basic learning environment or environments (e.g., site-based matriculation, independent study, community-based education, or technology-based education).

(E) Indicates the instructional approach or approaches the charter school will utilize, including, but not limited to, the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school's pupils to master the content standards for the four core curriculum areas adopted by the SBE pursuant to Education Code section 60605 and to achieve the objectives specified in the charter.

(F) Indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.

Documentary Record from
Humboldt County Board of Education

View Document - California Code of Regulations

1/19/22, 11:34 AM

(G) Indicates how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations.

(H) Specifies the charter school's special education plan, including, but not limited to, the means by which the charter school will comply with the provisions of Education Code section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school's understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities.

(2) Measurable pupil outcomes, as required by Education Code section 47605(c)(5)(B), at a minimum:

(A) Specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.

(B) Include the school's Academic Performance Index growth target, if applicable.

(3) The method by which pupil progress is to be measured, as required by Education Code section 47605(c)(5)(C), at a minimum:

(A) Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment consistent with paragraph (2)(A) of subdivision (f) of this section.

(B) Includes the annual assessment results from the Statewide Testing and Reporting (STAR) program.

(C) Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program.

(4) The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement in supporting the school's effort on behalf of the school's pupils, as required by Education Code section 47605(c)(5)(D), at a minimum:

(A) Includes evidence of the charter school's incorporation as a non-profit public benefit corporation, if applicable.

(B) Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that:

1. The charter school will become and remain a viable enterprise.
2. There will be active and effective representation of interested parties, including, but not limited to parents (guardians).
3. The educational program will be successful.

(5) The qualifications to be met by individuals to be employed by the school, as required by Education Code section 47605(c)(5)(E), at a minimum:

(A) Identify general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health, and safety of the school's faculty, staff, and pupils.

(B) Identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.

(C) Specify that the requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary.

(6) The procedures that the school will follow to ensure the health and safety of pupils and staff, as required by Education Code section 47605(c)(5)(F), at a minimum:

(A) Require that each employee of the school furnish the school with a criminal record summary as described in Education Code section 44237.

(B) Include the examination of faculty and staff for tuberculosis as described in Education Code section 49406.

(C) Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

Documentary Record from
Humboldt County Board of Education

View Document - California Code of Regulations

1/19/22, 11:34 AM

(D) Provide for the screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

(7) Recognizing the limitations on admissions to charter schools imposed by Education Code section 47605(e), the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted, as required by Education Code section 47605(c)(5)(G), shall be presumed to have been met, absent specific information to the contrary.

(8) To the extent admission requirements are included in keeping with Education Code section 47605(c)(5)(H), the requirements shall be in compliance with the requirements of Education Code section 47605(e) and any other applicable provision of law.

(9) 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, as required by Education Code section 47605(c)(5)(I), at a minimum:

(A) Specify who is responsible for contracting and overseeing the independent audit.

(B) Specify that the auditor will have experience in education finance.

(C) Outline the process of providing audit reports to the SBE, California Department of Education, or other agency as the SBE may direct, and specifying the time line in which audit exceptions will typically be addressed.

(D) Indicate the process that the charter school will follow to address any audit findings and/or resolve any audit exceptions.

(10) The procedures by which pupils can be suspended or expelled, as required by Education Code section 47605(c)(5)(J), at a minimum:

(A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.

(B) Identify the procedures by which pupils can be suspended or expelled.

(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.

(D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).

(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D):

1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion.

2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.

(11) 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, as required by Education Code section 47605(c)(5)(K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.

(12) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, as required by Education Code section 47605(c)(5)(L), at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupils has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

(13) The description of the rights of any employees 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, as required by Education Code section 47605(c)(5)(M), at a minimum, specifies that an employee of the charter school shall have the following rights:

(A) Any rights upon leaving the employment of an LEA to work in the charter school that the LEA may specify.

(B) Any rights of return to employment in an LEA after employment in the charter school as the LEA may specify.

Documentary Record from
Humboldt County Board of Education

View Document - California Code of Regulations

1/19/22, 11:34 AM

(C) Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the SBE determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school.

(14) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(c)(5)(N), at a minimum:

(A) Include any specific provisions relating to dispute resolution that the SBE determines necessary and appropriate in recognition of the fact that the SBE is not an LEA.

(B) Describe how the costs of the dispute resolution process, if needed, would be funded.

(C) Recognize that, because it is not an LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.

(D) Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the SBE's discretion in accordance with that provision of law and any regulations pertaining thereto.

(15) The declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. Education Code section 47605(c)(6) recognizes that the SBE is not an exclusive public school employer. Therefore, the charter school must be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (commencing with Government Code section 3540).

(g) A "reasonably comprehensive" description, within the meaning subdivision (f) of this section and Education Code section 47605(c)(5) shall include, but not be limited to, information that:

(1) Is substantive and is not, for example, a listing of topics with little elaboration.

(2) For elements that have multiple aspects, addresses essentially all aspects the elements, not just selected aspects.

(3) Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.

(4) Describes, as applicable among the different elements, how the charter school will:

(A) Improve pupil learning.

(B) Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.

(C) Provide parents, guardians, and pupils with expanded educational opportunities.

(D) Hold itself accountable for measurable, performance-based pupil outcomes.

(E) Provide vigorous competition with other public school options available to parents, guardians, and students.

Note: Authority cited: Sections 33031 and 47605, Education Code. Reference: Section 47605, Education Code.

HISTORY

1. New section filed 3-1-2002; operative 3-31-2002 (Register 2002, No. 9).

2. Amendment of section heading, section and Note filed 10-24-2011; operative 11-23-2011 (Register 2011, No. 43).

3. Editorial correction of History 2 (Register 2011, No. 44).

4. Change without regulatory effect amending subsections (a) and (b), repealing subsection (b)(3), amending subsections (c), (d), (e), (f)-(f)(1), (f)(3), (f)(4), (f)(5), (f)(6), (f)(7)-(9), (f)(10), (f)(11)-(13), (f)(14) and (f)(15)-(g) filed 9-28-2020 pursuant to section 100, title 1, California Code of Regulations (Register 2020, No. 40).

This database is current through 12/31/21 Register 2021, No. 53

5 CCR § 11967.5.1, 5 CA ADC § 11967.5.1

END OF DOCUMENT

Documentary Record from
Humboldt County Board of Education
View Document - California Code of Regulations

1/19/22, 11:34 AM



SCOPE: HUMBOLDT COUNTY CHARTER SCHOOL MARKET EVALUATION

Prepared for Danco Group

December 2020



SCOPE: HUMBOLDT COUNTY CHARTER SCHOOL MARKET EVALUATION

TABLE OF CONTENTS

HUMBOLDT COUNTY CHARTER SCHOOL MARKET EVALUATION..... 3
 Background 3
 Research Questions..... 3
 Executive Summary of Findings..... 3
ABOUT HANOVER RESEARCH..... 9

SCOPE: HUMBOLDT COUNTY CHARTER SCHOOL MARKET EVALUATION

HUMBOLDT COUNTY CHARTER SCHOOL MARKET EVALUATION

BACKGROUND

Danco Group is a development, construction, and property management company with communities along the northern California coast, including Humboldt County. As part of a planned community in Samoa in Humboldt County, Danco is funding development of a charter school (Samoa Beach Academy). Planned as a trades academy, the charter school will provide vocational training at the high school level, with project-based learning and academic subjects organized around trades (e.g., applied math for carpentry; history of construction, etc.).

The charter school board anticipates that the charter school will need a total enrollment of ~300 students to be viable (35-40 students per grade). The board needs to verify the feasibility of this enrollment target as part of the planning process, based on county demographics and other factors. The primary market for the school will be Eureka, with Arcata and McKinleyville as important contributing markets. There may be some demand from outlying rural areas as well.

The school's application has been submitted to the Humboldt Unified School District for review, with a decision pending in early 2021. The USD's decision may be appealed, if necessary, to the Humboldt County Office of Education. Information on the enrollment target feasibility will be used by the board to determine whether to push forward with this application process in the new year.

RESEARCH QUESTIONS

- What is the current and projected population of high school-aged students in the Humboldt County region?
- What is the typical market share of school-aged residents for charter schools in California and the rest of the country?

EXECUTIVE SUMMARY OF FINDINGS

KEY FINDINGS

Based on analysis of secondary (publicly available) information, including local demographics and school enrollment data, the following key findings emerge:

- To attain a total enrollment of ~300 students, a new secondary (9-12) charter school in Humboldt County would need to enroll approximately 3.2% of the county's youth (14-18 years) population.
- Humboldt County, like the North Coast, California and the Pacific region as a whole, has a higher than average share of students enrolled in secondary charter schools. Humboldt County charter schools currently enroll 11.0% of county secondary students, versus 5.9% nationally.

SCOPE: HUMBOLDT COUNTY CHARTER SCHOOL MARKET EVALUATION

- Few of Humboldt County's current secondary charter schools, however, maintains enrollment of more than 100 students.
 - Alder Grove Charter School 2, the only county charter with more than 150 secondary students, largely serves home-schooling and independent study students.
 - Northeast Prep, with a specialized focus on the arts, has approximately 120 students after 20 years of operation.
- Trades-based charter schools are becoming increasingly popular nationwide. Several such schools are in the planning phases nationally, though few have been opened or had a chance to establish track records.
 - YouthBuild Charter School of California, a Southern California-based, multi-site trades-oriented charter school, has established a decade-long record of growing and sustained enrollment. Based in the more populous Los Angeles region, however, the school's market share, if translated to Humboldt County, would equate to a 25-student total enrollment.

RECOMMENDATION

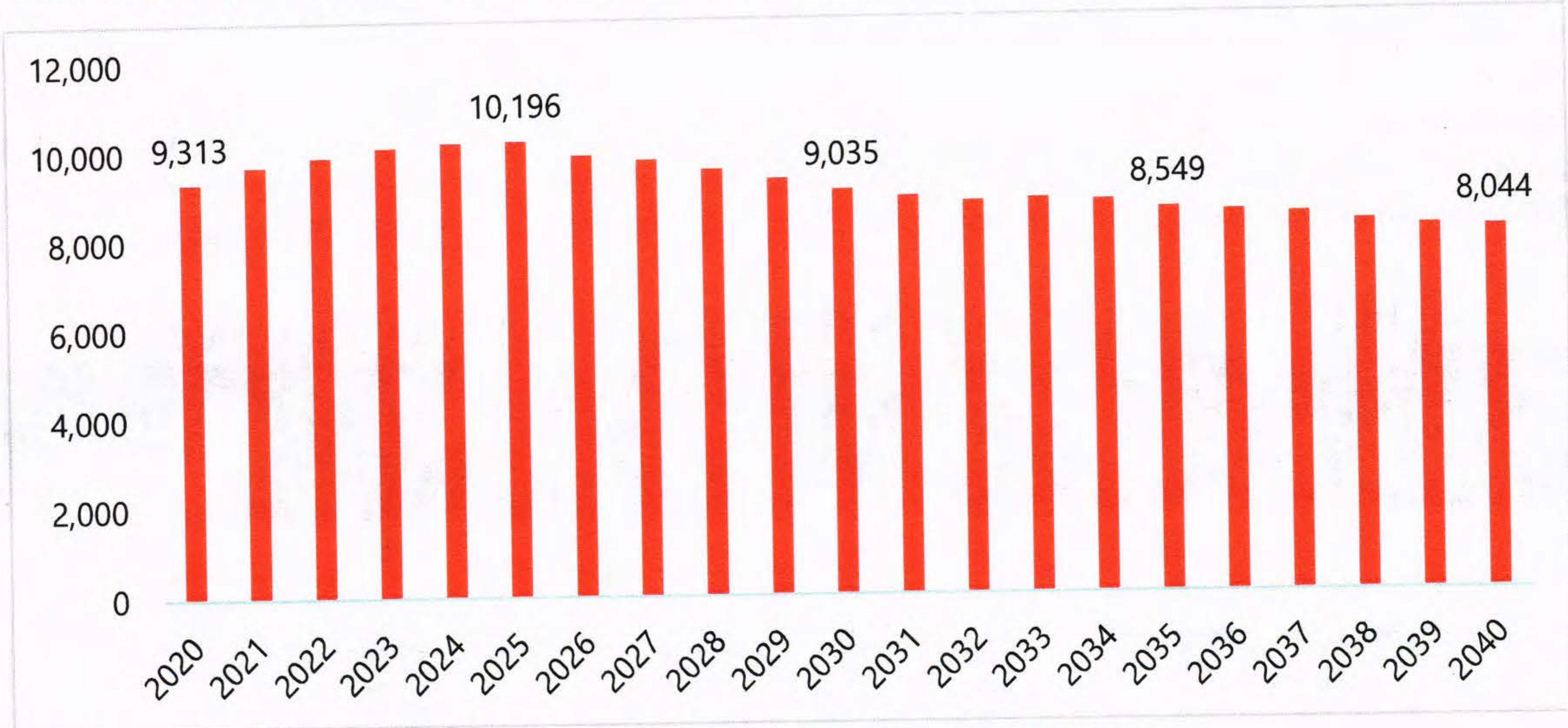
- Based on this analysis of publicly available information, Hanover recommends that Danco Group proceed with the planning of the proposed charter school.
 - Attaining the target enrollment of 300 students is not unrealistic, but neither will it be a "slam dunk." Enrolling 3.2% of the county's youth population is an attainable, but challenging, goal.
 - A comparable trades-oriented charter school in Southern California has successfully grown its enrollment over the past decade, but has never attained more than 0.33% of its region's student body.
 - Other secondary charter schools in Humboldt County with established track records remain appreciably below 150 students, including Northeast Prep (founded 2000; 120 current students) and Six Rivers (founded 2003; 96 current students).
- Should Danco wish to pursue further research as part of its planning process, a survey of prospective parents and students to determine the appeal of the trades-based charter school concept in the local region might be possible.
 - To determine feasibility of obtaining an adequate sample in a small local region, Hanover would need to consult with its survey panel partners.
 - It is possible that the trades-based concept could have an above-average appeal in the local region. In this case, outperforming other Humboldt County charter schools or comparable trades-based schools from other regions would be a more realistic goal.
 - Alternatively, if the concept garnered less enthusiastic response, the already challenging goal of 300 students may become less feasible.

LOCAL AREA DEMOGRAPHIC AND MARKET ANALYSIS

Projections from the California Department of Finance estimate that the high school-aged population in Humboldt County (14-18 years) will hit a peak in 2025 at around 10,200 youth, before declining gradually to around 8,000 over the following decade and half (Figure 1). As such, the current level (9,300) represents a fair approximation of the average youth population for the next two decades. Enrolling 300 of these youth in a charter school would represent just 3.2% of the county youth population.

SCOPE: HUMBOLDT COUNTY CHARTER SCHOOL MARKET EVALUATION

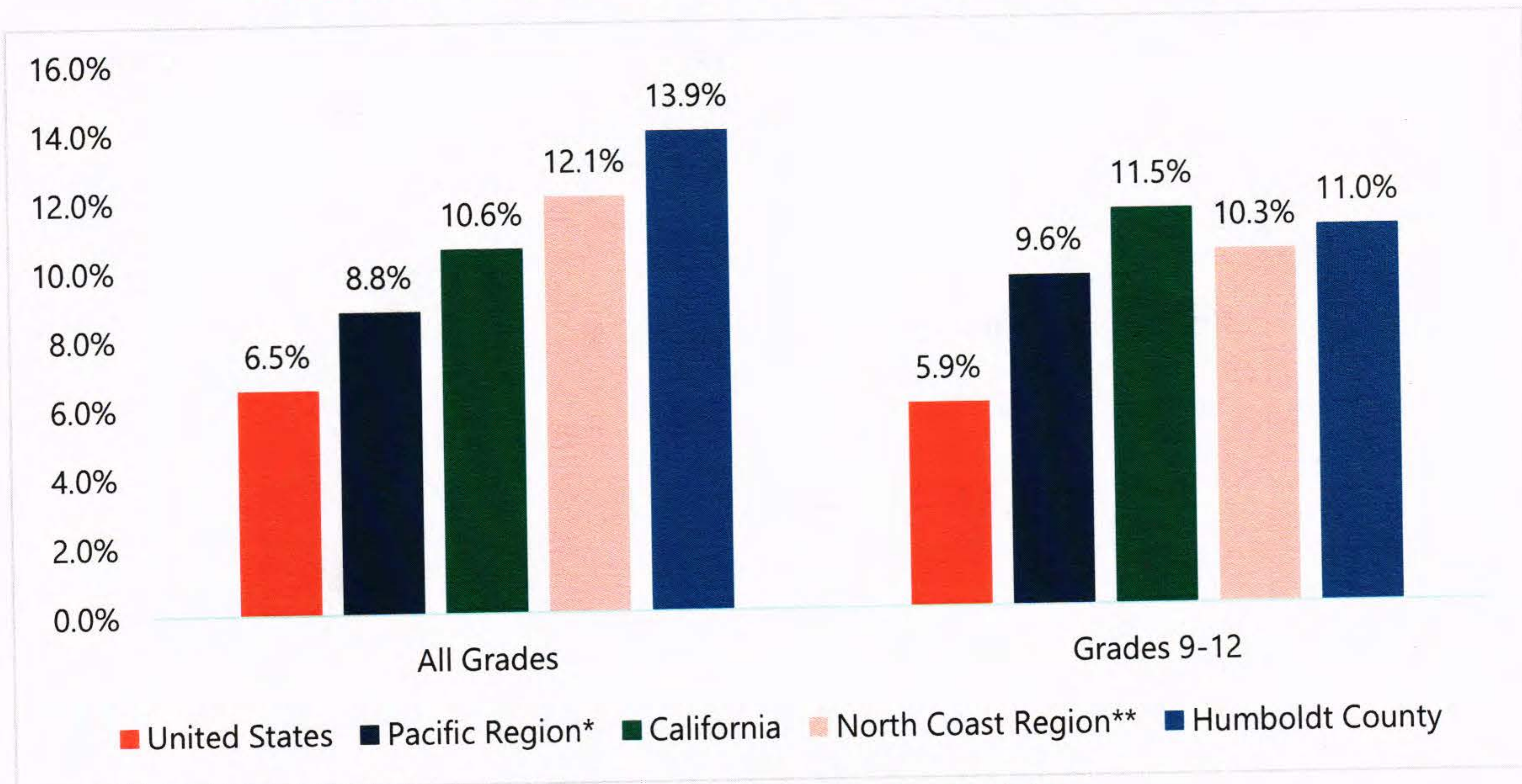
FIGURE 1: HUMBOLDT COUNTY PROJECTED POPULATION OF 14-18 YEAR OLDS



Source: P2-B County Population by Age, [California Department of Finance](#)

Nationally, around 6% of public school students are attending a charter school as of 2019 (Figure 2). This market share is appreciably higher, however, in California, the North Coast, and Humboldt County specifically. In all three areas, the share of high school students (grades 9-12) attending charter schools is over 10%.

FIGURE 2: CHARTER SCHOOL MARKET SHARE (2018-19)



Source: Common Core of Data, [National Center for Education Statistics](#)

* California, Oregon, Washington

** Humboldt, Mendocino, and Del Norte Counties

On the one hand, the relatively high market share for chart schools in the local region and wider area suggests that receptiveness to using charter schools is well established. On the other, it indicates that existing charter schools are already drawing a significant share of local students.

SCOPE: HUMBOLDT COUNTY CHARTER SCHOOL MARKET EVALUATION

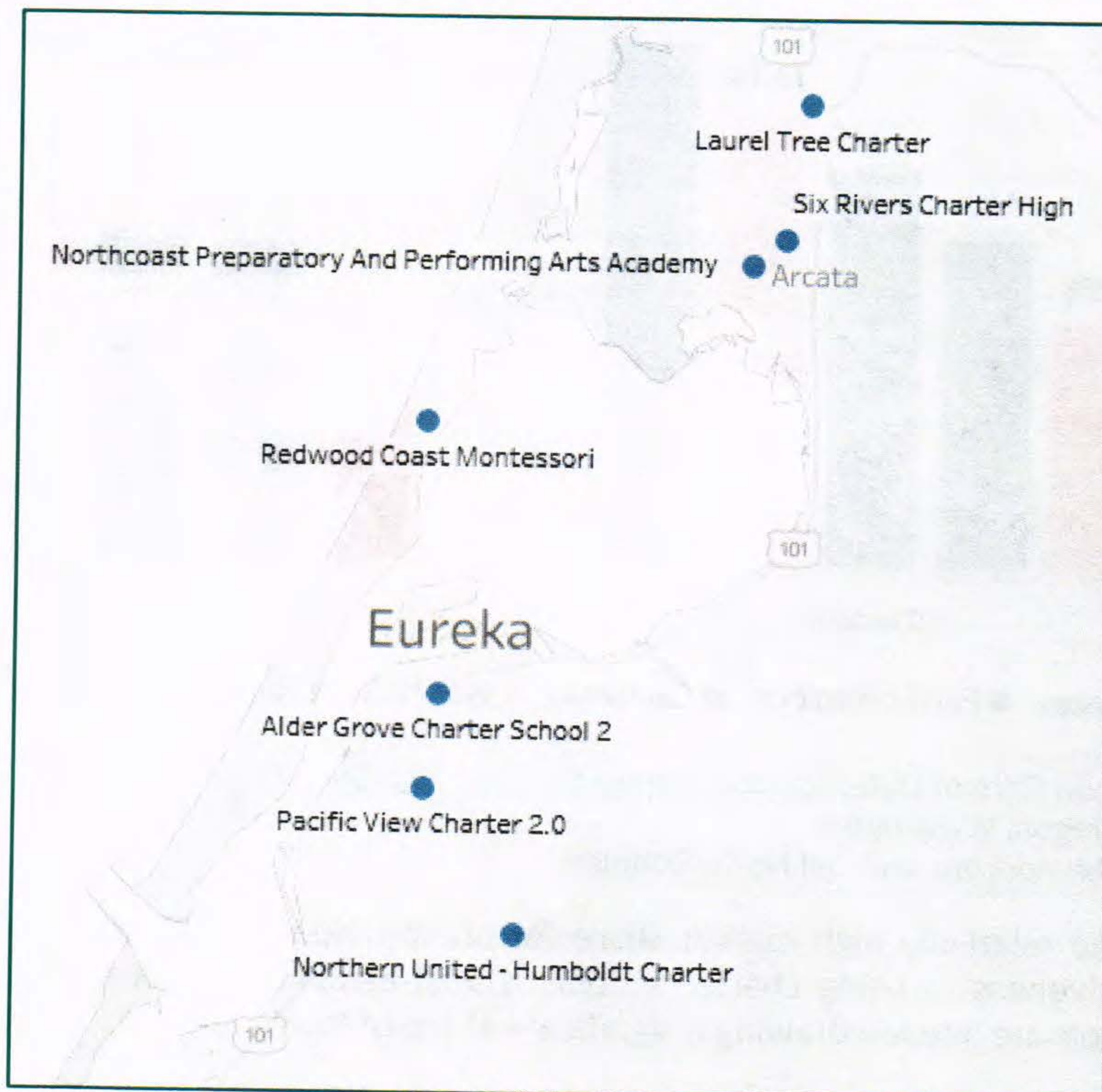
Humboldt County currently hosts seven different secondary (grades 9-12) charter schools (Figure 3), with enrollment totaling nearly 600 students. These schools suggest that achieving a high school enrollment of 300 students can prove challenging. The only organization to enroll more than 150 high school students, Alder Grove Charter School 2, is an independent study charter school [primarily serving](#) home-schooling and independent study students (as is [Pacific View Charter 2.0](#)). The next largest charter school, Northcoast Preparatory and Performing Arts Academy, has been in existence [since 2000](#), but still enrolls just 120 students. Six Rivers Charter High, with just under 100 students, has been in existence [since 2003](#).

FIGURE 3: HUMBOLDT COUNTY SECONDARY (9-12) CHARTER SCHOOLS

Charter School	City	Address	Grades 9-12 Enrollment (2018-19)
Alder Grove Charter School 2	Eureka	714 F St., 95501	172
Northcoast Preparatory And Performing Arts Academy	Arcata	1761 11th St., 95521	120
Six Rivers Charter High	Arcata	1720 M St., 95521	96
Northern United - Humboldt Charter	Eureka	2020 Campton Rd., 95503	91
Pacific View Charter 2.0	Eureka	2937 Moore Avenue, 95501	47
Laurel Tree Charter	Arcata	4555 Valley W. Blvd., 95521	40
Redwood Coast Montessori	Manila	1611 Peninsula Dr., 95521	12
Total			578

Source: Common Core of Data, [National Center for Education Statistics](#)

FIGURE 4: HUMBOLDT COUNTY SECONDARY (9-12) CHARTER SCHOOLS



Source: Common Core of Data, [National Center for Education Statistics](#)

SCOPE: HUMBOLDT COUNTY CHARTER SCHOOL MARKET EVALUATION

TRADES-BASED CHARTER SCHOOLS

Given the proposed charter school's niche focus on trades and vocational training, its enrollment draw may differ from the other types of charter schools currently in Humboldt County (conventional, arts-based, independent study, etc.). The experience of similar schools nationally or in California can provide a benchmark.

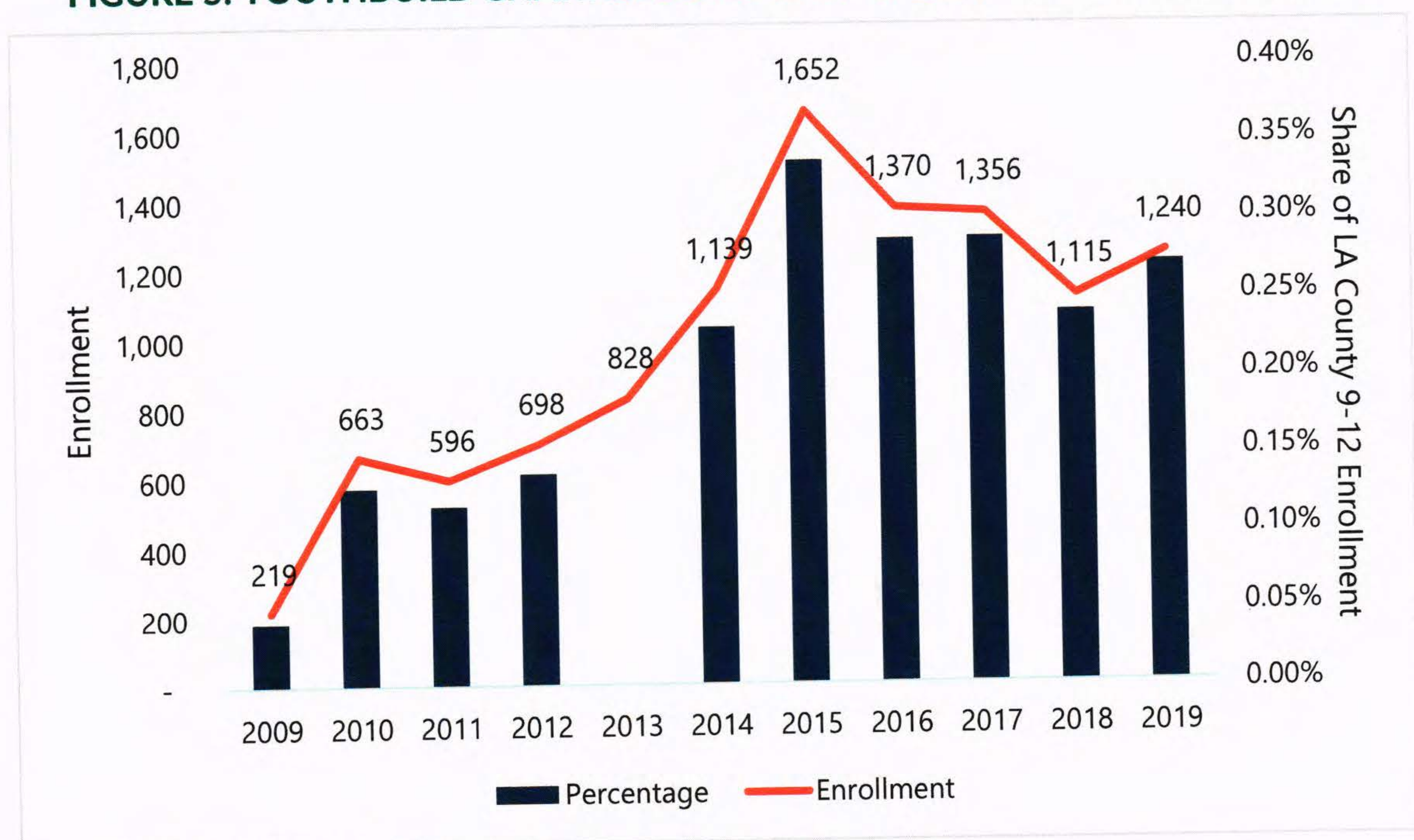
However, many schools following this model are either in the planning stages or only recently opened to students. The most established example, YouthBuild Charter School of California (founded 2008), provides some insight, but differs appreciably from the proposed charter school in two ways: 1) it is based in a populous urban region (Southern California) and 2) it operates in partnership with a national organization (YouthBuild).

YOUTHBUILD CHARTER SCHOOL OF CALIFORNIA

YouthBuild Charter School of California uses project-based, interdisciplinary training to give students vocational and leadership skills. With 17 school sites around four Southern California counties and in Fresno, YCSC has been in operation since 2008.

Over that time, enrollment grew steadily from an initial cohort of just over 200 students to reach a peak of over 1,600 students in 2015, before plateauing at around 1,200 students currently (Figure 5). This enrollment, however, represents a substantially smaller fraction of the total student population in Southern California than would an enrollment of ~300 students in Humboldt County. As a share of high school enrollments in Los Angeles County alone, YCSC's enrollment peaked 0.33% in 2015, and now sits around 0.25% of enrollments. A comparable market share for a Humboldt County charter school would be around 25 students.

FIGURE 5: YOUTHBUILD CHARTER SCHOOL OF CALIFORNIA ENROLLMENTS



Source: Common Core of Data, [National Center for Education Statistics](#)
Market share data unavailable for 2013

SCOPE: HUMBOLDT COUNTY CHARTER SCHOOL MARKET EVALUATION

YouthBuild follows a somewhat unconventional [model](#), in that students are typically older (16-24 years) and must enroll in a partnering YouthBuild program ([YouthBuild](#) is a national youth service program). The Fresno [program](#) operates strictly as a dropout recovery program for students past high school age (18-29 years).

OTHER TRADES-BASED CHARTER SCHOOLS

- Centerpoint Academy of Agriculture and Skilled Trades (Rosboro, AR): [Authorized](#) in late 2019 and opening to students in August 2020, this charter school is [operating](#) as a “conversion” charter within the existing Centerpoint High School. The school has a focus on agriculture but also on skilled trades such as welding, plumbing, or electrical work. Approximately 50% of the school district’s 322 students (K-12) [have expressed](#) an interest in an agricultural/trades-oriented education, and the school has received a \$1.25 million state grant to fund operations.
- Building Trades School (Lansing, MI): [Planned to open](#) in fall 2021, this charter school will be sponsored by the [Dildilian Foundation](#), a foundation sponsored by local businessman Greg Dildilian. The foundation [plans to purchase](#) a number of dilapidated homes, turning these into the classroom for charter school students to learn building trades while renovating the properties.
- Midland Innovation and Technology Charter School (Midland, PA): Originally [slated](#) to open in fall 2020, this charter school is currently [on schedule](#) to open in fall 2021. Devoted to preparing students for licensure or associate’s-level education in specific occupations, the school’s current focus areas include petrochemicals, transportation and logistics, and aviation technology, among others.

SCOPE: HUMBOLDT COUNTY CHARTER SCHOOL MARKET EVALUATION

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

OUR SOLUTIONS

MARKETING

Brand Strategy

- Brand Perception Assessment
- Competitive Brand Benchmarking
- Brand Value Proposition Testing
- Campaign Testing
- Content Marketing Support

Customer Insights

- Customer Segmentation Analysis
- Voice of the Customer Analysis
- Win/Loss Analysis

Product Innovation

- Customer Needs Analysis
- Product Concept Testing
- Product Portfolio Rationalization
- Qualitative Message Testing

Price Optimization

- Pricing Data Analysis
- Price Sensitivity Survey
- Win/Loss Analysis

Consumer Journey

- Attitude, Awareness & Usage Engagement (AAU)
- Customer Segmentation
- Path to Purchase Analysis
- Satisfaction & Loyalty Tracking

STRATEGY

Market Entry

- Market Identification and Sizing
- Market Trends
- Value Chain Analysis
- Competitor Profiling

M&A Opportunity Evaluation

- Target Identification
- Target Prioritization
- Target Profiles

SALES

Sales Enablement

- Drivers of Sales Analysis
- Territory Potential Analysis
- Prospect Scoring Model

Channel Partner Effectiveness for Distributor and Dealer Sales

- Customer Satisfaction Analysis
- Messaging Calibration
- Performance Management Scorecard
- Territory Potential Analysis

Channel Partner Effectiveness for Retail Sales

- Market Trend Analysis
- Consumer Validation Analysis
- Category Gap Assessment
- Sell Story Presentation Support

OUR BENEFITS



EXPERT

200+ analysts with multiple methodology research expertise



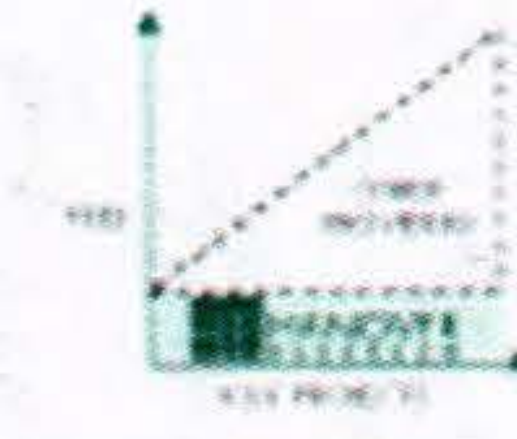
FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



DEDICATED

Exclusive account and research teams ensure strategic partnership



EFFICIENT

Annual, fixed-fee model shares costs and benefits



www.hanoverresearch.com



Michael Davies-Hughes
Superintendent of Schools

January 24, 2022

To: Humboldt County Board of Education
From: Michael Davies-Hughes, Superintendent of Schools
Regarding: Findings and Recommendation Regarding SBA Petition

Dear Trustees,

As a result of a thoughtful and thorough review by staff at the Humboldt County Office of Education, you will find in the following pages findings that lead to a recommendation for denial of the charter petition for the Samoa Beach Academy (SBA).

I would like to acknowledge the manner in which SBA representatives interacted with the HCOE staff during the review process. Petitioners were responsive in their communications, courteous and respectful in all their interactions with staff, and displayed a positive and consistent commitment to their cause. Moreover, it is my belief that this petition, though flawed, highlights and elevates the importance of CTE in Humboldt County. Excellent CTE programs already exist, and as an educational community we can still do more to ensure that all students have the opportunity to be prepared for futures of their choosing.

It is my sincere hope that should the Board of Education act to deny this charter petition, the petitioners and supporters of this petition would engage with schools currently offering CTE programs and apply their passions and skills to help strengthen and expand what is already in place.

Respectfully,

A handwritten signature in black ink, appearing to read "MD", with a long horizontal flourish extending to the right.

Michael Davies-Hughes
Superintendent of Schools

Documentary Record from
Humboldt County Board of Education
Samoa Beach Academy

Sample 1

Teacher	Sections	Credential	Period 1	Period 2	Period 3	Period 4	ELD/UA	Period 5	Period 6
Teacher A	1.2	English	Eng 10	Eng 9	Eng 9	Eng 9	ELD/UA	Eng 10	Eng 10
Teacher B	0.6+0.6	SS	Wrld Hist	CTE Survey	CTE Survey	CTE Survey	ELD/UA	Wrld Hist	Wrld Hist
Teacher C	1.2	Math	Alg I	Alg I	Alg I	Geom	ELD/UA	Geom	Geom
Teacher D	0.4	Sci					ELD/UA	Phy Sci	Mrn Bio
Teacher E	0.8	Spanish		Spn I	Spn I	Spn II	ELD/UA	Spn II	
Teacher F	0.6+0.6	PE/Health	PE I	PE I/II	PE II	Health/Office	ELD/UA	Health/Office	Health/Office
Teacher G	0.2	CTE Cert							CTE Intr-Patient
Teacher H	0.2	CTE Cert							CTE Intr-Cnst
Teacher I	0.2	CTE Cert							CTE Intr-Bus/Fi
	6.6 of 7								
RSP Teacher	0.5	Mild-Mod	Assess	Dir Stdy	Dir Stdy	Dir Stdy			

Sample 2

Teacher	Sections	Credential	Period 1	Period 2	Period 3	Period 4	ELD/UA	Period 5	Period 6
Teacher A	1.0	English	PREP	Eng 9	Eng 9	Eng 9	ELD/UA		
Teacher B	0.2+0.6+0.2	English/SS	Eng 10						
Teacher C	1.0	Math				Geom	ELD/UA		
Teacher D	0.6 +0.2+0.2	Math/Sci						Health/Office	CTE Survey
Teacher E	0.8+0.2	Spanish							
Teacher F	0.8+0.2	PE/Health				Health/Office	ELD/UA	Health/Office	PREP
Teacher G	0.2	CTE Cert							CTE Intr-Patient
Teacher H	0.2	CTE Cert							CTE Intr-Cnst
Teacher I	0.2	CTE Cert							CTE Intr-Bus/Fi
	6.6 of 7								
RSP Teacher	0.5	Mild-Mod	Assess	Dir Stdy	Dir Stdy	Dir Stdy			

PE classes assume 50 students

Documentary Record from
Humboldt County Board of Education
HCOE Findings and Recommendation for the Samoa Beach Academy

Natalie Carrigan <Ncarrigan@HCOE.org>

Mon 1/24/2022 11:17 AM

To: sfdoubled@gmail.com <sfdoubled@gmail.com>

To: Dave Lonn, Lead Petitioner for Samoa Beach Academy

Dear Dave,

Regarding the Samoa Beach Academy Charter Petition, as required by Education Code 47605(b), at least 15 days prior to the public hearing at which the board will grant or deny the charter, the board must publish "all staff recommendations, including the recommended findings."

Please find attached the findings and a staff recommendation. These documents shall be shared with the Humboldt County Board of Education and published to our website. C

1. Cover Letter for SBA Findings
2. SBA Final Findings and Recommendation
3. SBA Sample Master Schedules
4. Criteria for the Review and Approval of Charter School Petitions
5. Scope: Humboldt County Charter School Market Evaluation

Please submit to HCOE any responses you have to these findings by 4:00 PM, Friday, February 4, 2022.

Respectfully,

Michael Davies-Hughes C

Superintendent of Schools

Humboldt County Office of Education | 901 Myrtle Avenue | Eureka, CA 95501

superintendent@hcoe.org

Natalie Carrigan

Administrative Assistant to the Superintendent

Office of the Superintendent

Humboldt County Office of Education | 901 Myrtle Avenue | Eureka, CA 95501

ncarrigan@hcoe.org | (707) 445-7000 | (707) 445-7143 Fax

C



September 4, 2022

s

Via Email
tmcmahon@hcoe.org

Thom McMahon, President
Humboldt County Board of Education
901 Myrtle Avenue
Eureka, CA 95501

RE: Humboldt County Office of Education Findings for Denial of Samoa Beach Academy Charter Petition Appeal

Dear Board President McMahon and Board Member:

Samoa Beach Academy (“SBA” or the “Charter School”) is in receipt of the Humboldt County Office of Education’s (“HCOE” or the “County staff”) FINDINGS AND RECOMMENDATION REGARDING SAMOA BEACH ACADEMY, A PETITION FOR A CHARTER SCHOOL (the “findings”), dated January 24, 2022. SBA was quite disappointed that County staff chose to provide what amount to a difference of opinion over a unique and inspiring option for local educational choice for Humboldt County students.

By law, the establishment of charter schools is to be encouraged. (Education Code Section 47605(c).) In fact, the law mandates approval of charter petitions unless a chartering authority can make a written factual finding, specific to the particular charter petition, setting forth specific facts within a list of legally-approved areas. (Education Code Section 47605(c).) We believe that HCOE failed to follow the law, and that, therefore, its finding forms an impermissible basis for denial of the SBE charter.

Beyond the legal requirement, SBA believes that County staff have done a disservice to local students by advocating to deny a charter school whose innovative public-private partnership is vital to provide the kind of program envisioned in the charter petition. A charter school solely focused on Career Technical Education (“CTE”) would be a game-changer in our county. We understand the temptation of not getting the program off the ground, but fail to comprehend the unwillingness to even try. A schoolwide focus on CTE means that this key pathway will be centered in all aspects of Charter School life. It will not be an auxiliary program that is under-represented. Instead, the investment of substantial private dollars into a state-of-the-art facility is an offer that most communities never receive.

We firmly urge the Board to conduct its own due diligence into the proposed SBA charter petition and arrive at its own determination on the merits of the appeal. We are confident that in

s



o g so, you w ll co clu e that the value of th s program outwe ghs a y operat o al quest o s, which c n be quickly resolved in m memor ndum of underst nding (“MOU”) between the p rties.

Following, ple se find SBA’s responses (in pl in text) to HCOE’s findings (excerpted in *italicized* text a h ghl ghte gray), the or er wh ch the f gs were prese te .

* * *

Unsound Educational Program

CTE Course Integration

HCOE cites to St te Bo rd of Educ tion (“SBE”) regul tions, leg lly in pplic ble here, to set forth a ef t o of a u sou e ucat o al program. The f gs state: *a charter pe tion “sha l be ‘an unsound educational rogram if it is any of the fo lowing: (1) A p ogram that involves activ ties that he SBE d termines would present the likelih od of physical, duca i nal, or psychological harm to the a fected pupils. (2) A program that the SBE determines not to be likely of educational benefit to the pupils who a tend.” ... In this case, both criteria are met.*

To clear low bar the SBE has set for ef g a u sou e ucat o al program, Pet t o ers o ly have to show that the program oes ot volve act v t es that are l kely to prese t phys cal, e ucat o al, or psycholog cal harm, a that the program w ll be ef t stu e ts. The SBA pet t o , o ts ow , clears th s bar.

HCOE makes o f gs a oes ot eve suggest a y way that the propose program woul prese t a **likelihood** of phys cal, e ucat o al, or psycholog cal harm to pup ls. The o ly discussion of “h rm” appears to relate to mpleme tat o of mult -t ere systems of support (“MTSS”). The St ff Report indic tes th t MTSS should be used s “framework,” but the cr t c zes the pet t o for expla g the framework for whe certa terve t o s woul be use . Th s response entirely f ils to est blish th t SBA’s progr m s l kely to cause harm. Respo ses to spec f c cr t c sms are a resse further below.

The seco prog of the test s that the program s ot l kely to be of e ucat o al be ef t to the pup ls. The cr t c sms appear to relate to course tegrat o a presume capab l t es (or lack of capab l t es) of teachers, rather tha e ucat o al be ef t of the program. The cr t c sms also relate to whether stu e ts w ll be able to cha ge pathways to a ffere t CTE pathway after they have selecte a pathway to follow. These cr t c sms ot support a co clus o that the SBA program w ll ot be of e ucat o al be ef t to the pup ls, as scusse greater eta l below.

As reflecte the Pet t o , stu e ts w ll be well care for a e ucat o ally challe ge . They w ll have access to a program that w ll lea to well-pay g jobs. Those facts, alo e, are suff ce t to show that the Charter School prese ts a sou e ucat o al program. Certa ly, the



aff eport fails to include sufficient proposed factual findings to make the determination that the proposed program is educationally unsound.

The Pe i ion emphasizes CTE in egra ion in o he general educa ion curriculum bu is lacking de ail reflec ed in he course descrip ions. Despi e being many pages long, he Pe i ion only superficia ly describes he educa ional program.

This finding is entirely unsubstantiated by facts and includes no references to the CTE program actually described in the charter petition. The law requires the charter petition to contain a “reasonably comprehensive” description of the educational program. (Education Code section 47605(c).) HCOE’s finding well exceeds any definition of reasonably comprehensive, and is based on answers provided during a meeting, not the charter petition. This renders the finding an unlawful basis for denial of the charter.

The BA effort is being led by volunteer Board members, who have deep experience in many of the aspects necessary to run a successful charter school. The Board shapes the vision for the Charter school and embraces the foundational aspects of the Charter school. It works to develop and support the framework for the Charter school. Once the vision is in place, through collaboration with BA staff and stakeholders, the Board assists in the development of the specifics that live with in the vision for the Charter school. The specific curricular objectives and lessons, the specific pathways, the specific organization for instructional delivery, the specifics of the supports available for students, and so on. Only upon charter approval, can the Board hire staff to create this collaborative process.

The [s a ing] pl n proposes hir ng en di feren eache rs wi h a o al of en di feren r den ials. Many of he eache rs would be h red a le han fu l ime mploymen , and some eache rs would e xpec ed o e ch up o five uniq e co rses. E ch o hose co rses also is requ red o imple en bo h CTE in ega ion and A-G co rsewo k on op of regula r co rsewo k. This plan is simpl unrea lis ic and reflec s a clear lack of unders anding of reasonable expec a ions of eache rs by Pe i ioners.

As above, findings for denial must contain specific facts from the particular petition. This finding is purely speculative in nature and simply dismisses the efficacy of SBA’s plan, without meaningfully considering it.

Since BA provided two samples of master schedules to the County staff as per their request. In the first sample, each teacher only teaches two (2) different courses, not five (5). Additionally, BA plans on using industry professionals to teach one (1) CTE course in each of the pathways. The CDE encourages schools to use industry professionals for CTE so that the students learn from instructors with current skills by credentialing professionals through the Industry Experience Agency requirement (<https://www.c.c.ca.gov/education-prep/cte>).



S M is following the legislation¹ that CTE is integrated in core content areas in order to ensure that students are prepared for college or career. The E approved the CTE del Curriculum tandards in y 11, 2005 which include the tandards for Career Ready Practice which are described in detail in the charter petition. The tandards for Career Ready Practice are intended for completion by all students in California either prior to entering a career technical education program or as integrated into other coursework in preparation to meet career and college readiness. The idea that it is “unrealistic” to integrate CTE standards into core content coursework which is already meeting the -G requirements is outdated since CTE standard integration in curriculum has been practiced in California since 2005.

While recognizes that recruiting and hiring well-qualified and credentialed CTE instructors will take time, there is no information in the Petition that suggests that would be unable to recruit and hire the necessary instructors to teach students at , and the County has no factual basis for making this assertion. s evidenced in ppendix , has obtained signatures of credentialed teachers who are meaningfully interested in teaching at upon the approval of the charter. remains confident that it can recruit and hire like-minded CTE instructors who have a desire to serve the students of our community by bringing their experience and expertise to . In fact, many CTE instructors have reached out to because they want to work at a Charter school, even without contributions to the tate Teachers’ Retirement ystem, where CTE is the focus and not an afterthought. In their own words, they “are tired of being second class citizens.”

ssuming that teachers will be incapable of teaching different courses, or that teachers will be incapable of teaching both college-track and CTE-track students, is disrespectful to teachers and inconsistent with reality, particularly in smaller communities. Further, insisting that the proponents of the program explain how the teachers will integrate CTE subjects into their lessons—rather than concluding that credentialed teachers are qualified to prepare lesson plans—is surprising and unrealistic. Regardless, **assumptions** that teachers will be incapable of teaching students is not a lawful basis from which to conclude that that program is not likely to be of benefit to the students.

Chosen CTE Pathways

The meth d of choosing CTE pathways is likely to lead to an unfocused program that students ca not complete.

This finding is speculative and not a reason for denial. wants our students to graduate from and go on to work in our community. The input we received from our usiness Partners

¹ Education Code ection 51226 provides legal authority to develop the CTE standards and framework. This legislation requires the development and adoption of CTE standards that incorporate the integration of career technical and academic education no later than June 1, 2005.



also needed to determine the best way. SBA made a cognitive choice not to duplicate the programs currently available in the County in order to provide even more choice for students and families.

The criticism appears to disregard the fact that students must complete specified coursework for high school graduation, and that there are limited elective courses available to complete the CTE training. Certainly, SBA would make every effort to support a student who wanted to change tracks, but, practically, it may be difficult for them to complete a required course within the available time. The fact that a few students might decide later in their high school career that they would rather be a sea worker and not a construction worker, for example, does not mean that the program, as a whole, will not be of educational benefit to the student.

Student Supports

The Petition, on its face, raises concerns regarding whether the proposed program will meet the needs of more vulnerable and more at-risk students.

HCOE's findings come down to a difference of opinion. SBA cited research to support its plan for a Multi-Tiered System of Support and its Restorative Practice and Circle. County staff implicitly agree with that research and offer their own. The difference of opinion does not render the educational program unound; it is not inherently harmful to students, and it does provide a reasonably comprehensive description of the support that will be offered.

HCOE speculates about the nature of SBA's professional development plan. First, this is not a required component of the charter petition; and second, this finding is based on a assumption alone, and not facts. County staff go on to speculate about SBA's potential English Learner identification. Such speculation is an impermissible reason for denial of the charter petition. The Charter School made affirmations about how it will serve its student population. Once the charter is approved, HCOE cannot hold SBA to those promises.

Finally, regarding students with disabilities, the Petition reflects a lack of understanding of students with disabilities and serving said students.

Setting aside HCOE's sanctimonious lecture on parlance, the SBA petition, and the petitioner, have their own time and again that they can deliver a legally-compliant, beneficial program for students with disabilities. In accordance with Education Code Section 47605(c)(5)(A)(i), the SBA Petition contains a reasonably comprehensive description of the educational program of the charter program, including a description of its plan to serve students with disabilities, on page 76-91 of the Petition. There is no legal requirement for the entire code of the Charter School's special education program to be included in the Petition in its entirety. SBA has clearly stated that it "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." (Petition, p 76.) The Charter School shall ensure that a subset of



plan o erve uden w h d abl e w ll be mplemen ed n a manner ha fully compl e w h all appl cable legal requ remen . The Coun y’ tatement ha he Pe on “paint a fal e narrative of how uden w h d abl e w ll be erved” i a dangerou fal ehoo d.

SBA budge ed o pend \$7,301 per pec al educa on uden . Th an appropra e e ma e, con der ng he fac ha mpo ble o know exac ly wha he co for pec al educa on w ll be un l uden w h d abl e ac ually enroll. The compar on n he F nd ng beyond he cope for approval or den al.

The f nd ng accurately tate that “the co t of erving tudent with di abilitie w ll nece ar ly vary ba ed on uden enrollmen ;” yet Coun y aff con nue o expre concern over budge ed co , n d rec con rad c on of he r a ed oberva on. For example, he analy compare he year l pec al educa on budge of SBA o S x R ver Char er School, de cr b ng he la er a “an e tabli hed charter hoo l located within [Nor hern Humboldt Un on School D r c (“[NHUHSD’ [“] boundar e .” Ba ed on the projec ed number of uden erved, SBA had budge ed co of \$7,301 n year one, ncrea ng o \$9,613 n year f ve. S x R ver Char er School, n compar on, budge per uden pend ng of \$8,550 (accord ng o NHUHSD, n a commun ca on o SBA. For h compar on o be mean ngful, HCOE hoo l no be compar ng he opera ng co of a fr -year charter hoo l w h the opera ng co t of an “e tabli hed” charter hoo l. HCOE’ analy i al o notably exclude the fact that the SBA budget exceed he compara ve pend ng of S x R ver Char er School, once he former become an e abl hed charter hoo l.

Coun y aff make a compar on to NHUHSD’ co t to educate a tudent with di abilitie , but al o point out that “many charter hoo l do have lower per-pup l co for pec al educa on,” acknowledg ng h compar on moo .

SBA ha con en ly commi ed o mee ng he need of all pec al educa on uden and ha draf ed budge ba ed on he nforma on curren ly ava lable. A w h all publ c hoo l n Cal forn a, SBA w ll con nue o upda e, rev e, and ref ne co e ma e a hey are ava lable.

Universal Meals Program

The Petition does not reflect implementation of the Universal Meals Program.

HCOE’ concern n h area of he budge regard ng he number of uden rece v ng requ red meal and he rela ed co hereof. However, Coun y aff om i from he r analy he d rec ly correla ed ncrea e n revenue, from boh he Na onal School Lunch Program and he School Breakfa program, wh ch would pay for he add onal meal no ed. Snce he h gher meal coun would be pa d for hrough e abl hed S a e and Federal program s he end ng re ul of a h gher par c pa on n he meal program w ll have no ma eral mpac on SBA’ propo ed budget urplu or re erve balance. HCOE al o acknowledge that “Petitioner did indicate that they n ended o prov de boh breakfa and lunch.”



er Instructional Components

The Petition indicates that the Charter School will offer dual enrollment opportunities at a College of the Redwoods and Humboldt State University. Although Petitioners are not expected to have those programs in place at this time, Petitioners were unable to articulate what steps they would need to take to implement the aspects of the program.

Again, HCOE's finding here is based on a capacity interview where the Petitioners did in fact explain the steps that would be taken to offer dual enrollment and not based on the charter petition, and is therefore an impermissible basis for denial of the charter petition.

When asked, Petitioners did not demonstrate an understanding of the rules and regulations developed by the California Interscholastic Federation ("CIF"), or of how they would implement any CIF sports at their school.

Again, HCOE's finding here is based on a capacity interview where the Petitioners did in fact explain the steps that would be taken to offer sports and not based on the charter petition, and is therefore an impermissible basis for denial of the charter petition.

Demonstrably Unlikely to Successfully Implement

The second purported ground for denial of the charter petition is discussed beginning at page 9 of the Staff Report, addressing the conclusion that "petitioners are demonstrably unlikely to successfully implement the program." The Report cites to an inapplicable SBE regulation regarding the circumstances under which charter school petitioners would be demonstrably unlikely to succeed.

HCOE claims that Petitioners are unfamiliar with the law and contents of the Petition, but only does so by vague reference to the discussion "above." Petitioners cannot identify any location "above" in which they were accused of being unfamiliar with the Petition. The only discussion of being unfamiliar with the "law" was not the law at all, but an assertion that the Petitioners were unfamiliar with the California Interscholastic Federation ("CIF") for how sports would be implemented. The fact that SBA might need to review CIF requirements when applying for recognition of sports, once those sports are identified as of interest to the student body, is not a lawful basis to deny the Petition.

The primary challenges seem to be to SBA's financial plan, and those challenges are discussed in detail below. In addition, Petitioners respond to criticism of their background below.



a c al Pla

Enrollment projections are unrealistic based on the actual student population in the areas SBA would serve and historical data from other local charter schools. This results in over-projection of LCFF funds.

SBA feels confident that the enrollment projections are accurate based on community support. There is growth in the community of Samoa with new housing being added. Families have come to SBA looking for school choice and an immersive CTE program.

Average Daily Attendance (“ADA”) predictions are significantly above local averages for high school. This results in an over-projection of LCFF funds.

Similar to myriad other contradictions contained in the findings, County staff raise concerns over SBA’s budgeted 95% attendance rate, yet note that the proposed rate is only 1.01% higher than statewide averages and “it is not unusual for charter school attendance rates to exceed those of the local school district.” County staff clearly do not believe in the merits of this finding; as such, it is an impermissible basis for denial of the charter petition.

Overestimated special education funding for the first year, combined with underestimation of costs of special education.

The calculation of AB602 State Special Education funds was based on the formula provided by the County Office of Education. The detailed calculation is as follows:

u

<u>Source</u>	<u>Funding Rate</u>	<u>SBA Count</u>	<u>Total</u>
AB602 Augmentation		0	\$ -
Rate per Undup.		24	\$ 54,623
Base rate per ADA		142.50	\$ 14,798
		Total Funding	\$ 69,42
		Federal Portion	\$ 27,264
			\$ 42, 7
		State Rate per ADA	\$ 296

The timing of cash flow is based on the first principal apportionment calculation, divided by 20% for each of the remaining months, a manner consistent with most SELPAs throughout the State.



get for staffing is unrealistic. a

SBA's average teacher salary was based on the NHUHSD certified salary schedule, SBA then added appropriate cost of living increases to arrive at the average starting teacher salary of \$51,500. This is the equivalent of the NHUHSD's BA+30, or 5th step on the salary scale. NHUHSD's current average teacher salary is higher than the average proposed by SBA because the District has a higher average years of experience since it has been in existence. It would be incorrect to assume that a new charter would have the same staffing in its first year of existence. Furthermore, the benefits package offered is consistent with charter schools operating across the State. Based on recent data, only 60% of charter schools participate in STRS, and while SBA will not be participating, the school will be offering (and has budgeted) a 5% match for all employees to a 403b retirement plan, an amount significantly higher than a typical charter school.

There is no budget for food service staff, maintenance/custodial staff, paraprofessional staff, or secretary/Registrar, each of which are contemplated in the Petition.

HCOE notes that the budget does not include food service staff, maintenance/custodial staff, or a Secretary/Registrar. However, the same paragraph also acknowledges that "catering services will be outsourced" (see SBA budget, account 4700). Furthermore, the Charter School will be outsourcing janitorial services (budgeted in account 5502 at \$24,000 in year 1) and the Secretary/Registrar is the only position in account 2400, and is included in all five years of the budget.

Payroll services costs appear low.

County staff note that the payroll service fee is below the HCOE cost to provide service, and offer speculation in this finding. This statement has no bearing on the County Board's consideration of the charter petition appeal. SBA's payroll will be processed by Charter Impact. The amount included in the budget is based on the fee proposed by Charter Impact. This is a clear example of how a charter school can identify service providers and operating costs below those utilized by school districts and county offices of education, which are consistently, and unfairly, used as a benchmark throughout the findings.

Total costs associated with facilities are extraordinarily high, as discussed below.

Please see detailed response immediately following.

Facilities

Under "Concerns regarding Facilities," the findings contend that the cost of the proposed facilities is excessive and that Dan Johnson's advocacy for the proposed Charter School and



consultation with the organizer preclude leading the facility from the Daño Group in the proposal approved. Both H OE options are interrelated and supported.

Purported excessive cost

The County staff's conclusion regarding the cost of the facilities is materially inaccurate and misleading because it compares two facilities that are substantially different from one another. H OE relies on lease estimates issued by Norther United – Humboldt Charter School in comparison. However, in calculating the total per square foot at SBA, the budgeting fails to account for substantial facilities proposed at SBA that Norther United does not appear to offer, such as an athletic field, a gym, a multipurpose training facility. Further, the Norther United curriculum does not include the training to be offered at SBA, which requires specialized equipment; a significant amount of the lease estimate for SBA include the total lease including equipment. By spreading the total cost over only a small portion of the SBA facility and failing to address equipment cost, the budgeting artificially inflates the SBA lease estimate in comparison to two schools with substantially different facilities and equipment included.

To establish that the lease estimates are unreasonable, County staff would have to identify a **comparable** facility meeting SBA's specialized needs in the area in which the Charter School is proposed. The Report does not identify a facility and, to the knowledge of the petitioner, no such facility exists. Thus, the facility must be constructed or materially modified, complying with detailed State requirements for school facilities and protection of students and providing for the needs of the Charter School. The facility also would have to be furnished with the specialized equipment required. The Report makes no effort to establish that a new facility could be constructed and furnished to meet the needs of SBA at a cost anywhere near the cost proposed, let alone a lower cost.

Even if the rental rate could be compared between the two facilities, which, again, it cannot, the rate stated in the budgeting is substantially overstated. Considering the rate in 2025-26, after the ramp-up period Daño proposed before charging full rental rate, a rate of \$624,240 equates to **\$11.00 per square foot** of the entire rented square footage, including the gymnasium.² Even that rate is overstated because it allocated all of the athletic field to square footage, especially assuming that there would be no cost to lease the athletic field.

The rates charged are less than would be expected for leasing a build-to-suit facility, particularly one that must be built at higher cost with State requirements for school building and paying prevailing wages applicable in the market, such as a facility that cannot readily be leased. C

² If it is unclear how County staff reached a rate of over \$30 per square foot. Even if taken into consideration only the square footage of the academy building, the rate would be $\$624,240 \div 33,212 \text{ ft}^2 = \18.80 per square foot. To get to the high rate claimed in the budgeting, the calculation excluded certain facilities commonly included in schools, such as a common space, library, tables, food preparation/dining area, gymnasium, locker, and space for support services.



for a one purpose would be expected to be leased at a annual rate of **no less than 1 %** of the construction costs. In fact, the lease rate likely would be higher for a lease as short as five years included in the proposal, particularly for a lease with a ramp-up period before a going full lease rates. Even at the higher rates proposed (year 5), the lease rate proposed by Danco is only 65% of what would be expected to be lowered, to 6.5% of the anticipated construction costs.

Finally, because SBA has not been approved, SBA cannot have committed, and as a result cannot commit, to construction with Danco to lease the facilities. Certainly, Danco has offered to construct the needed facilities and specified a rental rate on the SBA contract as proposed with a condition that the proposal is approved. However, the governing Board of SBA—if approved—will have to make the final determination as to the facilities to lease. If a one facility is available in the location meeting SBA's needs, the SBA contract will consider such a rental rate facility or else the contract leased premises will both meet the needs of SBA and be appropriately priced.

Purported conflict of interest

The findings conclude that SBA could not lease facilities from Danco because of Mr. Johnson's advice regarding a potential charter school. HCOE is in conflict in its position, and the principle it suggests would impair a public entity's ability to research and obtain necessary community input. If the findings were correct, the public entities could not obtain any input or information from a community member regarding a potential contract without risk of invalidating those contracts. Sales representatives meeting with a public entity to discuss desirable features of a product would preclude the agency purchasing the product. The position in the findings could even preclude a company from receiving a public contract simply because the public entity reviewed information on the company's website or that was published by a company or website in connection with a product or service purchase. However, contrary to the position in the findings, only **contracted** private consultants or a public entity even potentially engage in conflict of interest provisions against the consultant for the former's economic benefit.

Mr. Johnson has also demonstrated his expertise and support for SBA as a member of the community desiring to see SBA come to fruition, and offered Danco's property development services to support SBA's facility needs post-contract approval. Neither Mr. Johnson nor Danco has been hindered or compensated by anyone other than the support, advice, or advocacy for the charter school proposal. It has always been clear from the very outset of Mr. Johnson's relationship with SBA that he was a developer proposing that Danco build and lease facilities for SBA's use if SBA's charter were approved. As a site-based charter school seeking a local representative, it was critical for SBA to identify potential school facilities with a developer before submitting their charter petition, as SBA did. This preliminary legwork to support the merits of SBA's charter petition, and Mr. Johnson's support for SBA as a private citizen and local businessman, cannot raise a Section 1090 issue.

As a result of the matter, Section 1090 cannot possibly be considered relevant until after SBA's charter is approved and Section 1090 is made applicable to contracts approved by SBA.



in forward. Education Code Section 47 04.1(b), making conflict of interest provisions including section 1090 applicable to charter schools, indicates that it applies to charter schools and entities managing a charter school. An “entity managing a charter school” is a nonprofit entity “that operates a charter school.” (Education Code Section 47 04.1(a).) SBA, of course, does not have an approved charter at this time, so it cannot be either a charter school or an entity operating a charter school. As such, the conflict of interest provisions cannot apply to SBA unless and until its application to operate a charter school is approved. Application of Government Code Section 1090 is a prospective question for SBA’s Board only if and when SBA is approved. It is not an appropriate consideration of the application or approval.

Moreover, Section 1090 does not apply to Dan Johnson. Section 1090 prohibits “[m]embers of the Legislature, state, county, district, judicial district, and city officers or employees” from being “financially interested in any contract made by them in their official capacity, or by any body or board of which they are members.” (Emphasis added.) Mr. Johnson is not a member, officer, or employee of any such public entity now. He has not been proposed as a member of SBA’s Board after SBA’s petition is approved. Mr. Johnson will have no “official capacity” of any kind with SBA when SBA’s governing board considers entering into a lease with Danco in the future, and thus Mr. Johnson will be incapable of “making” any contract on behalf of SBA in any “official capacity” for SBA within the scope of Section 1090. SBA’s governing board and employees will have no financial interest in the proposed lease, and will discharge their applicable fiduciary duties to SBA to ensure that entering into the lease is in the best interests of the Charter School. The future consideration of a lease with Danco by SBA’s governing board raises no Section 1090 issue.

HCOE’s conclusions regarding Section 1090 rely on cases holding that consultants and independent contractors *can* be considered “employees” for purposes of Section 1090 in certain circumstances. As the California Supreme Court affirmed, “section 1090 liability extends only to independent contractors who can be said to have been entrusted with ‘transact[ing] on behalf of the Government.’” (*People v. Superior Court (Sahlbe)* (2017) 3 Cal.5th 230, 240) (Citation omitted.) “An individual’s status as an official under [section 1090] turns on the extent to which the person influences an agency’s contracting decisions or otherwise acts in a capacity that demands the public trust.” (*Id.*) (Citation omitted.)

As an example, the Court noted that “a stationery supplier that sells paper to a public entity would ordinarily not be liable under section 1090 if it advised the entity to buy pens from its subsidiary because there is no sense in which the supplier, in advising on the purchase of pens, was transacting on behalf of the government.” (*Id.*) Section 1090 is concerned with a different issue regarding contractors, not present here, namely involving “a contractor who has been **retained or appointed** by a public entity and whose actual duties include engaging in or advising on public contracting is charged with acting on the government’s behalf.” (*Id.*) (emphasis added).

It is thus not enough to invoke Section 1090 that Mr. Johnson “consulted” with SBA’s founders before the Charter School has even been approved—before any public entity existed.



the pre-charter-approval “consulting” could be relevant to Section 1090, Mr. Johnson was never retained to “engage in” or “advise on” SBA’s contracting, or as an agent to negotiate on SBA’s behalf. Mr. Johnson was not “hired” as a consultant by SBA in an employment-like relationship, e.g., pursuant to a contract, exchange or compensation. (*Davis v. Fresno Unified School Dist.* (2015) 237 Cal.App.4th 261, 300-301 [“we join the courts in *Hanover and Hub City* in concluding that, in civil actions, the term ‘employees’ in Government Code section 1090 encompasses consultants hired by the local government.”]) (emphasis added.)

When SBA’s governing board takes up the matter of the facility lease in the future, and SBA is subject to Section 1090, Mr. Johnson will be no more than an officer or a company that is a potential landlord proposing to lease facilities to SBA. He will not be “transacting” on behalf of the Government or have any role in contracting in an official capacity for SBA within the reach of Section 1090 any more than any other proposed landlord would be. The fact that Mr. Johnson gratuitously provided his input to SBA as it was considering whether a charter school was feasible has nothing to do with Section 1090 or prohibitions on conflicts of interest.

Operational Plan – Staffing

Based on recruitment difficulties faced by other CTE programs in the County, SBA will find it difficult, if not impossible, to recruit qualified CTE staff.

While SBA recognizes that recruiting and hiring well-qualified and credentialed CTE instructors will take time, there is no information in the Petition that suggests that SBA would be unable to recruit and hire the necessary instructors to teach students at SBA. SBA has obtained signatures of credentialed teachers who are meaningfully interested in teaching at SBA upon the approval of the charter. (Appendix B.) These teachers expressed interest in teaching at SBA not only because of the compensation that they would receive but because of the unique aspects of the educational program that SBA intends to offer. Similarly, while SBA recognizes that it will take time and effort, the Charter School remains confident that it can recruit and hire like-minded CTE instructors who have a desire to serve the students of our community by bringing their experience and expertise to SBA.

Petitioners personally lack the necessary background in the area of curriculum, instruction, and assessment

SBA’s proposed program relies on careful, well-planned integration of core course content and CTE standards. Petitioners need to personally have the necessary background to ensure successful implementation of that program. With Ms. Scott’s departure, it is not clear that is the case.

Personal disparagement aside, the SBA Board has stated time and again that it will recruit and hire for curriculum, instruction, assessment, and CTE expertise. The Charter School cannot do that until the charter petition is approved. This kind of criticism has been leveled against charter



ool or more than twenty year . It is speculative and not a fact; indeed, it ignores relevant facts. SBA promised to deliver on the educational program described in its charter petition. The County Board has the prerogative to void the Charter School's accountability.

The petition does not contain the number of signatures required

Petitioners chose to submit signatures from four teachers. Those teachers signed a form stating that they were meaningfully interested in teaching at SBA on June 15-18, 2021. Due to the passage of more than six months, COE staff requested, twice, that SBA have the teachers renew their interest in teaching at SBA.

This is a knowingly bad faith finding. HCOE invented a requirement – that petition signatures be re-submitted – with no basis in law, and then fault SBA for not meeting this made-up hurdle. The law requires signature from meaningfully interested persons at the time of the original charter submission. It is undisputed that SBA met this requirement. There is no reason for the Charter School to participate in the County's bad faith attempts to hurt it. A

* * * A

Samoa Beach Academy repeatedly requests that the County Board exercise its independent review and judgment, and take action to approve a five-year charter term. We have documented how each and every County taking this inaction infringes or violates the law; and, denying the charter based on this finding will also violate the law. We urge that this finding be set aside, in favor of the default legal position of charter approval.



looks forward to answering any questions from the County Board, and the opportunity to work in collaboration with the County Board to serve the students of our community. Should you wish to discuss our responses to any of the above findings or require additional information, please do not hesitate to contact me at s.doubled@gmail.com or 707-496-8954.

v

Sincerely,

David Lonn

David Lonn
Lead Petitioner

cc: Michael Davies-Hughes, Interim Superintendent
Coby Mart, Assistant Superintendent
Loretta Eckenrode, Board Vice President
Mary Cott, Board Trustee
Robert Diekmann, Board Trustee
Heather Rucker Heppe, Board Trustee

v

Documentary Record from
Humboldt County Board of Education
Samoa Beach Academy's Response to Staff Findings for Denial

Efren De Rio <ede.rio@danco-group.com>

Fri 2/4/2022 3:22 PM

To: Michael Davies-Hughes <superintendent@HCOE.org>; Corey Weber <CWeber@HCOE.org>

Cc: Natalie Carrigan <NCarrigan@HCOE.org>

 1 attachments (427 KB)

Letter to the County Board re Staff Findings for Denial (4863-6686-0556.v3).pdf;

You don't often get email from ede.rio@danco-group.com. [Learn why this is important](#)

External

Hi Michael and Corey,

Happy Friday. Attached is our response to the Humboldt County Office of Education's findings for denial of the Samoa Beach Academy's charter petition appeal. I just sent this email to the HCOE Board Members as well.

SBA looks forward to answering any questions from the County Board, and the opportunity for collaboration with the County Board to serve the students of our community.

Should you wish to discuss our responses from the attached letter, please do not hesitate to contact me or David Lonn, our Lead Petitioner, at sfdoubled@gmail.com or (707) 496-8954.

Have a great day.

Thank you,

Efren Del Rio
Secretary of the Board
Samoa Beach Academy
Mobile: (408) 722-5433

|

Documentary Record from
Humboldt County Board of Education

Comment on Attachment 6.1

Saulsbury, Aristeia <aristeia.saulsbury@ohum.k12.ca.us>

Wed 2/9/2022 7:12 AM

To: Natalie Carriga <NCarriga@HCOE.org>

You do not often get email from aristeia.saulsbury@ohum.k12.ca.us. [Learn why this is important](#)

External

Dear Members of the Humboldt County Office of Education Board,

I am writing today as a member of the Northern Humboldt Union High School District Board regarding Item 6.1. As you are aware, two versions of this charter petition came before our board in the past year.

I want to start by saying, unequivocally, I believe in the need for CTE and alternative pathways for students to achieve success. I believe charter schools play a unique and important role in the landscape of local education. I also believe the people engaged in the creation of the petition are passionate and caring individuals. That said, having read both the findings and the response to the findings, I remain concerned that this particular project will not benefit students in the way petitioners assert.

You have plenty of information before you to make this decision, so I will not reframe the details. However, I would like to call to attention to the breadth and depth of the research done into the likelihood of success for the petition. It is striking to me that concerns range from the legal to the financial, from the staffing to the facilities, from the enrollment to the quality of services for students and families. The recommendation for denial has not come lightly for any individuals involved.

I believe in the experience, knowledge, and commitment to due diligence of staff who have recommended a denial of the petition. I encourage you to do the same.

Thank you for your time and service,
Aristeia Saulsbury
Trustee, Northern Humboldt Union High School District

--

Aristeia Saulsbury
P.O. Box 2225
McKinleyville, CA 95519
(707)633-8299

Pronouns: she/her

My work is largely conducted on the unceded ancestral and current homeland of the Wiyot Tribe.

****The following material is intended only for use by the individual to which it is addressed and may contain information that is privileged, confidential and/or otherwise exempt from disclosure under applicable law. If the reader of this message is not the intended recipient, any dissemination, n*

Documentary Record from

Humboldt County Board of Education

*distributio or o i g is stri tl rohibited. If re eived i error, lease o ta t se der b
tele ho e.****

Documentary Record from
Humboldt County Board of Education

Hello,

I am writing in support of the Samoa Beach Academy, and it being chartered under the Humboldt County Office of Education. Below are some bullet points of important school attributes that are unique to SBA and that I believe will benefit the County by way of offering an excellent alternative to already-existing public, private and charter schools. The Samoa Beach Academy will be immersive, comprehensive and in-depth within: construction, business, and healthcare. Thank you for your time.

- Small high school: 300 students
- Small class sizes for individual student focus
- Hands-on, in-person, state-of-the-art learning environment
- Ability to move into a living wage job within the trades, whether or not they want to pursue a college education
- Currently 70% of Humboldt County graduates do not obtain a 4-year college degree; this information informs SBA to focus on trade-centric education in high school
- Focus on opportunities most available in Humboldt County: construction, healthcare and business
- The opportunity to build this school in Samoa will not be around for long, we must move quickly to build the school, before some other building gets built in its dedicated location
- Public/private partnership will be a benefit in streamlining support to students
- Career Technical Education (CTE): Kinesthetic learning opportunities (hands on vs book learning)
- Career skills & financial literacy:
 - Internship opportunities in CTE pathway
 - Required courses include financial literacy
- CTE pathways:
 - Residential & commercial construction
 - Patient care – health science & medical technology
 - Business management & business finance
- College and career bound programs:
 - A-G requirements & CTE coursework
 - CTE focus & high school diploma
- Special Education: SBA is committed to serving all students regardless of their abilities. The services required, and will follow the IEP (Individualized Education Program) standard by providing all services required based on individual student need
- Athletics: state of the art indoor gymnasium & football field
- Link to video from SBA Architect: [click here](#)
-

This school resonates with me because, this type of option would have help my son, my daughter and myself we are part of the 70%. Bs and Cs were the grades I earned, college wasn't for me so I started in construction and I loved it. This was something I excelled at and i started to see the parallel with building and trigonometry, before I had no use for trigonometry now I had a book and taught myself what I need to do my job at another level. It took so long to get there, I knew I wasn't going to college when I was a sophomore. SBA would have been a nice option for me.

Thanks

Chuck Barnhart

Natalie Carrigan

From: Melissa Hodgson
Sent: Monday, February 7, 2022 8:36 AM
To: Natalie Carrigan
Cc: Michael Davies-Hughes; Colby Smart; Janice Lourenzo
Subject: FW: Samoa Beach Academy

Good Morning,

This was sent yesterday afternoon and it looks like all the board members received it as well.

I have saved the email into a pdf and saved it into the share drive.

Thank you

From: charlie.jordan1@gmail.com <charlie.jordan1@gmail.com>
Sent: Sunday, February 6, 2022 5:56 PM
To: Thomas McMahon <tmcmahon@HCOE.org>; Loretta Eckenrode <LEckenrode@HCOE.org>; Mary Scott <msscott@HCOE.org>; Robert Siekmann <RSiekmann@HCOE.org>; Sheila E. Rucker Heppe <SRuckerHeppe@HCOE.org>; Melissa Hodgson <MHodgson@HCOE.org>
Subject: Samoa Beach Academy

Some people who received this message don't often get email from charlie.jordan1@gmail.com. [Learn why this is important](#)

External

Dear Humboldt County Office of Education Board Members:

I am writing to support your consideration and approval of the Samoa Beach Academy becoming a charter school under the HCOE.

Our region is growing at a rapid pace. We have several regional projects that will have a great impact. Those include the fish farm, the off shore wind farm, the data hub and Cal Poly Humboldt. Each of these projects are significant on their own. Together, the impact will be difficult to manage. We need to prepare on several fronts. One of the most important is educating our children.

Not all are suited for college. Many of our families are generational hands-on wage earners. In spite of our fish and timber industries becoming lost for the future generations; those families are still here and the new generation is looking for work that allows them to be craftsmen. It is well known that we are suffering from a shortage of blue collar contractors among all of the trades. We also have a sever deficit of healthcare workers. The service industry is already strained from lack of skilled workers. It will only get worse without addressing the situation.

Adding a high school that has a career technical focus while adhering to all of the requirements for a high school including special education, physical education, serving a

diverse population of students, seems to me to be a beneficial and positive step towards providing skilled workers for our communities.

At a minimum, if you are unable to approve the charter at your February 7 meeting; I trust you to offer the Samoa Beach Academy organizers an opportunity to revise their application to meet any requirements you find may need further review.

Thank you for your consideration,

Charlie Jordan

Natalie Carrigan

From: Melissa Hodgson
Sent: Tuesday, February 8, 2022 3:26 PM
To: Natalie Carrigan
Cc: Michael Davies-Hughes; Colby Smart; Janice Lourenzo
Subject: FW: Samoa Beach Academy Support Request

Hi,

Another email of support that was sent to our board. I will put a copy of the email in our share drive.

Thank you

From: davidmenos52@gmail.com <davidmenos52@gmail.com>
Sent: Tuesday, February 8, 2022 2:46 PM
To: Thomas McMahon <tmcmahon@HCOE.org>; Loretta Eckenrode <LEckenrode@HCOE.org>; Mary Scott <msscott@HCOE.org>; rsiekman@hcoe.org; Sheila E. Rocker Heppe <SRockerHeppe@HCOE.org>
Cc: Melissa Hodgson <MHodgson@HCOE.org>; sfdoubled@gmail.com; davidmenos52@gmail.com
Subject: Samoa Beach Academy Support Request

Some people who received this message don't often get email from davidmenos52@gmail.com. [Learn why this is important](#)

External

Good Day HCOE Board Members.

I am writing a letter of support for the upcoming decision regarding the proposed Samoa Beach Academy. I am requesting that you consider the proposal to approve a School Charter under the authorization of the Humboldt County Office of Education.

I worked for the Humboldt Regional Occupational Program for 25 years and believe

I have a unique perspective of what a successful High School education experience should

include. While academic offerings are important, many students are not served well using the one-size-fits-all academic track. Students need choices that better align with their talents and interests.

I had the opportunity to teach Architectural Design classes in the mornings and a Building Trades class in the afternoons (5th – 6th periods) for Northern Humboldt High School District. I had every level of student in my Architectural Design classes, from non-academic types to AP (Advanced Placement) and IB (International Baccalaureate) students. As for the Building Trades class, many of the student population were not able to take the Construction class due to the number of required College Prep courses and a limited number of class electives being left available in each student's schedule. ;

A school that can focus on Career Technical Education outcomes will meet the needs of many of our students that the current school offerings do not accomplish.

This request is not to diminish the wonderful job our High Schools are doing and the education they are providing.

For many of our students, the academic focus is appropriate. For many of our students, it is not. A high percentage of students

are taking their required classes at the college level without any real clarity on what a college degree will help them achieve.

Most (70%) of those High School students choosing the college track will never receive a 4 year Degree.

I believe that we should allow the people and businesses who are willing to put the time, energy and financial resources into this work (SBA) the opportunity to do so. Our students and parents deserve the option to choose the educational/training path that aligns with their children's talents and interests.

Our state and local community are in need of skilled workers. Our students have some amazing work opportunities awaiting them, from Residential and Commercial Construction to Healthcare to Business Careers.

The time to create a Career Technical Education training program has arrived. Our students deserve it. Our community needs it and our future depends on it.

I am hopeful that the Samoa Beach Academy receives your support.

Thank you for your time.

Respectfully,
David Enos

Retired HROP Instructor (1991-2016)

Documentary Record from
Humboldt County Board of Education

Samoa Beach Academy

Jamieson Marx <chanted@pacbell.net>

Wed 2/9/2022 10:38 AM

To: Natalie Carrigan <NCarrigan@HCOE.org>

[You don't often get email from chanted@pacbell.net Learn why this is important at <http://aka.ms/LearnAboutSenderIdentification>]

External

My name is, Jamieson Marx, I have raised eight children in Humboldt County, all attended Humboldt County school District. I cannot attend the Zoom meeting today due to a medical appointment. I am in complete support of this Samoa Beach Academy. I believe this would be an important benefit to our area. I ask that this passes. Thank you for your consideration,
Jamieson Marx

Sent from my iPhone .

77 Sals Street, King Salmon
Eureka, CA, 95503
January 21, 2022

Michael Davis - Hughes
Superintendent Humboldt County Office of Education
261 Myrtle Avenue
Eureka, CA, 95501

re: Sonoma Beach
Academy

Dear Mr. Davis - Hughes

I write to you as a former Board of Education trustee;
seven years service under the able leadership of Gary
Eagles, in support of the proposed Sonoma Beach
Academy -

Humboldt County has long needed the curriculum that
Sonoma Beach Academy will provide in CTE skills as
well as regular academic classes. Students attending
S.B.A. will be provided the practical "hands on" approach
for an immediate use of their skills in our community.
The area business we rely on are anxious for these
younger workers -

Many of the proposed students lack the funding to attend
out of town schools or jobs where they can apprentice
in their chosen fields. Being able to achieve educational and
proficiency advancement while still in Humboldt County

DR - 474

- 2 -

is a distinct advantage for them and their families -
One of our five children would have been a perfect
candidate for the Salmon Beach Academy - we
could have welcomed that option.

Covid has proven to be disastrous for education.
The students we progress to support are no longer top
priority. Politics, funding needs, and unions should
not take preference over students. Our number one
goal should always be the students.

Thank you for hearing my concerns - Please
give serious consideration for providing approval
to the petition for Salmon Beach Academy.

I hope Mr. Davis - Hughes you will share my letter
with the Board of Education -

Sincerely -

Joan H. Stewart

MERCER-FRASER COMPANY
CONTRACTORS & ENGINEERS
Since 1870

February 9, 2022

Humboldt County of Education, Board of Trustees
901 Myrtle Avenue
Eureka, CA 95501

Ref: Samoa Beach Academy

Sub: HCOE Appeal Hearing

Dear Honorable Trustees:

We are writing in support of the proposed Samoa Beach Academy. Mercer-Fraser Company was founded in Eureka in 1870. Within the last 152 years we have depended on skilled trades labor and on the administrative side, project management and environmental management as part of our workforce.

We are a union company and provide approximately 300 skilled trades jobs during the construction season with very favorable living wages, health care, and retirement. We depend on the availability of a skilled workforce to construct our projects.

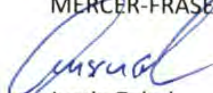
Samoa Beach Academy proposes to provide a comprehensive program and facility that will accommodate an alternative for students to enroll in a school that will provide the unique opportunities to directly learn in skilled trades and with the smaller class sizes, a more individually focused program for the students.

As you know, there has been a significant decline of high school graduates entering the trades, and a major increase in job openings regarding same. Additionally, we are all experiencing retirement of many tradesmen throughout the various trades in the industry. These factors in crease the labor shortage crisis., which in turn, has a great adverse effect on our State and Country's economic growth.

I liken this proposed program as a type of pre apprenticeship as it relates to our industry. For many, college is not their thing; it wasn't for me. Educators and administrators need to support trade school alternatives. The proposed Samoa Beach Academy will offer a substantial choice and opportunity to our local students.

We are encouraging the approval of the Samoa Beach Academy.

Sincerely,
MERCER-FRASER COMPANY



Justin Zabel
President

JZ:wp

Melissa Hodgson

From: Mary Keehn <marykeehncg@gmail.com>
Sent: Tuesday, February 1, 2022 3:35 PM
Cc: Melissa Hodgson
Subject: Samoa Beach Academy

You don't often get email from marykeehncg@gmail.com. [Learn why this is important](#)

External

I am writing in support of the Samoa Beach Academy, and it being chartered under the Humboldt County Office of Education. Below are some bullet points of important school attributes that are unique to SBA and that I believe will benefit the County by way of offering an excellent alternative to already-existing public, private and charter schools.

There are many students in our region who would benefit from Samoa Beach Academy with its immersive, educational opportunities within the construction, business, and healthcare.

There is also much need for employees in these field in our communities and around the country.

I personally have a granddaughter who would benefit and two grown grandchildren who would have benefited greatly had there been a similar opportunity for them.

- Small high school: 300 students
- Small class sizes for individual student focus
- Hands-on, in-person, state-of-the-art learning environment
- Ability to move into a living wage job within the trades, whether or not they want to pursue a college education
- Currently 70% of Humboldt County graduates do not obtain a 4-year college degree; this information informs SBA to focus on trade-centric education in high school
- Focus on opportunities most available in Humboldt County: construction, healthcare and business
- The opportunity to build this school in Samoa will not be around for long, we must move quickly to build the school, before some other building gets built in its dedicated location
- Public/private partnership will be a benefit in streamlining support to students
- Career Technical Education (CTE): Kinesthetic learning opportunities (hands on vs book learning)
- Career skills & financial literacy:
 - Internship opportunities in CTE pathway
 - Required courses include financial literacy
- CTE pathways:
 - Residential & commercial construction
 - Patient care – health science & medical technology
 - Business management & business finance
- College and career bound programs:
 - A-G requirements & CTE coursework
 - CTE focus & high school diploma
- Special Education: SBA is committed to serving all students regardless of their abilities. The services required, and will follow the IEP (Individualized Education Program) standard by providing all services required based on individual student need

Best,
Mary Keehn

Mary Keehn | Founder
Cypress Grove

Natalie Carrigan

From: Melissa Hodgson
Sent: Monday, February 7, 2022 3:34 PM
To: Natalie Carrigan
Cc: Michael Davies-Hughes; Colby Smart; Janice Lourenzo
Subject: FW: Samoa Beach Academy

Good Afternoon,

Please see additional email received today.

Thank you

From: Mike O'Hern <kellyohern@sbcglobal.net>
Sent: Monday, February 7, 2022 3:24 PM
To: Thomas McMahon <tmcmahon@HCOE.org>; Loretta Eckenrode <LEckenrode@HCOE.org>; Mary Scott <msscott@HCOE.org>; Sheila E. Rocker Heppe <SRockerHeppe@HCOE.org>; Melissa Hodgson <MHodgson@HCOE.org>; Robert Siekmann <RSiekmann@HCOE.org>
Subject: Samoa Beach Academy

You don't often get email from kellyohern@sbcglobal.net. [Learn why this is important](#)

External

Dear Board Members:

This email is sent to voice my support for career technical education (CTE). It is my understanding that the Samoa Beach Academy has received a recommendation for denial. I urge the Board to instruct staff to take a fresh look at the proposal and work with the applicant to come up with modifications that will allow this proposal to be approved.

CTE is currently needed by students, which can be easily proven by the number of "help wanted" signs on businesses which employ technically trained individuals.

Please help students and residents of Humboldt County who need their services by supporting CTE.

Thank you.

Michael J. O'Hern

Kelly-O'Hern Associates Land Surveyors

Natalie Carrigan

From: Michael Davies-Hughes
Sent: Wednesday, February 9, 2022 2:39 PM
To: Natalie Carrigan
Subject: Fw: Somoa Beach academy

This email is being forwarded to all Trustees.

Michael Davies-Hughes
Superintendent of Schools

Humboldt County Office of Education | 901 Myrtle Avenue | Eureka, CA 95501
superintendent@hcoe.org

From: Rob McBeth <rmcbeth@omindustries.com>
Sent: Wednesday, February 9, 2022 9:37 AM
To: Mary Scott <msscott@HCOE.org>; Melissa Hodgson <MHodgson@HCOE.org>
Subject: FW: Somoa Beach academy

Some people who received this message don't often get email from rmcbeth@omindustries.com. [Learn why this is important](#)

External

Board members

I am writing to offer my full support for the proposed Samoa Beach Academy. As a business owner in the Steel fabrication and mechanical industry, I see firsthand the lack of trades people and the lack of training opportunities. In addition to the need for this type of program, the Principals behind the academy have a proven track record of getting things done. To me it appears that the decisions so far have been based on how to keep this from happening instead of how can we get this done. I urge you to support this project and provide some real additional learning pathways for our youth which will be a great opportunity for our local students. please don't pass up this wonderful opportunity.

Rob McBeth | O&M Industries
5901 Ericson Way | Arcata, CA 95521
Phone: 707-822-8800 | E-mail rmcbeth@omindustries.com



February 3, 2022

To: Humboldt County Office of Education Board
901 Myrtle Avenue
Eureka, CA 95501

From: Sean Campbell
2193 Grace Avenue
McKinleyville, CA 95519

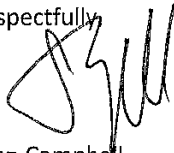
Dear Humboldt County Office of Education Board of Directors,

I write this letter in support of the Samoa Beach Academy (SBA) and request your support in approving this charter. In my opinion, a trades school, such as the proposed SBA, is needed in Humboldt County. Career Technical Education is lacking since the Humboldt Regional Occupation Program (HROP) was discontinued and the SBA could provide a lot of students the opportunity to learn special skills and knowledge that are not available in most public schools.

I have been in the Fire Service for over 31 years, and we used to run the County Fire Academy through HROP. During those years, we taught a lot of Humboldt County citizens to be firefighters with no prior experience. This provided benefit to every community in Humboldt County. We have seen a significant decline in the skills and knowledge of new firefighters, and I believe a huge part of that decline is lack of exposure to life skills such as those that would be offered at the SBA. Skills and knowledge in construction play a major role in a firefighter's day to day work. Healthcare and medical technology also play a significant role in a firefighter's daily operation.

I ask for your support in approving the SBA Charter and continue to keep Humboldt County in front on education. Please provide this opportunity to our youth and help make this dream a success.

Respectfully,



Sean Campbell

Dear Trustee Thom McMahon:

We are writing on behalf of a coalition of Humboldt County teachers, classified staff, parents, unions and community members concerned about the Samoa Beach Academy petition and the impacts it will have for Humboldt County students. We are writing to request a meeting to discuss our concerns.

We are concerned that the opening of this charter school would have serious negative impacts for students and CTE programs in multiple Humboldt County districts as a result of cuts to programs, services and staff. We believe that if the HCOE Board approves this charter school, it will be a grave error for Humboldt County students. In addition, we are concerned that the charter school will not be successful for the students it is proposing to serve for a number of reasons, including:

- The CTE program is unlikely to be successful and presents an unsound educational program;
- The petition does not delineate a clear understanding of the needs of and obligations to students with disabilities;
- The budget described in the petition is not viable;
- The petitioners are unlikely to recruit qualified teachers.

We would appreciate an opportunity to discuss our concerns with you in the next two weeks. Members of our coalition are available to meet you at any of the following times via Zoom, please let Stephanie Hampton and Tiffany Bullman know which time you are available at shampton@nohum.k12.ca.us and tbullman@nohum.k12.ca.us:

- Thursday 1/27/22 anytime between 10:30 - 12:30
- Thursday 1/27/22 anytime after 6 pm
- Tuesday 2/1/22 anytime between 10:30 - 12:30

Thank you for your time and prompt attention to this matter. We look forward to your response.

Sincerely,

Tiffany Bullman

Tiffany Bullman Nohum CTA President

Stephanie Hampton

Stephanie Hampton Nohum CSEA President

County Superintendent of Schools

Michael Davies-Hughes

Humboldt County Board of Education

Loretta Eckenrode Thom McMahon Sheila Rocker Heppe
Mary Scott Robert Siekmann

February 9, 2022

3:00 PM

901 Myrtle Avenue – Eureka, CA 95501

Join Zoom Meeting

<https://zoom.us/j/92174015755?pwd=S3dMenRJK0VWeFpWTXdQRWZESTY4QT09>

AGENDA

1.0 CALL TO ORDER/WELCOME/FLAG SALUTE

2.0 ADJUSTMENT OF THE AGENDA

3.0 PUBLIC COMMENTS

Members of the public may address the board on non-agenda items at this time.

4.0 CONSENT AGENDA

The Board is asked to receive/approve these routine items.

- (4.1) Approve Minutes—January 12, 2022 and January 14, 2022 (Special Meeting)
- (4.2) Approve Monthly Remuneration
- (4.3) Adopt Resolution #2022-03: A Resolution of the Humboldt County Board of Education Proclaiming a Local Emergency, Ratifying the Proclamation of a State Emergency by Governor Newsom, dated March 4, 2020, and Authorizing Remote Teleconference
- (4.4) Adopt Proclamation in Support of Youth Art Month
- (4.5) Adopt 2021-2022 School Accountability Report Cards (SARC) for HCOE Court and Community Schools and Glen Paul School

5.0 PUBLIC HEARING – SAMOA BEACH ACADEMY CHARTER PETITION

Samoa Beach Academy Charter Petition Review and Recommendation (HCOE and Samoa Beach Academy Charter petitioners will have 15 minutes each to present)

6.0 ACTION ITEMS

The Board is asked to receive/discuss/take action on the following items.

- (6.1) Samoa Beach Academy Charter Petition – Approve or Deny
- (6.2) Approve 2022 Summer School Dates
- (6.3) Receive and Accept the 2020-2021 Annual Audit Report
- (6.4) Intent to Apply Transitional Kindergarten Teacher Residency Capacity Grant
- (6.5) Accept Native American Studies Model Funding

Humboldt County Board of Education
February 9, 2022
Page 2 of 2

7.0 INFORMATION/ACTION ITEMS

The Board is asked to receive/discuss; however, the Board may decide to take action at their discretion.

- (7.1) Discussion on Returning to In-Person Meetings
- (7.2) Superintendent's Report
 - (7.3.1) Update on the Hiring of the SELPA Director
- (7.4) Draft 2022-23 Calendar
- (7.5) LCAP Supplemental Annual Update
- (7.6) A – G Completion Grant
- (7.7) Trustee Boundary Areas for Humboldt County Board of Education based on 2020 Census Analysis
- (7.8) Set Date for Special Meeting Regarding Action on Trustee Boundary Areas

11.0 BOARD MEMBER ANNOUNCEMENTS/COMMENTS/REPORTS

12.0 ADJOURNMENT

NOTICE: Any writing, not exempt from public disclosure, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the Superintendent's Office, 901 Myrtle Avenue, Eureka CA 95501, 707 445-7030. Individuals requiring disability-related accommodations or modifications, or language interpretation or translation of any or all the board packet, in order to participate in the Board meeting should contact the Superintendent of Schools Office no later than 24- hours prior to the meeting - by phone (707) 445-7030; e-mail: ncarrigan@hcoe.org; or mail: 901 Myrtle Avenue, Eureka, CA 95501.

PLEASE POST: 01/28/2022 through 02/09/2022

**NOTICE OF PUBLIC HEARING
SAMOA BEACH ACADEMY PETITION**

Be advised that on February 9, 2022, the HUMBOLDT COUNTY BOARD OF EDUCATION will hold a public hearing regarding the Samoa Beach Academy Petition. The hearing will be held during the regular meeting in the Sequoia Conference Center (B), 901 Myrtle Ave., Eureka, CA 95501 at 3:00 p.m. Parents, teachers, and community members are encouraged to participate in-person or via Zoom. Materials are available, [Board of Education – Agendas & Minutes | Humboldt County Office of Education \(hcoe.org\)](#).

Join Zoom Meeting

<https://zoom.us/j/92174015755?pwd=S3dMenRJK0VWeFpWTXdQRWZESTY4QT09>

Meeting ID: 921 7401 5755

Passcode: 160858

Humboldt County Board of Education
Michael Davies-Hughes, Secretary



Petition for Establishment of Samoa Beach Academy

Petition for Establishment of Samoa Beach Academy

Staff Findings and Recommendation



Petition for Establishment of Samoa Beach Academy

Background

- October 13, 2021 - Petition submitted for appeal after denial from the Northern Humboldt Union High School District (NHUSD)
- December 6, 2021 - Ms. Catherine Scott withdrew as lead petitioner replaced by Mr. Dave Lonn
- December 14, 2021 – HCOE Board held a public hearing. Petitioners presented and members of the public provided comment
- December-January – HCOE staff reviewed petition.
- Superintendent of Schools submitted findings and recommendation to the board



Samoa Beach Academy

Review Process

- Legislative Intent: Charter schools should be encouraged, provided they satisfy requirements
- HCOE staff reviewed the petition on its merits and sought clarity from petitioners.
- 17 staff members conducted a thorough and strengths-based review.



Petition for Establishment of Samoa Beach Academy

Legal and Factual Findings

The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(Education Code Section 47605(c)(1))

The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(Education Code Section 47605(c)(2))

The petition does not contain the number of signatures required by Education Code Section 47605(a).



Petition for Establishment of Samoa Beach Academy

The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(Education Code Section 47605(c)(1))

Concerns:

- CTE Course Integration
- Chosen CTE pathways
- Student Supports
- Universal Meals Program
- Other Instructional Components



Petition for Establishment of Samoa Beach Academy

The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Education Code Section 47605(c)(2))

Concerns Regarding Financial Plan

- Enrollment Projections
- ADA predictions above local averages but does not reference supports resulting in increased attendance (e.g. transportation)



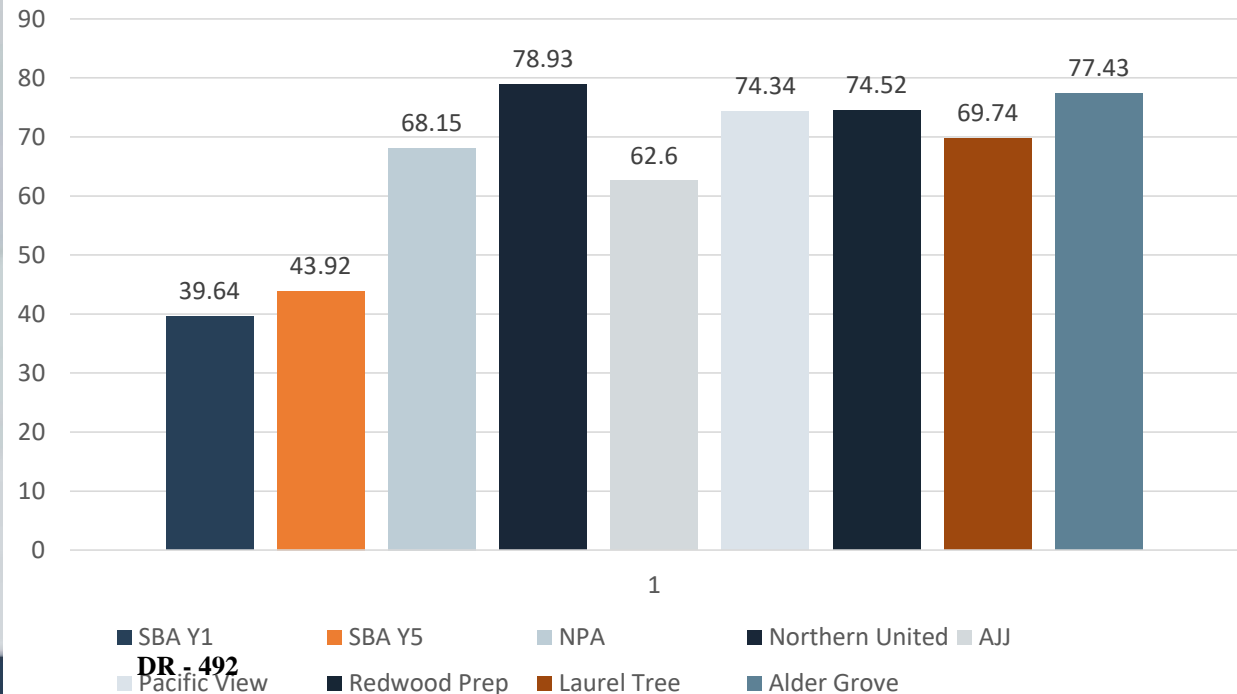
Petition for Establishment of Samoa Beach Academy

The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Education Code Section 47605(c)(2))

Concerns:

- Facilities
- Operational Plan – *staffing*
- Petitioners lack the necessary background
- Unrealistic Budget for Staffing
(see graph to the right for a comparison of staffing costs from other local charter schools)

Charter School Staffing Expenditure Comparison as percentage of budget



DR - 492
■ SBA Y1 ■ SBA Y5 ■ NPA ■ Northern United ■ AJJ
■ Pacific View ■ Redwood Prep ■ Laurel Tree ■ Alder Grove



Petition for Establishment of Samoa Beach Academy

The Petition does not contain the number of signatures required by section 47605(a)

- Section 47605(a)
- Petitioners chose to submit signatures from four teachers
- HCOE staff requested, in alignment with Ed Code 47605(k)(1)(A), for an updated list of meaningfully interested teachers due to the passage of time.
- SBA did not provide an updated list. However, they did invite us to reach out to those on the list which staff did.
- Of the 3 signatories contacted, 1 was not properly credentialed

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 Jun 15, 2021
Catherine Scott (Jun 15, 2021 10:25 PDT)
Name Signature Date

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
Todd Curry	<u>Todd Curry</u> Todd Curry (Jun 17, 2021 10:12 PDT)	Jun 17, 2021	Professional Credential, High School Mathematics (K-12) (California) (High)	707-845-3135
Bradley S Johnson	<u>Bradley S Johnson</u> Bradley (Jun 18, 2021 10:57 PDT)	Jun 18, 2021	Building Trades and Construction, Transportation	707-407-811
Sasha Lyth	<u>Sasha Lyth</u> Sasha Lyth (Jun 15, 2021 10:08 PDT)	Jun 15, 2021	Single Subject - Art	707-499-6227
✓ Scott Coss	<u>Scott Coss</u> Scott Coss (Jun 16, 2021 1:57 PDT)	Jun 16, 2021	NM Secondary Mathematics w/CA reciprocity	928-699-1107



Petition for Establishment of Samoa Beach Academy

Staff Recommendation

HCOE staff recommend the Board of Education adopt these findings as their own and deny the Petition.



YOUNG, MINNEY & CORR, LLP



THE CHARTER LAW FIRM

DR - 495



















YOUNG, MINNEY & CORR, LLP

916.646.1400 ■ INFO@MYCHARTERLAW.COM ■ WWW.MYCHARTERLAW.COM



SACRAMENTO OFFICE:

655 UNIVERSITY AVENUE
SUITE 150
SACRAMENTO, CA 95825

LOS ANGELES OFFICE:

5200 LANKERSHIM BLVD.
SUITE 370
NORTH HOLLYWOOD, CA 91601

SAN DIEGO OFFICE:

591 CAMINO DE LA REINA
SUITE 910
SAN DIEGO, CA 92108

WALNUT CREEK OFFICE:

500 YGNACIO VALLEY ROAD
SUITE 190
WALNUT CREEK, CA 94596

DR - 504

Unofficial until approved

Humboldt County Board of Education
901 Myrtle Avenue – Eureka, CA 95501
Sequoia B

February 9, 2022
3:00 PM
Minutes

1.0 **CALL TO ORDER/WELCOME/FLAG SALUTE**

President McMahon called the meeting of the Humboldt County Board of Education to order at 3:01 PM with a quorum present.

PRESENT: Thom McMahon, Loretta Eckenrode, Sheila Rocker Heppe,
Robert Siekmann

ABSENT: None

STAFF PRESENT: Michael Davies-Hughes, Colby Smart, Corey Weber, Jenny
Bowen, Katie Cavanagh, Natalie Carrigan, Melissa Hodgson,
Felicia Doherty, Leah Lamattina, Tanya Trump

2.0 **ADJUSTMENT OF THE AGENDA**

There were no adjustments to the agenda.

3.0 **PUBLIC COMMENTS**

There was no public comment on non-agenda items.

4.0 **CONSENT AGENDA**

The Board was asked to receive/approve routine items.

It was moved/seconded by Scott/Siekmann to approve the Consent Agenda. The motion carried with the following roll call vote:

AYES: Scott, Eckenrode, McMahon, Rocker Heppe, Siekmann

NOES: None

ABSTAIN: None

ABSENT: None

Action was taken on the following consent items:

(4.1) Approve Minutes – January 12, 2002 and January 14, 2022 (Special Meeting)

(4.2) Approve Monthly Remuneration

(4.3) Adopt Resolution #2022-03: A Resolution of the Humboldt County Board of Education Proclaiming a Local Emergency, Ratifying the Proclamation of a State

Unofficial until approved

of Emergency by Governor Newsom, dated March 4, 2020, and Authorizing remote Teleconference

- (4.4) Adopt Proclamation in Support of Youth Art Month
- (4.5) Adopt 2021-2022 School Accountability Report Card (SARC) for HCOE Court and Community Schools and Glen Paul School

5.0 **PUBLIC HEARING – SAMOA BEACH ACADEMY CHARTER PETITION**

The Board heard public comment regarding the Samoa Beach Academy Charter Petition. Public comment lasted from 3:05 p.m. to 4:00 p.m.

HCOE staff presented its findings. Assistant Superintendent Smart thanked the Samoa Beach Academy petitioners and stated the findings from the review were not a reflection of the importance of CTE. Smart further shared that CTE is vital and provides opportunities to all students. Jennifer Nix of School and College Legal Services was available to answer questions regarding the legal standing of HCOE's findings. Nix clarified the cost of the facilities was based on square footage information listed in appendix K of the petition, not the numbers that were shared in public comment. Nix drew attention to concerns about misuse of public funds and conflicts of interest. Nix discovered an actual conflict of interest in preparing for this meeting, stating the current Danco Vice-President of Marketing serves on the Board of the Samoa Beach Academy, meaning the Board could not enter a lease agreement with Danco. Furthermore, the petitioner's response to HCOE's findings came from a Danco employee using a Danco email address. The Board asked questions of HCOE staff regarding signatures on the petition and staff's concerns regarding same. Presentation lasted from 4:00 p.m. to 4:22 p.m.

Samoa Beach Academy provided a response. Dave Lonn, lead petitioner for the Samoa Beach Academy introduced Janelle Ruley of The Charter Law Firm. Ruley shared a presentation with the Board. Ruley shared that charter schools are to be encouraged and that law favors charter approval. She expressed that the increase in focus around CTE in Humboldt County was an exciting result of the petition. Ruley further stated that HCOE's findings were speculation and not factual and the Board must approve the petition without factual findings. Ruley responded to the concerns raised by HCOE in its findings, including stating that the proposed lease amount was reasonable based on the proposed facilities and location. Ruley does not believe a conflict of interest exists with regard to leasing facilities from Danco because Government Code section 1090 does not apply until the charter is granted and because no Danco staff was hired and paid as a consultant for SBA. Nix told the Board they could give petitioners extra time if needed to answer questions. The Board asked questions of petitioners regarding participation in STRS, poverty rate of students, age of students and transportation, and special education status. Presentation lasted from 4:22 p.m. to 4:57 p.m.

Board Recess 4:57 - 5:06

6.0 **ACTION ITEMS**

- (6.1) Samoa Beach Academy Charter Petition – Approve or Deny

2

Humboldt County Board of Education

February 9, 2022

Unofficial until approved

Superintendent Davies-Hughes expressed appreciation to SBA petitioners for the way they interacted with HCOE staff during the review process. Davies-Hughes further shared that the recommendation of staff did not discredit the importance of CTE or charter schools, but was based on significant concerns with the petition. Davies-Hughes encouraged the Board to adopt HCOE's findings and deny the petition.

President McMahon stated he is a supporter of CTE and charter schools in general, noting the importance of each in the community, however he had concerns regarding speculation around the budget, enrollment, and attendance of students. Trustee Eckenrode shared that she is supportive of CTE and charter schools. Trustee Scott shared that she would not base her decision on speculation of failure of the charter and felt that decisions were based on dollars and cents, rather than the best interest of students. Trustee Rucker Heppie expressed appreciation for the work that went into the petition and the response, but further stated that she could not get past the financial concerns. Trustee Eckenrode expressed concerns with the fiscal portions of the petition. Trustee Scott shared concerns that finances have become how decisions are made in schools, the charter is lucky to have someone building them a building, and stated that she is in support of the charter. President McMahon shared that the facility is only being rented to the charter school. Trustee Scott noted that the facility would be built to the charter's specification. President McMahon raised concerns regarding HSU's low enrollment in its teacher prep program and staffing issues across the county related to special education staff and substitute teachers, and stated that budget and staffing are his two biggest concerns. Trustee Siekmann stated that the petition shows a clear need for this type of education, but that concerns about staffing finances, and other specifics of the proposal exist.

It was moved/seconded by Rucker Heppie/Eckenrode to deny the Samoa Beach Academy Charter petition based on the concerns presented by the staff. The motion carried with the following roll call vote:

AYES: Eckenrode, McMahon, Rucker Heppie, Siekmann
NOES: Scott
ABSTAIN: None
ABSENT: None

Legal-counsel informed the Board that the action must be documented in writing. President McMahon read from Adoption of Resolution #2022-005 – A Resolution of the Humboldt County Board of Education Denying Petition to Form the Samoa Beach Academy.

It was moved/seconded by Eckenrode/Siekmann to adopt Resolution #2022-05. The motion carried with the following roll call vote:

AYES: Eckenrode, McMahon, Rucker Heppie, Siekmann
NOES: Scott
ABSTAIN: None
ABSENT: None

Unofficial until approved

(6.2) Approve 2022 Summer School Dates

It was moved/seconded by Scott/Rocker Heppe to approve the 2022 Summer School dates. The motion carried with the following roll call vote:

AYES: Scott, Eckenrode, McMahon, Rocker Heppe, Siekmann
NOES: None
ABSTAIN: None
ABSENT: None

(6.3) Receive and Accept the 2020-2021 Annual Audit Report

Shilo Gorospe of Eide Bailey presented to the Board and shared clean financial reports with no findings.

Assistant Superintendent Weber expressed appreciation for his staff and the great work they do on a daily basis.

It was moved/seconded by Scott/Siekmann to receive and accept the 2020-2021 Annual Audit Report. The motion carried with the following roll call vote:

AYES: Scott, Eckenrode, McMahon, Rocker Heppe, Siekmann
NOES: None
ABSTAIN: None
ABSENT: None

(6.4) Intent to Apply Transitional Kindergarten Teacher Residency Capacity Grant

Assistant Superintendent Smart shared by 2025 all school districts will be required to offer Universal Transitional Kindergarten (UTK). A gap exists in the development of qualified teachers to fulfill this requirement. Smart stated the grant would fund a certificate program through Cal Poly Humboldt, paying for 24 Early Childhood Education (ECE) units and additional support for up to 30 teachers.

Rocker Heppe expressed she would abstain from the vote as she served on a committee related to UTK at Cal Poly Humboldt.

It was moved/seconded by Eckenrode/Scott to approve the intent to apply for the Transitional Kindergarten Teacher Residency Capacity Grant. The motion carried with the following roll call vote:

AYES: Scott, Eckenrode, McMahon, Siekmann
NOES: None
ABSTAIN: Rocker Heppe
ABSENT: None

(6.5) Accept Native American Studies Model Funding

Unofficial until approved

Assistant Superintendent Smart announced that HCOE and San Diego County Office of Education were selected by CDE to create a model curriculum for the state. The funds will be shared between the two COEs

It was moved/seconded by Siekmann/Eckenrode to accept the Native American Studies Model Funding. The motion carried with the following roll call vote:

AYES: Scott, Eckenrode, McMahon, Rocker Heppe, Siekmann
NOES: None
ABSENT: None
ABSTAIN: None

7.0 **INFORMATION/ACTION ITEMS**

(7.1) Discussion on Returning to In-Person Meetings
President McMahon stated he would be fine returning to in-person meetings, while Trustee Scott suggested it be an HCOE decision. Trustee Eckenrode asked for clarification around moving back to hybrid meetings if COVID case counts increased. It was confirmed that the Board could adopt a resolution for hybrid meetings allowing for both in-person and Zoom attendance. Trustee Siekmann wanted the option for Zoom in case it was needed.

(7.2) Superintendent's Report
(7.3.1) Update on the Hiring of the SELPA Director - Superintendent Davies-Hughes announced that Heather Quigley Cook, Interim SELPA Director, was hired as the permanent SELPA Director

Davies-Hughes acknowledged the incredible work of Melissa Hodgson and shared that her last day with HCOE is February 15.

Davies-Hughes confirmed that schools will continue to require masking in school settings and that Cabinet would discuss how to move forward with masking for HCOE staff not working directly with students or on school sites.

(7.4) Draft 2022-23 Calendar

The Board was presented with two options for the 2022-2023 school year calendar. The Board will be asked to take action on approval of a calendar at the next meeting, March 9, 2022.

(7.5) LCAP Supplemental Annual Update

Felicia Doherty, Principal Court and Community Schools, shared a presentation with the Board, inviting both Leah Lamattina of Homeless and Foster Youth, and Tanya Trump of Career and College Readiness to the podium. Their highlights

Unofficial until approved

included an expected 40 students graduating in 2022 as well as a decrease in suspension rates and an increase in CTE offerings.

(7.6) A – G Completion Grant

Doherty shared Court and Community Schools will be eligible to apply for the A – G Completion grant and more information will be available during future Board meetings.

(7.7) Trustee Boundary Areas for Humboldt County Board of Education based on 2020 Census Analysis

Superintendent Davies-Hughes explained that every 10 years following the Census the Board will take action on trustee area boundaries working with a demographer. Colette Metz from Plan West Partners shared a presentation to the Board on boundary areas. Metz explained that the HCOE Board historically follows the same boundary areas as the Humboldt County Board of Supervisors and that the Board of Supervisors made no changes to their trustee areas.

(7.8) Set Date for Special Meeting Regarding Action on Trustee Boundary Areas

The Board scheduled a Special Meeting February 14, 2022 at 3:00 PM to approve the Trustee Boundary Areas for Humboldt County Board of Education based on 2020 Census Analysis.

11.0 BOARD MEMBER ANNOUNCEMENTS/COMMENTS/REPORTS

President McMahon expressed appreciation for Colby Smart and the team that worked on the SBA petition as well as Katie Cavanagh for her role in establishing a vaccination clinic at HCOE.

Trustee Rocker Heppe acknowledged the presentation to the community regarding SBA charter.

12.0 ADJOURNMENT

President McMahon adjourned the meeting at 6:31 PM.

Respectfully Submitted,



Michael Davies-Hughes, Superintendent of Schools

MDH:nc

6

Humboldt County Board of Education

February 9, 2022

Unofficial until approved

RESOLUTION # 2022-05

**A RESOLUTION OF THE HUMBOLDT COUNTY BOARD OF EDUCATION
DENYING PETITION TO FORM THE SAMOA BEACH ACADEMY**

WHEREAS, by enacting the Charter Schools Act (Educ. Code §§ 47600 *et seq.*), the Legislature has declared its intent to provide opportunities to teachers, parents, pupils, and existing members to establish and maintain schools that operate independently from the existing school district structure for the purposes specified therein;

WHEREAS, the Legislature has declared its intent that charter schools are and should become an integral part of the California educational system and the establishment of charter schools should be encouraged, and that charter schools are part of and under the jurisdiction of the Public School System and the exclusive control of the officers of the public schools;

WHEREAS, although charter schools are exempt from many of the laws governing school districts, in return for that flexibility, they are accountable for complying with the terms of their charters and applicable law;

WHEREAS, a successful charter petition must contain reasonably comprehensive descriptions of the criteria set forth in Education Code § 47605(c)(5)(A)-(O), as well as the affirmations and other requirements set forth in Education Code § 47605;

WHEREAS, a governing board may deny a petition to form a charter school if it makes written findings to support any of the eight criteria found in subdivision (c) of Education Code § 47605(c);

WHEREAS, on October 13, 2021, the Humboldt County Board of Education received a Petition to form the Samoa Beach Academy (“Charter School”) via an appeal of the decision of the Northern Humboldt Union High School District to deny the Charter School’s petition;

WHEREAS, the Charter School agreed to a 30-day extension of required timelines, which the Board of Education approved on November 10, 2021;

WHEREAS, in compliance with Education Code § 47605(b), the Board of Education held a public hearing on December 14, 2021, to determine the level of support for the Petition; and

WHEREAS, in compliance with Education Code § 47605(b), the Board of Education is obligated to take action to grant or deny the Petition within 120 days of its submission.

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by the Humboldt County Board of Education that the Petition to form the Samoa Beach Academy is hereby DENIED on the following grounds:

1. The Charter School presents an unsound educational program for the pupils to be enrolled in the Charter School (Educ. Code § 47605(c)(1));
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition (Educ. Code § 47605(c)(2)); and

3. The petition does not contain the number of required signatures (Educ. Code § 47605(c)(3)).

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by the Humboldt County Board of Education that the Board hereby adopts in support of its denial the January 24, 2022, "Findings and Recommendations Regarding Samoa Beach Academy, a Petition for a Charter School," provided by District staff to the Charter School on January 24, 2022, and provided to the Board at its February 9, 2022, Board Meeting.

PASSED AND ADOPTED on February 9, 2022, by the Humboldt County Board of Education by the following vote:

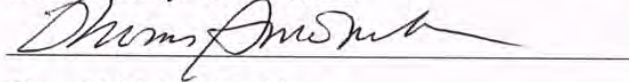
AYES: Eckenrode, McMahon, Rucker Heppe, Siekmann

NOES: Scott

ABSTENTIONS: None

ABSENCES: None

I declare under penalty of perjury that the following resolution was duly passed and adopted on the date and by the vote stated.



Thom McMahon, President

HUMBOLDT COUNTY BOARD OF EDUCATION

Re: Signe Re tition

Double D <sfdoubled@gmail.com

Fri 2/11/2022 11:49 AM

To: Natalie Carrigan <NCarrigan@HCOE.org

External

Received, thank you. >

On Fri, Feb 11, 2022, 11:22 AM Natalie Carrigan <NCarrigan@hcoe.org> wrote:

Good morning Dave,

Attached please find signed Resolution #2022-05, A Resolution of the Humboldt County Board of Education Denying Petition to From the Samoa Beach Academy. The Board took action to adopt this resolution during the February 9, 2022 meeting.

Sincerely,

Natalie Carrigan

Administrative Assistant to the Superintendent

Office of the Superintendent

Humboldt County Office of Education | 901 Myrtle Avenue | Eureka, CA 95501

ncarrigan@hcoe.org | (707) 445-7000 | (707) 445-7143 Fax >

District Resolution Denying Petition

DocuSign Envelope ID: 09D701DF-C2A8-4ADF-B858-C9BA6BD458FB

RESOLUTION #5/2021-22 AND WRITTEN FINDINGS OF THE NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT TO DENY THE PETITION FOR A PROPOSED CHARTER SCHOOL BY SAMOA BEACH ACADEMY

WHEREAS, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended and codified in Education Code section 47600 et seq., and the implementing regulations of Title 5 of the California Code of Regulations (5 C.C.R. § 11960 et seq.); and

WHEREAS, Samoa Beach Academy ("SBA") submitted a charter petition ("Petition") to the Northern Humboldt Union High School District ("District") on or around November 6, 2020, which was subsequently withdrawn prior to any vote by the District's Governing Board; and

WHEREAS, Petitioners submitted a second petition ("Petition II") to the District on June 18, 2021; and

WHEREAS, the Governing Board heard Petitioners' presentation about the proposed charter school, SBA, at a public hearing held on August 10, 2021, within the requirements set forth in the Education Code; and

WHEREAS, the purpose of the August 10, 2021 public hearing was to consider the level of support for the Petition by teachers, other employees, the community, and families; and

WHEREAS, at the August 10, 2021 public hearing, representatives from SBA and the District addressed the Board, and the Board also provided the opportunity for public comment about the proposed charter school. The Board was provided the opportunity to ask questions of Petitioners, District staff, the District's partners in labor, and the public in attendance; and

WHEREAS, the District staff and its legal counsel ("District Staff") reviewed Petition II and published the District Staff Recommendations and Findings, on August 30, 2021 ("Recommendation and Findings"), 15 days before September 14, 2021; and

WHEREAS, the Governing Board of the District set the date of September 14, 2021, for the public hearing at which the Governing Board will either grant or deny Petition II; and

WHEREAS, on September 14, 2021, the Board held a public hearing to allow SBA "equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings," in accord with Education Code section 47605(b); and

WHEREAS, chartering authorities "shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools . . . if it is satisfied that granting the charter is consistent with sound educational practice." (Cal. Educ. Code § 47605(c)); and

WHEREAS, on September 14, 2021, the Board, at a Regular Board meeting, reviewed and considered Petition II and the presentation by SBA at this public hearing, and SBA's presentation on August 10, 2021

DocuSign Envelope ID: 09D701DF-C2A8-4ADF-B858-C9BA6BD458FB

at a public hearing, information presented by the District Staff in their Recommendations and Findings, District Staff input at these two public hearings, public comment, and all other relevant information; and

WHEREAS, the Governing Board is guided by the Education Code's guidance in reviewing charter petitions that it "shall grant a charter for the operation of a school . . . 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. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the [bases for denial of a charter petition]."

NOW, THEREFORE, BE IT RESOLVED that the Governing Board hereby adopts the Findings and Recommendations set forth in the August 30, 2021 Recommendations and Findings, which is attached hereto, finding:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- (2) The Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

BE IT FURTHER RESOLVED that the Governing Board of Northern Humboldt Union High School District hereby denies SBA's Petition for the reasons set forth herein, incorporating the Staff Findings and Recommendations in their entirety.

BE IT FURTHER RESOLVED that Board directs the Superintendent or his designee to take such action as may be reasonably necessary to effectuate the purpose and intent of this Resolution.

I, Aristeia Saulsbury, Clerk of the Northern Humboldt Union High School District, do hereby certify that the foregoing Resolution was duly passed, approved, and adopted by Governing Board of the Northern Humboldt Union High School District at a special meeting held on the 14th day of September, 2021, and that it was so adopted by the following vote:

AYES: 5

NOES: 0

ABSENT: 0

ABSTAIN: 0



Aristeia Saulsbury, Clerk

County Findings



Michael Davies-Hughes
Superintendent of Schools

**FINDINGS AND RECOMMENDATION REGARDING SAMOA BEACH ACADEMY, A
PETITION FOR A CHARTER SCHOOL**

JANUARY 24, 2022

I. INTRODUCTION

On February 9, 2022, the Humboldt County Board of Education (“Board”) must decide whether to approve or deny a petition for establishment of a charter school within the Northern Humboldt Union School District (“NHUHS”) boundaries. That proposed charter school, Samoa Beach Academy (“SBA” or “Charter School”), seeks to establish a “rigorous college preparation and career technical education program [for] the high school students of our community.”

In order to assist the Board with its decision, Humboldt County Office of Education (“HCOE” or “COE”) staff have conducted a thorough review of the Petition. Petitioners made themselves available for discussions and questions, and provided any additional information requested. Based on this review, COE staff have identified serious concerns regarding the educational program proposed by the Petition and with the ability of the Petitioners to successfully implement the program proposed by the Petition. Additionally, legal deficits in the Petition have been identified. Although granting of this charter is not recommended, HCOE strongly supports Career and Technical Education (“CTE”) in Humboldt County and would like to work with the Petitioners to find ways to implement their ideas to expand CTE offerings in the County. However, because COE staff find that granting this charter would not be consistent with sound educational practice, COE staff recommend that the Board deny the petition for establishment of Samoa Beach Academy.

II. FACTUAL BACKGROUND AND PROCEDURAL HISTORY

On October 13, 2021, Petitioners submitted an appeal of NHUHS’s denial of their petition for establishment of a charter school. NHUHS had denied the same petition on September 14, 2021. On December 14, 2021, the Board held a public hearing to consider support for the Charter School. Typically, the law requires that the public hearing be held within 60 calendar days of submission, and that the Board grant or deny the petition within 90 calendar days of submission. However, in this case, the COE requested a 30-day extension of the timelines in order to accommodate the Thanksgiving and winter breaks. Petitioners agreed to that extension, which the Board approved on November 10, 2021. Accordingly, the Board must either grant or deny the Petition by February 10, 2022.

Effective December 6, 2021, Catherine Scott withdrew from her position as Lead Petitioner for the Charter School. Dave Lonn, previously the Chief Financial Officer/Treasurer of the Board for SBA, took over that role.

III. STANDARD FOR COUNTY BOARD OF EDUCATION REVIEW



Michael Davies-Hughes
Superintendent of Schools

If the governing board of a school district denies a petition for establishment of a charter school, the petitioner may elect to submit the petition for the establishment of a charter school to the county board of education. The county board of education *shall* review the petition pursuant to subdivisions (b) and (c) of Section 47605 of the Education Code. In other words, the county board of education conducts a *de novo* review of the petition as if it were the local school district's governing board.

IV. LEGAL AND FACTUAL FINDINGS

After careful review of the petition and supporting materials, and discussions with Petitioners, COE staff recommend that the County Board of Education deny the Petition. The COE staff's primary concerns are:

- The Petition presents an unsound educational program. The proposal for CTE does not appear to be meaningfully integrated into required coursework for graduation; the CTE proposed does not appear to have been chosen with students' needs in mind; and the program is not likely to be of educational benefit to students with academic, behavior, and/or social-emotional deficits, students who are English Learners, and students with disabilities.
- Petitioners will not be able to successfully implement the program set forth in the Petition because the budget is not viable due to a number of inaccurate assumptions and errors; the proposed facility runs afoul of laws governing appropriate expenditures and conflicts of interests; and Humboldt County has an identified deficit in credentialed CTE staff necessary to adequately staff SBA.
- The petition does not currently have enough signatures from meaningfully interested teachers.

The factual findings below include the main concerns with the Petitioners' ability to open and operate the proposed charter school. The lack of findings in any area should not be interpreted as grounds for approval or denial of the petition.

a. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school. (Education Code Section 47605(c)(1))

The State Board of Education ("SBE") has promulgated a regulation that provides helpful guidance in analyzing this standard. Per that regulation, a charter petition "shall be 'an unsound educational program' if it is any of the following: (1) A program that involves activities that the SBE determines would present the likelihood of physical, educational, or psychological harm to the affected pupils. (2) A program that the SBE determines not to be likely of educational benefit to the pupils who attend." (5 C.C.R. § 11967.5.1.) In this case, both criteria are met.

i. Concerns regarding CTE Course Integration



Michael Davies-Hughes
Superintendent of Schools

The Petition proposes a program that will include “rigorous college preparation” and CTE program¹ in Samoa. The program proposed will have two-tracks: a college-bound track that meets A-G requirements and a career-bound track that does not, and will integrate career technical education in all core content areas. The Petition proposes three CTE pathways: (1) Residential and Commercial Construction Pathway (Sector – Building Trades and Construction Industry); (2) Patient Care Pathway (Sector – Health Science and Medical Technology Industry); and (3) Business Management Pathway (Sector – Finance and Business Industry).

The Petition emphasizes CTE integration into the general education curriculum but is lacking detail reflected in the course descriptions. Despite being many pages long, the Petition only superficially describes the educational program. This is of significant concern, as Humboldt County students deserve high-quality CTE programs.

When asked to explain how CTE course integration would work at SBA in order to clarify the ambiguity in the Petition itself, Dave Lonn and Caroline Wesley² emphasized the use of University of California Curriculum Integration (“UCCI”) courses³, which is a good start. However, when asked about the practicality of CTE integration across all three pathways concurrently during each class, their answers did not show an ability to implement robust CTE integration into core courses as called for in the Petition. Specifically, coursework is designed to be presented in-person, not using online courses. However, one teacher is expected to provide concurrent instruction to all three pathways in the same course, while teaching a career-track and college-track course simultaneously. Petitioners could not provide a clear answer as to how the teacher would be expected to address CTE integration in such a course. They suggested that each course may focus on one pathway one year and another pathway the next. For example, tenth grade world history would focus on Construction Trades integration, eleventh grade U.S. history would focus on Patient Care, and twelfth grade Civics would focus on Business. Another proposed integration would be to infuse all three pathways within one year of a course; in English 1 for example, each quarter would focus on one of the pathways. This model would compromise student engagement and choice, as well as student-lead learning, which are pillars and core tenets of the Petition. For example, a focus on Patient Care in eleventh grade U.S. History is not going to increase student engagement for a student who joined SBA for Construction Trades or Business.

Moreover, it is unclear how proposed staffing is sufficient to implement the program described by Mr. Lonn and Ms. Wesley. The Petition proposes staffing of seven teachers, one of whom is a special education teacher. COE staff requested a sample schedule in order to have an

¹ CTE is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. More information can be found on CDE’s website: <https://www.cde.ca.gov/ci/ct/>

² Dr. Caroline Wesley is a consultant who helped write the Petition. She is the owner of Saphira Education Associates, LLC. Dr. Wesley is not one of the Petitioners as per the Petition, but met with COE staff to answer questions.

³ UCCI has developed model frameworks for integrated courses that integrate A-G academic work with CTE pathways by creating curriculum that meets the CTE and Common Core State Standards while also meeting the UC’s criteria for A-G courses. Integrated coursework is developed with UCCI-trained facilitators and content advisors and state educators.



Michael Davies-Hughes
Superintendent of Schools

understanding of how the teaching could work with budgeted staffing. That document is attached to these findings. The plan proposes hiring ten different teachers with a total of ten different credentials. Many of the teachers would be hired at less than full time employment, and some teachers would be expected to teach up to five unique courses. Each of those courses also is required to implement both CTE integration *and* A-G coursework on top of regular coursework. This plan is simply unrealistic and reflects a clear lack of understanding of reasonable expectations of teachers by Petitioners.

ii. Concerns regarding chosen CTE Pathways

The Petition proposes three CTE pathways across three sectors⁴: (1) Residential and Commercial Construction Pathway (Sector – Building Trades and Construction Industry); (2) Patient Care Pathway (Sector – Health Science and Medical Technology Industry); and (3) Business Management Pathway (Sector – Finance and Business Industry). These pathways were chosen by reviewing occupations by median earnings in Samoa.

The method of choosing CTE pathways is likely to lead to an unfocused program that students cannot complete. To COE staff’s knowledge, there was no outreach by SBA to any existing CTE programs in Humboldt County to discuss what combination of pathways might work for a small school. Often, schools offer pathways that can use overlapping coursework or pathways that utilize the breadth of a teacher’s credential. Here, instead, pathways were chosen that will not maximize course enrollment, facilitate transfer and to alternate pathways (an essential consideration), or staffing. CTE staffing is discussed extensively below, as this issue is of countywide importance.

Notably, it is very difficult for students to change from one pathway to another once enrolled. When asked how a student would move across pathways, Petitioners indicated that they would guide ninth graders in choosing a path, but that “Life is about choices and some of the choices you make have consequences.” Petitioners indicated that transferring pathways would be nearly impossible after tenth grade. It is unclear what would happen if a student enrolled after ninth grade. The difficulty in moving pathways also compromises student engagement and choice, which are emphasized as factors supporting increased learning opportunities at SBA.

iii. Concerns regarding Student Supports

The Petition, on its face, raises concerns regarding whether the proposed program will meet the needs of more vulnerable and more at-risk students. The Petition indicates that teachers will use differentiated instruction to meet the needs of all students, and that SBA will utilize Multi-Tiered Systems of Supports (“MTSS”), which will encompass a Response to Intervention Program and Restorative Practices. However, the Petition does not reflect that SBA will use effective Multi-Tiered Systems of Support (“MTSS”) and Restorative Practices, which increases the likelihood of physical, educational, or psychological harm to the pupils it seeks to serve.

⁴ The CTE Framework for California Public Schools provides for 15 possible Industry Sectors, each of which has multiple pathways. For example, the Building Trades and Construction Industry Sector has four possible pathways.



Michael Davies-Hughes
Superintendent of Schools

While well intentioned, the Petition is confusing when it addresses MTSS. If SBA were to effectively use MTSS, it would use MTSS as a framework around which to build the SBA program. In other words, MTSS, a research-based practice, is not a specific intervention, but instead is a framework around which evidence-based interventions are built.⁵ The Petition gives a formula for when certain interventions are used, which is not best practice. Instead, assessment should lead to intervention and intervention should be based on student need, not a predetermined set of supports. The Petition instead describes how it will implement MTSS in a way that looks at discrete interventions. For example, the Petition references providing strategic intervention in 30-minute sessions “based on the student’s greatest need whether it is ELD, English, or Mathematics.” This plan could result in students having unmet needs due to reliance on a formulaic interpretation of interventions.

Regarding plans for Restorative Practices and Circles, the Petition again does not reflect evidence-based practices. Restorative practices should be a continuum, not a once-per-month circle. Restorative practices require building community and providing equitable voices, which is a daily process, not special occasions as referenced in the Petition. Like social-emotional learning, restorative practices should be embedded in everything SBA does. Although the Petition reflects that mindset, it then identifies discrete steps that will be taken - monthly circles, group and individual therapy sessions, quarterly awards assemblies, and “Ambassadors.” Identifying restorative practices as a monthly or quarterly event is questionable at best. “You can’t restore what doesn’t exist” – relationships and community must be built with intention so when harm does need to be repaired, there is a foundation to ensure its effectiveness. Positive and meaningful relationships are essential in building and sustaining trauma-responsive communities, and are the cornerstone of making restorative practices a powerful intervention tool. Restorative practices and restorative justice are powerful tools to move toward inclusive discipline practices, as noted in the Petition. Unfortunately, these practices are not reflected in the disciplinary section of the Petition.

It is not clear that SBA’s proposed professional development schedule provides enough time to train teachers on MTSS or restorative practices, or what that training would encompass. Given that the proposed program places a sharp emphasis on supporting students through MTSS and restorative practices, staff in the program must have clearly designated time and effective training to implement the Petition.

Regarding English Learners, the Petition likely underestimates the percentage of its students who would be English Learners. The Petition takes its enrollment projections from NHUHSD’s enrollment, which is 1.2% of their population. However, based on its location and target enrollment, many SBA students likely will be Eureka City Schools residents. Eureka High School’s enrollment contains approximately 11% English Learners. It is unclear how the proposed staffing could implement the proposed program for English Learners, given the volume of other duties assigned to staff. COE staff acknowledge that Petitioners based staffing on

⁵ Universal Interventions are for prevention and are provided to all students in academics, behavior, and social-emotional learning. Targeted interventions, referred to as “Tier 2” interventions, are for remediation, and are provided to identified groups. Intensive Individualized Interventions, referred to as “Tier 3” interventions, are for harm reduction and are provided to individual students based on assessed need.



Michael Davies-Hughes
Superintendent of Schools

NHUHSD's enrollment and that such assumptions are common practice. However, whether SBA can provide for the needs of English Learners with proposed staffing levels remains a concern.

Finally, regarding students with disabilities, the Petition reflects a lack of understanding of students with disabilities and serving said students. The petition uses outdated language⁶ and does not reference evidence-based supports or current best practices in describing the special education program and how it will identify and serve students with disabilities. The Petition uses the terms "inclusion" and "least restrictive environment" in a confusing manner and references potential placements in programs that do not exist within Humboldt County.

Of more concern is that the Petition paints a false narrative of how students with disabilities will be served. It proposes a resource specialist program model of services, with push-in and pull-out services, and a special day class, and online specialist programs, all taught and/or coordinated by a single teacher. The Petition states that SBA will hire a single "Special Education Teacher/Coordinator" who will serve up to twenty-seven students and that "the special education paraprofessionals will support SWD in the general education classroom." However, both proposed master schedules provided by SBA (attached to this document) reflect only a 0.5 FTE special education teacher. Moreover, SBA's budget does not include any budget for paraprofessionals. Petitioners responded to this concern by noting that Line 5102 in the budget could be a potential source of funds for a paraprofessional; however, that budget is inclusive of all related service provider costs. Line 5102 provides for \$84,313 in expenses for contracted special education services, which would include the costs of school psychologists, speech and language pathologists, and any other necessary service providers.⁷ It is unclear how those costs could also include the costs of a paraprofessional. Petitioners were unable to explain how the program provided in the Petition was accurately reflected in the budget. Given that the Petition clearly and unequivocally calls for students with disabilities to be supported by "special education paraprofessionals" while in the regular class, that support must be included in the budget.

The Petition reflects grave deficiencies in the plan for implementing IEPs. First, staffing for the special education program is insufficient to meet the anticipated needs of students in the program as described in the Petition. The Petition plans for a single special education needs of 27 students with disabilities – both service and service coordination. This teacher would be responsible for providing push-in and pull-out services to students with a variety of needs, coordinating all IEP programs, and, if necessary, providing support for engagement with online related services. Moreover, as mentioned above, the draft schedules only contemplate a 0.5 FTE

⁶ For example, the Petition calls special education expenses "encroachment." This term was repeated by Petitioners through discussions regarding the Petition. Encroachment means "intrusion on a person's territory, rights, etc." and traditionally was used to reflect the costs of serving students with disabilities that exceed federal and state funding. It is a term that clearly evinces an "otherness" of students with disabilities and perpetuates the idea that spending money on students with disabilities unfairly reduces support for general education. Students with disabilities should be seen as general education students who require additional spending. For additional information, please see pages 14-15 of the Public Policy Institute of California's November 2016 report titled Special Education Finance in California (available here: https://www.ppic.org/wp-content/uploads/content/pubs/report/R_1116LHR.pdf). The petition also labels proposed programs in categorical terms, which limit the way that students can be supported by proposed staffing, and references "Behavior Support Plans," which were removed from California law.

⁷ SBA has not explained how this line item was calculated.



Michael Davies-Hughes
Superintendent of Schools

special education teacher. The Petition anticipates a rolling process of securing service providers and budgeting for same, stating that the proposal is to “secure the staff and services necessary to implement the IEPs” and to revise the budget after *every* student with a disability enrolls. The Petition also anticipates support from SBA’s SELPA and/or COE. Notably, petitioners have not reached out to the Humboldt-Del Norte SELPA or the El Dorado County Charter SELPA regarding membership and/or what supports could be provided by the SELPA. Given staffing shortages statewide and in Humboldt County specifically and minimum student requirements for online service providers, it is unclear how this plan of wait-and-see could possibly be implemented successfully.

Finally, SBA’s budget does not account for realistic costs associated with special education in the first year of operations. Although the costs of serving students with disabilities will necessarily vary based on student enrollment, SBA’s budgeted costs do not reflect costs associated with comparable programs and it is unclear how SBA will fund the costs of the necessary services and supports for enrolled students to receive a FAPE. Total special education costs are budgeted at \$172,353⁸, for an estimated students with disabilities count of 27. This cost is reflective of spending at a rate of \$6,383 per student. NHUHSD’s cost to educate a student with a disability was \$13,979 per student.⁹ Many charter schools do have lower per-pupil costs for special education because students with more significant needs often do not enroll in charter schools.¹⁰ However, SBA’s proposed special education funding is low for a charter school of this proposed size. For example, Six Rivers Charter School, an established high school charter school located within NHUHSD’s boundaries, has an ADA of 87.44 and their current year’s budget for special education expenses is \$156,893. SBA proposed a first-year enrollment of 150 students, nearly double the number of students at Six Rivers Charter School. Accordingly, SBA’s budget should reflect closer to \$270,000 in special education costs for its first year of operation.

Petitioners explained that they would increase the special education budget if necessary to serve its students; however, their first year budget must be reflective of accurate assumptions. It is unclear why Petitioners assume that their costs would be significantly lower than the local school district and this assumption raises concerns that the special education program will be instructionally deficient. Instead, they referenced the Line 5102 budget and the fact that they could modify their budget to meet the needs of the enrolled students. Based on the totality of the Petition, including the budget, the Petition presents an unsound educational plan for students with disabilities.

⁸ This number was calculated by Petitioners and is based on the cost of the Special Education Teacher/Coordinator, 50% of the 0.5 FTE Counselor, and the Line 5102 costs for outside providers. Staff notes that there is no evidence that 50% of the 0.5 FTE Counselor is properly allocated to special education costs, and that the Petition does not contemplate the Counselor filling such a role. However, the additional costs included in SBA’s calculations do not change the COE staff’s concerns.

⁹ NHUHSD’s costs are lower than the average in the Humboldt-Del Norte SELPA, which are \$13,979 per student.

¹⁰ *California State Special Education Funding System Study, Part 2: Findings, Implications, and Considerations for Improving Special Education Funding in California*, WestEd (July 2021), available at <https://www.wested.org/resources/ca-state-special-education-funding-system-study-part-2-findings-implications-and-considerations-for-improving-special-education-funding-in-california/>



Michael Davies-Hughes
Superintendent of Schools

iv. Concerns regarding Universal Meals Program

The Petition does not reflect implementation of the Universal Meals Program. Beginning with the 2019-2020 school year, all charter schools were required to provide at least one nutritionally adequate free or reduced-price meal during each school day. Beginning in 2022-2023, all charter schools must provide two meals free of charge during each school day to students requesting a meal.¹¹ Petitioners plan to outsource their school lunch program to a local school district, with a budgeted amount of \$55,456. The actual cost of providing lunch only for the planned 150 students would be \$102,600 if contracting with the closest available provider, Arcata Elementary School District. The Petition does not reflect consideration of staffing to warm and hand out lunches and supervise students during lunches. Petitioners did indicate that they intended to provide both breakfast and lunch but did not update their budget to reflect those costs or anticipated state revenues for same.

v. Concerns regarding Other Instructional Components

The Petition proposes a program of instruction that desires to meet the needs of college-bound and non-college bound students. However, the Petition is unclear as to how the program would actually meet the post-secondary needs of students enrolled in SBA. The Petition indicates that the Charter School will offer dual enrollment opportunities at College of the Redwoods and Humboldt State University. Although Petitioners are not expected to have those programs in place at this time, Petitioners were unable to articulate what steps they would need to take to implement that aspect of the program. Dual enrollment programs can be provided through three different avenues via partnerships with community colleges such as College of the Redwoods. Although students can concurrently enroll at Humboldt State University, this program is different from dual enrollment. The letter of support from Humboldt State does not indicate otherwise, nor does it mention concurrent enrollment of future SBA students. This deficit in the Petition is material, as dual enrollment program participants enroll in two- and four-year colleges at relatively high rates and such supports would significantly benefit a CTE-focused program.¹²

Additionally, the Petition indicates that SBA *will* offer “competitive sports,” to potentially include Volleyball, Football, Golf, Tennis, Cross Country, Swim, Water Polo, Basketball, Wrestling, Soccer, Baseball, Softball, and Track. The Petition is unclear as to how this would be effectuated. When asked, Petitioners did not demonstrate an understanding of the rules and regulations developed by the California Interscholastic Federation (“CIF”), or of how they would implement any CIF sports at their school. Charter school participation in CIF athletics can be a very complex process and typically involves developing multi-school agreements with several schools and districts. Again, this deficit in the Petition is material, as

¹¹ COE staff understands that the Petition was finalized before California’s universal free school meals program was established. However, Petitioners should have updated the petition on appeal to reflect the change in law effective July 9, 2021.

¹² *Dual Enrollment in California: Promoting Equitable Student Access in Success*, Public Policy Institute of California (Oct. 2021), available at <https://www.ppic.org/publication/dual-enrollment-in-california/>



Michael Davies-Hughes
Superintendent of Schools

students might enroll based on a promise of competitive sports that does not pan out. It does not appear that this part of the Petition could be implemented by the current Petitioners.

b. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Education Code Section 47605(c)(2))

The State Board of Education (“SBE”) has promulgated a regulation that provides helpful guidance in analyzing this standard. Per that regulation, a charter petitioners are “demonstrably unlikely to successfully implement the program” in the following situations:

1. If the petitioners have a past history of involvement in charter schools or other education agencies (public or private), the history is one that the SBE regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners’ control.
2. The petitioners are unfamiliar in the SBE’s judgment with the content of the petition or the requirements of law that would apply to the proposed charter school.
3. The petitioners have presented an unrealistic financial and operational plan for the proposed charter school. [The regulation provides extensive detail on what would constitute an unrealistic financial and operational plan. The regulation is attached to this document as an exhibit.]
4. The petitioners personally lack the necessary background in the following areas critical to the charter school’s success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in these areas:
 - a. Curriculum, instruction, and assessment.
 - b. Finance and business management.

(5 C.C.R. § 11967.5.1.) In this case, three of the four criteria are met.

i. Petitioners are unfamiliar with the content of the petitions or the requirements of law that would apply to the proposed charter school.

Concerns regarding Petitioners understanding of the law are detailed above.

ii. Petitioners have presented an unrealistic financial and operational plan for the proposed charter school.

1. Concerns regarding Financial Plan



Michael Davies-Hughes
Superintendent of Schools

The Petition includes the required financial statements that include a first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. However, the Petitioners' projected enrollment, ADA, and revenue, as well as the distribution of expenditures, raises concerns. Concerns identified include, but are not limited to, the following:

- Enrollment projections are unrealistic based on the actual student population in the areas SBA would serve and historical data from other local charter schools. This results in over-projection of LCFF funds.
 - SBA predicts enrollment of 150 students, 75 each in grades 9 and 10, during its first year of operation. This pupil count is unrealistic for Humboldt County, particularly for the first-year of a new charter school.
 - As an example, Arcata High School's total enrollment is approximately 950 students, and McKinleyville High School's enrollment is approximately 600 students. It is unrealistic to expect nearly 20% of NHUHSD's total enrollment to enroll in SBA. Petitioners have provided information regarding community support for SBA, but have provided no information supporting this ADA target.
 - Notably, the two established in-person charter schools that serve students from Samoa at the high school level do not have enrollment numbers near what SBA is predicting for its first year. Northcoast Preparatory and Performing Arts Academy serves grades 6 through 12 and has 86 students enrolled in grades 9 through 12 this school year. Six Rivers Charter services grades 9 through 12 and has 114 students enrolled this school year. Both of these charter schools have worked over the years to get enrollment to those levels, and began their charter with significantly lower numbers of enrollment in more grade levels than proposed by SBA. Six Rivers opened with 54 students in grades 10-12, and Northcoast Preparatory opened with 87 students in grades 9-12.
 - Petitioners funded a study regarding the feasibility of opening a trades school in Samoa, which they shared with COE staff. That study is attached to this document. Notably, that study found that, although a total enrollment of 300 students per grade was "not unrealistic," such enrollment was "a challenging goal." The study noted that further research should be done to determine whether a trade school of this size would have "above-average appeal in the local region," which would enable SBA to "outperform[] other [local] charter schools or comparable trades-based schools from other regions." The study indicated that, based on comparison to other local charter schools, "achieving a high school enrollment of 300 students can prove challenging" and that "existing charter schools are already drawing a significant share of local students."
- Average Daily Attendance ("ADA") predictions are significantly above local averages for high school. This results in an over-projection of LCFF funds.



Michael Davies-Hughes
Superintendent of Schools

- SBA predicts attendance rates of 95%, which is well above the high school attendance rates of both local school districts. Eureka High School’s attendance rate for the 2019-2020 school year was 92.335, and NHUHSD’s attendance rate for the 2019-2020 school year was 91.27%.¹³ The statewide attendance average for grades 9-12 for the 2020-2021 school year was 93.99%.
- It is not unusual for charter school attendance rates to exceed those of the local school district. However, the Petition does not reference any supports that are proven to result in increased attendance, such as providing transportation to students, which both NHUHSD and Eureka High School do.
- Overestimated special education funding for the first year, combined with underestimation of costs of special education.¹⁴
 - Total state special education funding is estimated at \$42,157. COE staff calculations estimate this amount at \$14,798 based on the Humboldt-Del Norte SELPA’s funding rate for ADA funding only. SBA’s budget does not account for the fact that they would not receive revenue based on prior year unduplicated

¹³ Attendance was not reported for 2020-2021.

¹⁴ The chart below reflects COE analysis of special education costs and accurate revenues.

	FY23-24	FY24-25	FY25-26	FY26-27	FY27-28
Resource Teacher Salaries	\$ 51,500	\$ 105,060	\$ 107,162	\$ 163,956	\$ 167,235
Resource Teacher Benefits	\$ 16,726	\$ 34,121	\$ 34,804	\$ 53,249	\$ 54,314
Counselor Salary	\$ 30,250	\$ 61,710	\$ 62,944	\$ 64,203	\$ 65,487
Counselor Benefits	\$ 4,740	\$ 12,342	\$ 12,589	\$ 12,841	\$ 13,097
Specialized Services	\$ 84,313	\$ 128,999	\$ 175,439	\$ 178,948	\$ 182,527
SELPA Fee	<u>\$ 2,319</u>	<u>\$ 4,977</u>	<u>\$ 6,887</u>	<u>\$ 7,636</u>	<u>\$ 7,636</u>
Total Expenses	<u>\$ 189,848</u>	<u>\$ 347,209</u>	<u>\$ 399,825</u>	<u>\$ 480,833</u>	<u>\$ 490,296</u>
Federal IDEA	\$ -	\$ 27,264	\$ 40,896	\$ 54,528	\$ 54,528
State AB602	<u>\$ 42,157</u>	<u>\$ 63,235</u>	<u>\$ 84,313</u>	<u>\$ 84,313</u>	<u>\$ 84,313</u>
Total Revenue	<u>\$ 42,157</u>	<u>\$ 90,499</u>	<u>\$ 125,209</u>	<u>\$ 138,841</u>	<u>\$ 138,841</u>
Enrollment	150	225	300	300	300
SPED %	17%	17%	17%	17%	17%
SPED Students	26	38	51	51	51
Spending per SPED Student	\$ 7,301.85	\$ 9,137.08	\$ 7,839.70	\$ 9,428.09	\$ 9,613.66



Michael Davies-Hughes
Superintendent of Schools

- pupil counts. As SBA would be, by a default, a school of HCOE for special education purposes, the budget should be based on local funding formulas.
- Additionally, as discussed above, budgeting for special education is too low.
 - Budget for staffing is unrealistic.
 - SBA estimates spending 39.64% of its budget on staffing during its first year, and 43.92% of its budget on staffing during its fifth year.
 - Other local charter schools commit significantly more of their budget to staffing. Countywide, percentage of budget dedicated to personnel costs range from 62.0% to 78.93%. Although charter schools often are able to have lower staffing costs than typical district schools, it is unclear how SBA plans to implement the program proposed while staffing at such a low level.
 - There is no budget for food service staffing, maintenance/custodial staff, paraprofessional staff, or secretary/Registrar, each of which are contemplated in the Petition. Cafeteria services will be outsourced; however, as discussed above, those costs are low and the budget does not account for staffing to heat and serve meals or to supervise during meal times.
 - Payroll services costs appear low.
 - SBA has budgeted \$4,038 for its payroll service fee. HCOE's costs to provide payroll service is \$8,500.
 - Total costs associated with facilities are extraordinarily high, as discussed below.

2. Concerns regarding Facilities

The Petition does not identify a facility that could be used by a public school such as SBA. The proposed facility's costs are excessively high so as to raise concerns of misuse of public funds, and the proposed lease runs afoul of Government Code Section 1090.

The Petition proposes that the SBA locate in the town of Samoa and contains a Proposal to Lease from the Danco Group, a company owned by Dan Johnson. The Proposal for Lease identifies an 18,800 square foot building located on Lot 267 in Samoa. The facility will be funded and built by the Danco Group, which will retain ownership of the facility and lease it to SBA. The land is owned by Samoa Pacific Group, of which Mr. Johnson is a partner. Costs for lease are as follows:

- 2023-24: \$300,000
- 2024-25: \$459,000
- 2025-26: \$624,240
- 2026-27: \$636,725
- 2027-28: \$649,459



Michael Davies-Hughes
Superintendent of Schools

Additionally, the lease will require SBA to pay all of the expenses of the property, to include real estate taxes, building insurance, and maintenance. These costs are in addition to the costs of rent and utilities.

These costs are excessively high for this location and the increases year-to-year are quite unusual. For example, Northern United – Humboldt Charter School leases several facilities across Humboldt County. Their most expensive lease costs approximately \$1.10 per square foot per year. That lease also is a triple net lease, and has an annual 3% rent increase built into the contract. By contrast, SBA will be paying \$15.96 per square foot in rent alone in the first year, with costs increasing to \$34.54 per square foot in year five. Additionally, rather than having a set, percentage-based increase in costs year-to-year, the lease has the highly unusual aspect of increasing costs as SBA increases revenues, rather than increasing by a set percentage over time, without any guarantees as to future lease increases. COE staff have never seen a lease to a school program with such provisions. As discussed above, these excessive costs leave less funding to hire sufficient staffing for the program. Moreover, payment of these excessive costs to a private company for a building that SBA gains no ownership over gives the appearance of a misuse of public funds, at a minimum.

Additionally, and importantly, legal counsel identified concerns regarding conflict-of-interest requirements that likely prevent use of this facility *in its entirety*. Mr. Johnson is not identified in the Petition by name, but Mr. Lonn confirmed that Mr. Johnson was the “local businessman with deep educational experience” mentioned as a consultant on the Petition. Indeed, a letter of support for the SBA petition in Appendix C is addressed to Mr. Johnson. The Proposal for Lease indicates that the Charter School worked with the Danco Group to identify their needs and plan a facility that met those needs. The feasibility study provided by Petitioners indicates that, “[a]s part of a planned community in Samoa in Humboldt County, Danco is funding the development of a charter school (Samoa Beach Academy.” This relationship runs afoul of Government Code Section 1090, which has been interpreted to apply to both consultants and businesses in relationships such as this one.¹⁵ In other words, SBA may not enter into the proposed lease.

iii. Concerns regarding Operational Plan – Staffing.

Based on recruitment difficulties faced by other CTE programs in the County, SBA will find it difficult, if not impossible, to recruit qualified CTE staff. Petitioners were unable to articulate how their program might be implemented with regard to proposed staffing. Although it is not typically necessary to explain how a proposed charter school will find staff, in this case, documented deficiencies in CTE staffing countywide require more clarity from Petitioners before this Petition could be granted.

Generally speaking, it is difficult to hire qualified school staff in Humboldt County. Beyond statewide school staffing shortages, the isolated nature of the County means that few teachers move from out of county for employment without fiscal incentives. SBA’s budget does

¹⁵ *Davis v. Fresno Unified Sch. Dist.*, 237 Cal.App.4th 261 (2015); *Cal. Housing Finance Agency v. Hanover/Cal. Management and Accounting Center, Inc.*, 148 Cal.App.4th (2007).



Michael Davies-Hughes
Superintendent of Schools

not reflect such costs. Recruitment efforts will be hindered by the lack of PERS/STRS, the inability for employees to transfer sick leave or years of service when they join the SBA team, the 10 additional days of service per year beyond a traditional school calendar, and the increased amount of teaching and prep time associated with each teacher's assignment. This will be especially prevalent when trying to attract staff that are able to design curriculum and implement the mission and vision proposed in the petition. The type of CTE integration proposed will require a high level of expertise and a substantial amount of time.

These are often concerns with any new charter school. What makes SBA unique is the clear data that the qualified CTE staff they will need in order to implement their program are not available in Humboldt County. More information follows, related to each proposed pathway.

Health Pathway

HCOE has CTE Incentive Grant (CTEIG) funding to support a CTE Health Careers teacher if HCOE can find one. This grant also funds the Health Exploration Summer Institute which has operated for 3 years with approximately 15-20 students participating. HCOE has partnerships with Health Care agencies to provide job shadowing and mentorship experiences for participating students.

HCOE had a CTE Health Teacher for 2018-2021. She left the area in June and HCOE ran the position from June 2021-October 2021. HCOE ran an ad in the North Coast Journal, did extensive social media advertising, had it on EdJoin and HCOE employment website, and reached out to the Humboldt-Del Norte Pre-Medical Education Task Force. HCOE was unable to fill the position due to no qualified applicants - HCOE had only one applicant who pulled her application when she realized the pay range.

Ferndale High School does have a Health Pathway/Patient Care and was just awarded a Strong Workforce Program grant to expand it.

Fortuna, McKinleyville, and Eureka offer a Biology and Community Health Course that includes Health Career exploration. It is taught by Science teachers who would like to get a CTE Health Credential but do not have the qualifications to do so.

Alder Grove had a qualified candidate to teach a Health Careers course this year for one section. It was a nurse who was willing to pursue her credential. Unfortunately only one student at Alder Grove was interested in the course. That potential teacher did not apply for the open position at HCOE. The course was not offered due to lack of interest.

Building/Construction Trades Pathway

In 2020/21, HCOE offered a position as Building & Construction "Teacher in Training" through the Trades Academy program with funding from the Strong Workforce Program. To fill the position HCOE needed to run it twice, finally finding only one eligible applicant. In Spring of 2021, HCOE had a CTE construction position to fill. HCOE ran the position on the HCOE website as an open position for 2021/22, the only applicant for this position was the previous "teacher in training." This person was hired and went through the credentialing program and is now a CTE Construction Trades teacher for HCOE, teaching classes at Court and Community Schools, Alder Grove, and NUHCS. However, HCOE does not believe that the position would have been filled without an inside candidate.



Michael Davies-Hughes
Superintendent of Schools

Arcata High School's CTE wood shop/metal teacher was out on leave during the first semester of this year. AHS was unable to find someone qualified to teach the course and used six substitutes.

Business Management Pathway

Ferndale's business teacher retired in 2020 and the district was unable to find a teacher with a business credential to fill the position. The courses are still taught, but by other qualified teachers without the CTE Business credential.

McKinleyville has a business pathway, but their teacher is planning retirement in the next couple of years.

Our county is facing a potential crisis in CTE credentialed teachers. HSU does not have any CTE Credentialing programs - aside from Industrial Technology methods course designed for current teachers with a BA. To get a CTE Credential, the candidate must have 3 years' experience in the industry sector to qualify to enter a CTE credentialing program in either Orange or Sonoma Counties. They become credentialed in that one industry sector. The program requires "on the job" training and the new teacher requires a lot of support in order to be successful.

Humboldt County has a number of CTE teachers who are close to retirement, but no pool of currently appropriately credentialed teachers. Coupled with the difficulties attracting out of county residents to Humboldt County, it does not appear possible to staff a new CTE Program in the County at this time. This is even more the case with a program like SBA, which intends to hire three separate CTE teachers at 0.2 FTE each.

- iv. *Petitioners personally lack the necessary background in the area of curriculum, instruction, and assessment, which is critical to the charter school's success, and do not have a plan to secure the services of individuals who have the necessary background in these areas.*

Catherine Scott, SBA's Lead Petitioner, withdrew from involvement in SBA in December 2021. Ms. Scott brought the Petitioners expertise in the area of curriculum, instruction, and assessment. Per the Petition, other individuals who have expertise in those areas include Dave Lonn and, to a lesser extent, Troy Nicolini. Mr. Nicolini's teaching experience is only at the college level. When asked how the loss of Ms. Scott would impact SBA moving forward, Mr. Lonn indicated that having a curriculum specialist would be a part of the job description as SBA recruited for an Executive Director. Mr. Lonn did not indicate that he intended to fill this role for Petitioners until an Executive Director could be hired. Moreover, the Petition does not require that the Executive Director or future Principal have any school experience.

SBA's proposed program relies on careful, well-planned integration of core course content and CTE standards. Petitioners need to personally have the necessary background to ensure successful implementation of that program. With Ms. Scott's departure, it is not clear that is the case.



Michael Davies-Hughes
Superintendent of Schools

c. The petition does not contain the number of signatures required by Section 47605(a). (Education Code Section 47605(c)(3))

Section 47605(a) of the Education Code requires that each charter petition be signed by either: 1) A number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation; or 2) A number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation.

Petitioners chose to submit signatures from four teachers. Those teachers signed a form stating that they were meaningfully interested in teaching at SBA on June 15-18, 2021. Due to the passage of more than six months, COE staff requested, twice, that SBA have the teachers renew their interest in teaching at SBA. Mr. Lonn indicated that SBA would not submit new teacher signatures due to his belief that he could not do so during the appeals process.¹⁶ Dr. Wesley invited COE staff to reach out directly to the four named teachers to see if they were still meaningfully interested. COE staff subsequently reached out to three of the four teachers who, at the time the petition was submitted, signed that they were meaningfully interested in teaching at SBA and that they were credentialed California teachers. The fourth was not contacted because the phone number listed was incomplete, so for the purpose of this review it should be assumed that this person is still meaningfully interested.

Of the three teachers contacted, one teacher confirmed they were still meaningfully interested in teaching at SBA. Two teachers indicated that, while they were and continue to be in favor of the charter being granted, they were either not committed to teaching at SBA or were no longer meaningfully interested in teaching at SBA due to their own personal circumstances. It should be noted that the teacher who is still meaningfully interested has an out-of-state credential and is in the process of obtaining a valid California credential. This absence of a valid California credential was verified through a public records search on the California Commission on Teacher Credentialing (CTC) website. Based on these conditions, the petition does not meet the threshold of meaningfully interested teachers required by Education Code Section 47605(c)(3). Accordingly, the Petition should be denied because it is legally insufficient.

V. STAFF RECOMMENDATION AND CONCLUSION

COE staff recommend the Board of Education adopt these findings as their own and deny the Petition for the reasons stated above.

¹⁶ The law permits Petitioners to update the Petition as necessary to reflect changes in circumstances based on the passage of time. (Educ. Code § 47605(k)(1)(A)). Notably, Mr. Lonn did provide an updated list of SBA board members upon request.

Petitioner Response to County Findings



February 4, 2022

Via Email
tmcmahon@hcoe.org

Thom McMahon, President
Humboldt County Board of Education
901 Myrtle Avenue
Eureka, CA 95501

RE: Humboldt County Office of Education Findings for Denial of Samoa Beach Academy Charter Petition Appeal

Dear Board President McMahon and Board Members:

Samoa Beach Academy (“SBA” or the “Charter School”) is in receipt of the Humboldt County Office of Education’s (“HCOE” or the “County staff”) FINDINGS AND RECOMMENDATION REGARDING SAMOA BEACH ACADEMY, A PETITION FOR A CHARTER SCHOOL (the “findings”), dated January 24, 2022. SBA was quite disappointed that County staff chose to prioritize what amount to differences of opinion over a unique and inspiring option for local educational choice for Humboldt County students.

By law, the establishment of charter schools is to be encouraged. (Education Code Section 47605(c).) In fact, the law mandates approval of charter petitions unless a chartering authority can make written factual findings, specific to the particular charter petition, setting forth specific facts within a list of legally-approved areas. (Education Code Section 47605(c).) We believe that HCOE failed to follow the law, and that, therefore, its findings form an impermissible basis for denial of the SBE charter.

Beyond the legal requirements, SBA believes that County staff have done a deep disservice to local students by advocating to deny a charter school whose innovative public-private partnership is vital to provide the kind of program envisioned in the charter petition. A charter school solely focused on Career Technical Education (“CTE”) would be a game-changer in our county. We understand the skepticism about getting the program off the ground, but fail to comprehend the unwillingness to even try. A schoolwide focus on CTE means that this key pathway will be centered in all aspects of Charter School life. It will not be an auxiliary program that is under-resourced. Further, the investment of substantial private sector dollars into a state-of-the-art facility is an offer that most communities never receive.

We firmly urge the Board to conduct its own due diligence into the proposed SBA charter petition and arrive at its own determination on the merits of the appeal. We are confident that in



doing so, you will conclude that the value of this program outweighs any operational questions, which can be quickly resolved in a memorandum of understanding (“MOU”) between the parties.

Following, please find SBA’s responses (in plain text) to HCOE’s findings (excerpted in *italicized* text and highlighted in gray), in the order in which the findings were presented.

* * *

Unsound Educational Program

CTE Course Integration

HCOE cites to State Board of Education (“SBE”) regulations, legally inapplicable here, to set forth a definition of an unsound educational program. The findings state: *a charter petition “shall be ‘an unsound educational program’ if it is any of the following: (1) A program that involves activities that the SBE determines would present the likelihood of physical, educational, or psychological harm to the affected pupils. (2) A program that the SBE determines not to be likely of educational benefit to the pupils who attend.” ... In this case, both criteria are met.*

To clear low bar the SBE has set for defining an unsound educational program, Petitioners only have to show that the program does not involve activities that are likely to present physical, educational, or psychological harm, and that the program will benefit students. The SBA petition, on its own, clears this bar.

HCOE makes no findings and does not even suggest in any way that the proposed program would present a **likelihood** of physical, educational, or psychological harm to pupils. The only discussion of “harm” appears to relate to implementation of multi-tiered systems of support (“MTSS”). The Staff Report indicates that MTSS should be used as a “framework,” but then criticizes the petition for explaining the framework for when certain interventions would be used. This response entirely fails to establish that SBA’s program is likely to cause harm. Responses to specific criticisms are addressed further below.

The second prong of the test is that the program is not likely to be of educational benefit to the pupils. The criticisms appear to relate to course integration and presumed capabilities (or lack of capabilities) of teachers, rather than educational benefit of the program. The criticisms also relate to whether students will be able to change pathways to a different CTE pathway after they have selected a pathway to follow. These criticisms do not support a conclusion that the SBA program will not be of educational benefit to the pupils, as discussed in greater detail below.

As reflected in the Petition, students will be well cared for and educationally challenged. They will have access to a program that will lead to well-paying jobs. Those facts, alone, are sufficient to show that the Charter School presents a sound educational program. Certainly, the



Staff Report fails to include sufficient proposed factual findings to make the determination that the proposed program is educationally unsound.

The Petition emphasizes CTE integration into the general education curriculum but is lacking detail reflected in the course descriptions. Despite being many pages long, the Petition only superficially describes the educational program.

This finding is entirely unsubstantiated by facts and includes no references to the CTE program actually described in the charter petition. The law requires the charter petition to contain a “reasonably comprehensive” description of the educational program. (Education Code Section 47605(c).) HCOE’s finding well exceeds any definition of reasonably comprehensive, and is based on answers provided during a meeting, not the charter petition. This renders the finding an unlawful basis for denial of the charter.

The SBA effort is being led by volunteer Board members, who have deep experience in many of the aspects necessary to run a successful charter school. The Board shapes the vision for the Charter School and embraces the foundational aspects of the Charter School. It works to develop and support the framework for the Charter School. Once the vision is in place, through collaboration with SBA staff and stakeholders, the Board assists in the development of the specifics that live with in the vision for the Charter School. The specific curricular objectives and lessons, the specific pathways, the specific organization for instructional delivery, the specifics of the supports available for students, and so on. Only upon charter approval, can the Board hire staff to create this collaborative process.

The [staffing] plan proposes hiring ten different teachers with a total of ten different credentials. Many of the teachers would be hired at less than full time employment, and some teachers would be expected to teach up to five unique courses. Each of those courses also is required to implement both CTE integration and A-G coursework on top of regular coursework. This plan is simply unrealistic and reflects a clear lack of understanding of reasonable expectations of teachers by Petitioners.

As above, findings for denial must contain specific facts from the particular petition. This finding is purely speculative in nature and simply dismisses the efficacy of SBA’s plan, without meaningfully considering it.

SBA provided two samples of master schedules to the County staff as per their request. In the first sample, each teacher only teaches two (2) different courses, not five (5). Additionally, SBA plans on using industry professionals to teach one (1) CTE course in each of the pathways. The CDE encourages schools to use industry professionals for CTE so that the students learn from instructors with current skills by credentialing professionals through the Industry Experience Recency Requirement (<https://www.ctc.ca.gov/educator-prep/cte>).



SBA is following the legislation¹ that CTE is integrated in core content areas in order to ensure that students are prepared for college or career. The SBE approved the CTE Model Curriculum Standards in May 11, 2005 which include the Standards for Career Ready Practice which are described in detail in the charter petition. The Standards for Career Ready Practice are intended for completion by all students in California either prior to entering a career technical education program or as integrated into other coursework in preparation to meet career and college readiness. The idea that it is “unrealistic” to integrate CTE standards into core content coursework which is already meeting the A-G requirements is outdated since CTE standard integration in curriculum has been practiced in California since 2005.

While SBA recognizes that recruiting and hiring well-qualified and credentialed CTE instructors will take time, there is no information in the Petition that suggests that SBA would be unable to recruit and hire the necessary instructors to teach students at SBA, and the County has no factual basis for making this assertion. As evidenced in Appendix B, SBA has obtained signatures of credentialed teachers who are meaningfully interested in teaching at SBA upon the approval of the charter. SBA remains confident that it can recruit and hire like-minded CTE instructors who have a desire to serve the students of our community by bringing their experience and expertise to SBA. In fact, many CTE instructors have reached out to SBA because they want to work at a Charter School, even without contributions to the State Teachers’ Retirement System, where CTE is the focus and not an afterthought. In their own words, they “are tired of being second class citizens.”

Assuming that teachers will be incapable of teaching different courses, or that teachers will be incapable of teaching both college-track and CTE-track students, is disrespectful to teachers and inconsistent with reality, particularly in smaller communities. Further, insisting that the proponents of the program explain how the teachers will integrate CTE subjects into their lessons—rather than concluding that credentialed teachers are qualified to prepare lesson plans—is surprising and unrealistic. Regardless, **assumptions** that teachers will be incapable of teaching students is not a lawful basis from which to conclude that that program is not likely to be of benefit to the students.

Chosen CTE Pathways

The method of choosing CTE pathways is likely to lead to an unfocused program that students cannot complete.

This finding is speculative and not a reason for denial. SBA wants our students to graduate from SBA and go on to work in our community. The input we received from our Business Partners

¹ Education Code Section 51226 provides legal authority to develop the CTE standards and framework. This legislation requires the development and adoption of CTE standards that incorporate the integration of career technical and academic education no later than June 1, 2005.



also helped to determine the pathways. SBA made a cognitive choice not to duplicate the programs currently available in the County in order to provide even more choice for students and families.

This criticism appears to disregard the fact that students must complete specified coursework for high school graduation, and that there are limited elective course slots available to complete the CTE training. Certainly, SBA would make every effort to support a student who wanted to change tracks, but, practically, it may be difficult for them to complete all required coursework in the available time. The fact that a few students might decide later in their high school career that they would rather be a health worker and not a construction worker, for example, does not mean that the program, as a whole, will not be of educational benefit to the students.

Student Supports

The Petition, on its face, raises concerns regarding whether the proposed program will meet the needs of more vulnerable and more at-risk students.

HCOE's findings come down to a difference of opinion. SBA cited research to support its plans for a Multi-Tiered System of Supports and its Restorative Practices and Circles. County staff simply disagree with that research and offer their own. This difference of opinion does not render the educational program unsound; it is not likely to harm students, and it does provide a reasonably comprehensive description of the supports that will be offered.

HCOE speculates about the nature of SBA's professional development plans. First, this is not a required component of the charter petition; and second, this find is based on assumptions alone, and not facts. County staff go on to speculate about SBA's potential English Learner population. Such speculation is an impermissible reason for denial of the charter petition. The Charter School made affirmations about how it will serve this student population. Once the charter is approved, HCOE can hold SBA to those promises.

Finally, regarding students with disabilities, the Petition reflects a lack of understanding of students with disabilities and serving said students.

Setting aside HCOE's sanctimonious lecture on parlance, the SBA petition, and the petitioners, have shown time and again that they can deliver a legally-compliant, beneficial program for students with disabilities. In accordance with Education Code Section 47605(c)(5)(A)(i), the SBA Petition contains a reasonably comprehensive description of the educational program of the charter program, including a description of its plan to serve students with disabilities, on pages 76-91 of the Petition. There is no legal requirement for the entire scope of the Charter School's special education program to be included in the Petition in its entirety. SBA has clearly stated that it "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." (Petition, p 76.) The Charter School shall ensure that all aspects of



its plan to serve students with disabilities will be implemented in a manner that fully complies with all applicable legal requirements. The County’s statement that the Petition “paints a false narrative of how students with disabilities will be served” is a dangerous falsehood.

SBA budgeted to spend \$7,301 per special education student. This is an appropriate estimate, considering the fact that it is impossible to know exactly what the costs for special education will be until students with disabilities actually enroll. The comparison in the Findings is beyond the scope for approval or denial.

The findings accurately state that “the costs of serving students with disabilities will necessarily vary based on student enrollment;” yet County staff continue to express concern over budgeted costs, in direct contradiction of their stated observation. For example, the analysis compares the year 1 special education budget of SBA to Six Rivers Charter School, describing the latter as “an established charter school located within [Northern Humboldt Union School District (“]NHUHSD’s[“) boundaries.” Based on the projected number of students served, SBA had budgeted costs of \$7,301 in year one, increasing to \$9,613 in year five. Six Rivers Charter School, in comparison, budgets per student spending of \$8,550 (according to NHUHSD, in a communication to SBA. For this comparison to be meaningful, HCOE should not be comparing the operating costs of a first-year charter school with the operating costs of an “established” charter school. HCOE’s analysis also notably excludes the fact that the SBA budget exceeds the comparative spending of Six Rivers Charter School, once the former becomes an established charter school.

County staff make a comparison to NHUHSD’s cost to educate a student with disabilities, but also point out that “many charter schools do have lower per-pupil costs for special education,” acknowledging this comparison is moot.

SBA has consistently committed to meeting the needs of all special education students and has drafted its budget based on the information currently available. As with all public schools in California, SBA will continue to update, revise, and refine cost estimates as they are available.

Universal Meals Program

The Petition does not reflect implementation of the Universal Meals Program.

HCOE’s concern in this area of the budget is regarding the number of students receiving required meals and the related costs thereof. However, County staff omit from their analysis the directly correlated increase in revenue, from both the National School Lunch Program and the School Breakfast program, which would pay for the additional meals noted. Since the higher meal count would be paid for through established State and Federal programs, the ending result of a higher participation in the meal program will have no material impact on SBA’s proposed budget surplus or reserve balance. HCOE also acknowledges that “Petitioners did indicate that they intended to provide both breakfast and lunch.”



Other Instructional Components

The Petition indicates that the Charter School will offer dual enrollment opportunities at College of the Redwoods and Humboldt State University. Although Petitioners are not expected to have those programs in place at this time, Petitioners were unable to articulate what steps they would need to take to implement that aspect of the program.

Again, HCOE's finding here is based on a capacity interview where the Petitioners did in fact explain the steps that would be taken to offer dual enrollment and not based on the charter petition, and is therefore an impermissible basis for denial of the charter petition.

When asked, Petitioners did not demonstrate an understanding of the rules and regulations developed by the California Interscholastic Federation ("CIF"), or of how they would implement any CIF sports at their school.

Again, HCOE's finding here is based on a capacity interview where the Petitioners did in fact explain the steps that would be taken to offer sports and not based on the charter petition, and is therefore an impermissible basis for denial of the charter petition

Demonstrably Unlikely to Successfully Implement

The second purported ground for denial of the charter petition is discussed beginning at page 9 of the Staff Report, addressing the conclusion that "petitioners are demonstrably unlikely to successfully implement the program." The Report cites to an inapplicable SBE regulation regarding the circumstances under which charter school petitioners would be demonstrably unlikely to succeed.

HCOE claims that Petitioners are unfamiliar with the law and contents of the Petition, but only does so by vague reference to the discussion "above." Petitioners cannot identify any location "above" in which they were accused of being unfamiliar with the Petition. The only discussion of being unfamiliar with the "law" was not the law at all, but an assertion that the Petitioners were unfamiliar with the California Interscholastic Federation ("CIF") for how sports would be implemented. The fact that SBA might need to review CIF requirements when applying for recognition of sports, once those sports are identified as of interest to the student body, is not a lawful basis to deny the Petition.

The primary challenges seem to be to SBA's financial plan, and those challenges are discussed in detail below. In addition, Petitioners respond to criticism of their background below.



Financial Plan

Enrollment projections are unrealistic based on the actual student population in the areas SBA would serve and historical data from other local charter schools. This results in over-projection of LCFF funds.

SBA feels confident that the enrollment projections are accurate based on community support. There is growth in the community of Samoa with new housing being added. Families have come to SBA looking for school choice and an immersive CTE program.

Average Daily Attendance (“ADA”) predictions are significantly above local averages for high school. This results in an over-projection of LCFF funds.

Similar to myriad other contradictions contained in the findings, County staff raise concerns over SBA’s budgeted 95% attendance rate, yet note that the proposed rate is only 1.01% higher than statewide averages and “it is not unusual for charter school attendance rates to exceed those of the local school district.” County staff clearly do not believe in the merits of this finding; as such, it is an impermissible basis for denial of the charter petition.

Overestimated special education funding for the first year, combined with underestimation of costs of special education.

The calculation of AB602 State Special Education funds was based on the formula provided by the County Office of Education. The detailed calculation is as follows:

<u>Source</u>	<u>Funding Rate</u>	<u>SBA Count</u>	<u>Total</u>
AB602 Augmentation	\$ 9,518	0	\$ -
Rate per Undup.	\$ 2,255	24	\$ 54,623
Base rate per ADA	\$ 104	142.50	\$ 14,798
		Total Funding	\$ 69,421
		Federal Portion	\$ 27,264
		State Portion	\$ 42,157
		State Rate per ADA	\$ 296

The timing of cash flow is based on the first principal apportionment calculation, divided by 20% for each of the remaining months, a manner consistent with most SELPAs throughout the State.



Budget for staffing is unrealistic.

SBA's average teacher salary was based on the NHUHSD certificated salary schedule, SBA then added appropriate cost of living increases to arrive at the average starting teacher salary of \$51,500. This is the equivalent of the NHUHSD's BA+30, or 5th step on the salary scale. NHUHSD's current average teacher salary is higher than the average proposed by SBA because the District has a higher average years of experience since it has been in existence. It would be incorrect to assume that a new charter would have the same staffing in its first year of existence. Furthermore, the benefits package offered is consistent with charter schools operating across the State. Based on recent data, only 60% of charter schools participate in STRS, and while SBA will not be participating, the school will be offering (and has budgeted) a 5% match for all employees to a 403b retirement plan, an amount significantly higher than a typical charter school.

There is no budget for food service staffing, maintenance/custodial staff, paraprofessional staff, or secretary/Registrar, each of which are contemplated in the Petition.

HCOE notes that the budget does not include food service staff, maintenance/custodial staff, or a Secretary/Registrar. However, the same paragraph also acknowledges that "cafeteria services will be outsourced" (see SBA budget, account 4700). Furthermore, the Charter School will be outsourcing janitorial services (budgeted in account 5502 at \$24,000 in year 1) and the Secretary/Registrar is the only position in account 2400, and is included in all five years of the budget.

Payroll services costs appear low.

County staff note that the payroll service fee is below the HCOE cost to provide service, and offer speculation in this finding. This statement has no bearing on the County Board's consideration of the charter petition appeal. SBA's payroll will be processed by Charter Impact. The amount included in the budget is based on the fee proposed by Charter Impact. This is a clear example of how a charter school can identify service providers and operating costs below those utilized by school districts and county offices of education, which are consistently, and unfairly, used as a benchmark throughout the findings.

Total costs associated with facilities are extraordinarily high, as discussed below.

Please see detailed response immediately following.

Facilities

Under "Concerns regarding Facilities," the findings contend that the cost of the proposed facilities is excessive and that Dan Johnson's advocacy for the proposed Charter School and



consultation with the organizers precludes leasing the facility from the Danco Group if the proposal is approved. Both HCOE conclusions are incorrect and unsupported.

Purported excessive cost

The County staff's conclusion regarding the cost of the facilities is materially inaccurate and misleading because it compares two facilities that are substantially different from one another. HCOE relies on lease costs incurred by Northern United – Humboldt Charter School in comparison. However, in calculating the cost per square foot at SBA, the findings first fail to account for substantial facilities proposed at SBA that Northern United does not appear to offer, such as athletic fields, a gym, and specialty training facilities. Further, the Northern United curriculum does not include the training to be offered at SBA, which requires specialized equipment; a significant amount of the lease cost for SBA includes the cost of leasing such equipment. By spreading the total cost over only a small portion of the SBA facilities and failing to address equipment costs, the findings artificially inflate the SBA lease cost. Comparing lease costs of two schools with substantially different facilities and equipment is not meaningful.

To establish that the lease costs are unreasonable, County staff would have to identify a **comparable** facility meeting SBA's specialized needs in the area in which the Charter School is proposed. The Report does not identify any such facility and, to the knowledge of the petitioners, no such facility exists. Thus, the facility must be constructed or materially modified, complying with detailed State requirements for school facilities and protection of students and providing for the specific needs of the Charter School. The facility also would have to be furnished with the specialized equipment required. The Report makes no effort to establish that a new facility could be constructed and furnished to meet the needs of SBA at a cost anywhere near the cost proposed, let alone a lower cost.

Even if the rental rate could be compared between the two facilities, which, again, it cannot, the rate stated in the findings is substantially overstated. Considering the rate in 2025-26, after the ramp-up period Danco proposed before charging full rental rates, a rate of \$624,240 equates to **\$11.50 per square foot** for the entire rented square footage, including the gymnasium.² Even that rate is overstated because it allocates all costs of the athletic field to square footage, essentially assuming that there would be no cost to leasing the athletic field.

The rates charged are less than would be expected for leasing a build-to-suit facility, particularly one that must be built at higher costs with State requirements for school buildings and paying prevailing wages if applicable. In the market, such a facility that cannot readily be leased

² It is unclear how County staff reached a rate of over \$30 per square foot. Even if staff considered only the square footage of the academic building, the rate would be $\$624,240 \div 33,212 \text{ ft}^2 = \18.80 per square foot. To get to the high rate claimed in the findings, staff necessarily excluded certain facilities commonly included in schools, such as common spaces, library, staff offices, food preparation/dining areas, gymnasium, lockers, and space for support services.



for another purpose would be expected to be leased at an annual rate of **no less than** 10% of the construction cost. In fact, the lease rate likely would be higher for a lease as short as the five years included in the proposal, particularly for a lease with a ramp-up period before charging full lease rates. Even at the highest proposed rent (year 5), the lease rate proposed by Danco is only 65% of what would be expected on the low end, or 6.5% of the anticipated construction costs.

Finally, because SBA has not been approved, SBA cannot have committed, and has not committed, to contract with Danco to lease the facilities. Certainly, Danco has offered to construct the needed facilities and specified a rental rate to ensure that SBA can operate as proposed when and if the proposal is approved. However, the governing Board of SBA—if approved—will have to make the final determination as to the facilities to lease. If another facility is available in the location meeting SBA’s needs, then SBA can and will consider such an alternate facility to ensure that the leased premises will both meet the needs of SBA and be appropriately priced.

Purported conflict of interest

The findings conclude that SBA could not lease facilities from Danco because of Mr. Johnson’s advice regarding a potential charter school. HCOE is incorrect in this position, and the principle it suggests would hamstring any public entity’s ability to research and obtain necessary community input. If the findings were correct, then public entities could not obtain any input or information from any community members regarding any potential contracts without risk of invalidating those contracts. Sales representatives meeting with a public entity to discuss desirable features of a product would preclude the agency purchasing the product. The position in the findings could even preclude a company from receiving a public contract simply because the public entity reviewed information on the company’s website or that was published by a company owner in considering what products or services to purchase. However, contrary to the position in the findings, only **contracted** private consultants to a public entity even potentially trigger conflict of interest prohibitions against the consultant performing recommended work.

Mr. Johnson has to date, at most, provided his expertise and support for SBA as member of the community desiring to see SBA come to fruition, and offered Danco’s property development services to support SBA’s facility needs post-charter approval. Neither Mr. Johnson nor Danco has been hired or compensated by anyone to prepare, support, advise, or advocate for the charter school proposal. It has always been clear from the very outset of Mr. Johnson’s relationship with SBA that he was a developer proposing that Danco build and lease facilities for SBA’s use if SBA’s charter were approved. As a site-based charter school seeking to locate in a particular area, it was critical for SBA to identify potential school facilities with a developer before submitting their charter petition, as SBA did. This preliminary legwork to support the merits of SBA’s charter petition, and Mr. Johnson’s support for SBA as a private citizen and local businessman, cannot raise a Section 1090 issue.

As a threshold matter, Section 1090 cannot possibly be considered relevant until after SBA’s charter is approved and Section 1090 is made applicable to contracts approved by SBA



going forward. Education Code Section 47604.1(b), making conflict of interest provisions including section 1090 applicable to charter schools, indicates that it applies to charter schools and entities managing a charter school. An “entity managing a charter school” is a nonprofit entity “that operates a charter school.” (Education Code Section 47604.1(a).) SBA, of course, does not have an approved charter at this time, so it cannot be either a charter school or an entity operating a charter school. As such, the conflict of interest provisions cannot apply to SBA unless and until its application to operate a charter school is approved. Application of Government Code Section 1090 is a prospective question for SBA’s Board only if and when SBA is approved. It is not an appropriate consideration for the application for approval.

Moreover, Section 1090 does not apply to Dan Johnson. Section 1090 prohibits “[m]embers of the Legislature, state, county, district, judicial district, and city officers or employees” from being “financially interested in any contract made by them in their official capacity, or by any body or board of which they are members.” (Emphasis added.) Mr. Johnson is not a member, officer, or employee of any such public entity now. He has not been proposed as a member of SBA’s Board after SBA’s petition is approved. Mr. Johnson will have no “official capacity” of any kind with SBA when SBA’s governing board considers entering into a lease with Danco in the future, and thus Mr. Johnson will be incapable of “making” any contract on behalf of SBA in any “official capacity” for SBA within the scope of Section 1090. SBA’s governing board and employees will have no financial interest in the proposed lease, and will discharge their applicable fiduciary duties to SBA to ensure that entering into the lease is in the best interests of the Charter School. The future consideration of a lease with Danco by SBA’s governing board raises no Section 1090 issue.

HCOE’s conclusions regarding Section 1090 rely on cases holding that consultants and independent contractors *can* be considered “employees” for purposes of Section 1090 in certain circumstances. As the California Supreme Court affirmed, “section 1090 liability extends only to independent contractors who can be said to have been entrusted with ‘transact[ing] on behalf of the Government.’” (*People v. Superior Court (Sahlolbei)* (2017) 3 Cal.5th 230, 240) (Citation omitted.) “An individual’s status as an official under [section 1090] turns on the extent to which the person influences an agency’s contracting decisions or otherwise acts in a capacity that demands the public trust.” (*Id.*) (Citation omitted.)

As an example, the Court noted that “a stationery supplier that sells paper to a public entity would ordinarily not be liable under section 1090 if it advised the entity to buy pens from its subsidiary because there is no sense in which the supplier, in advising on the purchase of pens, was transacting on behalf of the government.” (*Id.*) Section 1090 is concerned with a different issue regarding contractors, not present here, namely involving “a contractor who has been **retained or appointed** by a public entity and whose actual duties include engaging in or advising on public contracting is charged with acting on the government’s behalf.” (*Id.*) (emphasis added).

It is thus not enough to invoke Section 1090 that Mr. Johnson “consulted” with SBA’s founders before the Charter School has even been approved—before any public entity existed.



Even if pre-charter-approval “consulting” could be relevant to Section 1090, Mr. Johnson was never retained to “engage in” or “advise on” SBA’s contracting, or as an agent to negotiate on SBA’s behalf. Mr. Johnson was not “hired” as a consultant by SBA in an employment-like relationship, e.g., pursuant to a contract in exchange for compensation. (*Davis v. Fresno Unified School Dist.* (2015) 237 Cal.App.4th 261, 300-301 [“we join the courts in *Hanover* and *Hub City* in concluding that, in civil actions, the term ‘employees’ in Government Code section 1090 encompasses consultants *hired* by the local government.”]) (Emphasis added.)

When SBA’s governing board takes up the matter of the facility lease in the future, and SBA is subject to Section 1090, Mr. Johnson will be no more than an owner of a company that is a potential landlord proposing to lease facilities to SBA. He will not be “transact[ing] on behalf of the Government” or have any role in contracting in an official capacity for SBA within the reach of Section 1090 any more than any other proposed landlord would be. The fact that Mr. Johnson gratuitously provided his input to SBA as it was considering whether a charter school was feasible has nothing to do with Section 1090 or prohibitions on conflicts of interest.

Operational Plan – Staffing

Based on recruitment difficulties faced by other CTE programs in the County, SBA will find it difficult, if not impossible, to recruit qualified CTE staff.

While SBA recognizes that recruiting and hiring well-qualified and credentialed CTE instructors will take time, there is no information in the Petition that suggests that SBA would be unable to recruit and hire the necessary instructors to teach students at SBA. SBA has obtained signatures of credentialed teachers who are meaningfully interested in teaching at SBA upon the approval of the charter. (Appendix B.) These teachers expressed interest in teaching at SBA not only because of the compensation that they would receive but because of the unique aspects of the educational program that SBA intends to offer. Similarly, while SBA recognizes that it will take time and effort, the Charter School remains confident that it can recruit and hire like-minded CTE instructors who have a desire to serve the students of our community by bringing their experience and expertise to SBA.

Petitioners personally lack the necessary background in the area of curriculum, instruction, and assessment

SBA’s proposed program relies on careful, well-planned integration of core course content and CTE standards. Petitioners need to personally have the necessary background to ensure successful implementation of that program. With Ms. Scott’s departure, it is not clear that is the case.

Personal disparagement aside, the SBA Board has stated time and again that it will recruit and hire for curriculum, instruction, assessment, and CTE expertise. The Charter School cannot do that until the charter petition is approved. This kind of criticism has been leveled against charter



schools for more than twenty years. It is speculative and not factual; indeed, it ignores relevant facts. SBA has promised to deliver on the educational program described in its charter petition. The County Board has the prerogative to hold the Charter School accountable to that.

The petition does not contain the number of signatures required

Petitioners chose to submit signatures from four teachers. Those teachers signed a form stating that they were meaningfully interested in teaching at SBA on June 15-18, 2021. Due to the passage of more than six months, COE staff requested, twice, that SBA have the teachers renew their interest in teaching at SBA.

This is a shockingly bad faith finding. HCOE has invented a requirement – that petition signatures be re-submitted – which has no basis in law, and then faults SBA for not meeting this made-up hurdle. The law requires signatures from meaningfully interested persons at the time the original charter is submitted. It is undisputed that SBA met this requirement. There is no reason for the Charter School to participate in the County’s bad faith attempts to hurt it.

* * *

Samoa Beach Academy respectfully requests that the County Board exercise its independent review and judgment, and take action to approve a five-year charter term. We have documented how each and every County staff finding is inaccurate or violates the law; as such, denying the charter based on the findings will also violate the law. We urge that the findings be set aside, in favor of the default legal position of charter approval.



SBA looks forward to answering any questions from the County Board, and the opportunity for collaboration with the County Board to serve the students of our community. Should you wish to discuss our responses to any of the above findings or require additional information, please do not hesitate to contact me at sfdoubled@gmail.com or 707-496-8954.

Sincerely,

David Lonn

David Lonn
Lead Petitioner

cc: Michael Davies-Hughes, Interim Superintendent
Colby Smart, Assistant Superintendent
Loretta Eckenrode, Board Vice President
Mary Scott, Board Trustee
Robert Siekmann, Board Trustee
Sheila Rocker Heppe, Board Trustee

**County Board of Education February 9, 2022,
Meeting Minutes Denying Petition**

Unofficial until approved

Humboldt County Board of Education
901 Myrtle Avenue – Eureka, CA 95501
Sequoia B

February 9, 2022
3:00 PM
Minutes

1.0 **CALL TO ORDER/WELCOME/FLAG SALUTE**

President McMahon called the meeting of the Humboldt County Board of Education to order at 3:01 PM with a quorum present.

PRESENT: Thom McMahon, Loretta Eckenrode, Sheila Rocker Heppe,
Robert Siekmann

ABSENT: None

STAFF PRESENT: Michael Davies-Hughes, Colby Smart, Corey Weber, Jenny
Bowen, Katie Cavanagh, Natalie Carrigan, Melissa Hodgson,
Felicia Doherty, Leah Lamattina, Tanya Trump

2.0 **ADJUSTMENT OF THE AGENDA**

There were no adjustments to the agenda.

3.0 **PUBLIC COMMENTS**

There was no public comment on non-agenda items.

4.0 **CONSENT AGENDA**

The Board was asked to receive/approve routine items.

It was moved/seconded by Scott/Siekmann to approve the Consent Agenda. The motion carried with the following roll call vote:

AYES: Scott, Eckenrode, McMahon, Rocker Heppe, Siekmann

NOES: None

ABSTAIN: None

ABSENT: None

Action was taken on the following consent items:

(4.1) Approve Minutes – January 12, 2002 and January 14, 2022 (Special Meeting)

(4.2) Approve Monthly Remuneration

(4.3) Adopt Resolution #2022-03: A Resolution of the Humboldt County Board of Education Proclaiming a Local Emergency, Ratifying the Proclamation of a State

Unofficial until approved

of Emergency by Governor Newsom, dated March 4, 2020, and Authorizing remote Teleconference

- (4.4) Adopt Proclamation in Support of Youth Art Month
- (4.5) Adopt 2021-2022 School Accountability Report Card (SARC) for HCOE Court and Community Schools and Glen Paul School

5.0 **PUBLIC HEARING – SAMOA BEACH ACADEMY CHARTER PETITION**

The Board heard public comment regarding the Samoa Beach Academy Charter Petition. Public comment lasted from 3:05 p.m. to 4:00 p.m.

HCOE staff presented its findings. Assistant Superintendent Smart thanked the Samoa Beach Academy petitioners and stated the findings from the review were not a reflection of the importance of CTE. Smart further shared that CTE is vital and provides opportunities to all students. Jennifer Nix of School and College Legal Services was available to answer questions regarding the legal standing of HCOE's findings. Nix clarified the cost of the facilities was based on square footage information listed in appendix K of the petition, not the numbers that were shared in public comment. Nix drew attention to concerns about misuse of public funds and conflicts of interest. Nix discovered an actual conflict of interest in preparing for this meeting, stating the current Danco Vice-President of Marketing serves on the Board of the Samoa Beach Academy, meaning the Board could not enter a lease agreement with Danco. Furthermore, the petitioner's response to HCOE's findings came from a Danco employee using a Danco email address. The Board asked questions of HCOE staff regarding signatures on the petition and staff's concerns regarding same. Presentation lasted from 4:00 p.m. to 4:22 p.m.

Samoa Beach Academy provided a response. Dave Lonn, lead petitioner for the Samoa Beach Academy introduced Janelle Ruley of The Charter Law Firm. Ruley shared a presentation with the Board. Ruley shared that charter schools are to be encouraged and that law favors charter approval. She expressed that the increase in focus around CTE in Humboldt County was an exciting result of the petition. Ruley further stated that HCOE's findings were speculation and not factual and the Board must approve the petition without factual findings. Ruley responded to the concerns raised by HCOE in its findings, including stating that the proposed lease amount was reasonable based on the proposed facilities and location. Ruley does not believe a conflict of interest exists with regard to leasing facilities from Danco because Government Code section 1090 does not apply until the charter is granted and because no Danco staff was hired and paid as a consultant for SBA. Nix told the Board they could give petitioners extra time if needed to answer questions. The Board asked questions of petitioners regarding participation in STRS, poverty rate of students, age of students and transportation, and special education status. Presentation lasted from 4:22 p.m. to 4:57 p.m.

Board Recess 4:57 - 5:06

6.0 **ACTION ITEMS**

- (6.1) Samoa Beach Academy Charter Petition – Approve or Deny

Unofficial until approved

Superintendent Davies-Hughes expressed appreciation to SBA petitioners for the way they interacted with HCOE staff during the review process. Davies-Hughes further shared that the recommendation of staff did not discredit the importance of CTE or charter schools, but was based on significant concerns with the petition. Davies-Hughes encouraged the Board to adopt HCOE's findings and deny the petition.

President McMahon stated he is a supporter of CTE and charter schools in general, noting the importance of each in the community, however he had concerns regarding speculation around the budget, enrollment, and attendance of students. Trustee Eckenrode shared that she is supportive of CTE and charter schools. Trustee Scott shared that she would not base her decision on speculation of failure of the charter and felt that decisions were based on dollars and cents, rather than the best interest of students. Trustee Rocker Heppie expressed appreciation for the work that went into the petition and the response, but further stated that she could not get past the financial concerns. Trustee Eckenrode expressed concerns with the fiscal portions of the petition. Trustee Scott shared concerns that finances have become how decisions are made in schools, the charter is lucky to have someone building them a building, and stated that she is in support of the charter. President McMahon shared that the facility is only being rented to the charter school. Trustee Scott noted that the facility would be built to the charter's specification. President McMahon raised concerns regarding HSU's low enrollment in its teacher prep program and staffing issues across the county related to special education staff and substitute teachers, and stated that budget and staffing are his two biggest concerns. Trustee Siekmann stated that the petition shows a clear need for this type of education, but that concerns about staffing finances, and other specifics of the proposal exist.

It was moved/seconded by Rocker Heppie/Eckenrode to deny the Samoa Beach Academy Charter petition based on the concerns presented by the staff. The motion carried with the following roll call vote:

AYES: Eckenrode, McMahon, Rocker Heppie, Siekmann
NOES: Scott
ABSTAIN: None
ABSENT: None

Legal-counsel informed the Board that the action must be documented in writing. President McMahon read from Adoption of Resolution #2022-005 – A Resolution of the Humboldt County Board of Education Denying Petition to Form the Samoa Beach Academy.

It was moved/seconded by Eckenrode/Siekmann to adopt Resolution #2022-05. The motion carried with the following roll call vote:

AYES: Eckenrode, McMahon, Rocker Heppie, Siekmann
NOES: Scott
ABSTAIN: None
ABSENT: None

Unofficial until approved

(6.2) Approve 2022 Summer School Dates

It was moved/seconded by Scott/Rocker Heppe to approve the 2022 Summer School dates. The motion carried with the following roll call vote:

AYES: Scott, Eckenrode, McMahon, Rocker Heppe, Siekmann
NOES: None
ABSTAIN: None
ABSENT: None

(6.3) Receive and Accept the 2020-2021 Annual Audit Report

Shilo Gorospe of Eide Bailey presented to the Board and shared clean financial reports with no findings.

Assistant Superintendent Weber expressed appreciation for his staff and the great work they do on a daily basis.

It was moved/seconded by Scott/Siekmann to receive and accept the 2020-2021 Annual Audit Report. The motion carried with the following roll call vote:

AYES: Scott, Eckenrode, McMahon, Rocker Heppe, Siekmann
NOES: None
ABSTAIN: None
ABSENT: None

(6.4) Intent to Apply Transitional Kindergarten Teacher Residency Capacity Grant

Assistant Superintendent Smart shared by 2025 all school districts will be required to offer Universal Transitional Kindergarten (UTK). A gap exists in the development of qualified teachers to fulfill this requirement. Smart stated the grant would fund a certificate program through Cal Poly Humboldt, paying for 24 Early Childhood Education (ECE) units and additional support for up to 30 teachers.

Rocker Heppe expressed she would abstain from the vote as she served on a committee related to UTK at Cal Poly Humboldt.

It was moved/seconded by Eckenrode/Scott to approve the intent to apply for the Transitional Kindergarten Teacher Residency Capacity Grant. The motion carried with the following roll call vote:

AYES: Scott, Eckenrode, McMahon, Siekmann
NOES: None
ABSTAIN: Rocker Heppe
ABSENT: None

(6.5) Accept Native American Studies Model Funding

Unofficial until approved

Assistant Superintendent Smart announced that HCOE and San Diego County Office of Education were selected by CDE to create a model curriculum for the state. The funds will be shared between the two COEs

It was moved/seconded by Siekmann/Eckenrode to accept the Native American Studies Model Funding. The motion carried with the following roll call vote:

AYES: Scott, Eckenrode, McMahon, Rocker Heppe, Siekmann
NOES: None
ABSENT: None
ABSTAIN: None

7.0 **INFORMATION/ACTION ITEMS**

(7.1) Discussion on Returning to In-Person Meetings
President McMahon stated he would be fine returning to in-person meetings, while Trustee Scott suggested it be an HCOE decision. Trustee Eckenrode asked for clarification around moving back to hybrid meetings if COVID case counts increased. It was confirmed that the Board could adopt a resolution for hybrid meetings allowing for both in-person and Zoom attendance. Trustee Siekmann wanted the option for Zoom in case it was needed.

(7.2) Superintendent's Report
(7.3.1) Update on the Hiring of the SELPA Director - Superintendent Davies-Hughes announced that Heather Quigley Cook, Interim SELPA Director, was hired as the permanent SELPA Director

Davies-Hughes acknowledged the incredible work of Melissa Hodgson and shared that her last day with HCOE is February 15.

Davies-Hughes confirmed that schools will continue to require masking in school settings and that Cabinet would discuss how to move forward with masking for HCOE staff not working directly with students or on school sites.

(7.4) Draft 2022-23 Calendar

The Board was presented with two options for the 2022-2023 school year calendar. The Board will be asked to take action on approval of a calendar at the next meeting, March 9, 2022.

(7.5) LCAP Supplemental Annual Update

Felicia Doherty, Principal Court and Community Schools, shared a presentation with the Board, inviting both Leah Lamattina of Homeless and Foster Youth, and Tanya Trump of Career and College Readiness to the podium. Their highlights

Unofficial until approved

included an expected 40 students graduating in 2022 as well as a decrease in suspension rates and an increase in CTE offerings.

(7.6) A – G Completion Grant

Doherty shared Court and Community Schools will be eligible to apply for the A – G Completion grant and more information will be available during future Board meetings.

(7.7) Trustee Boundary Areas for Humboldt County Board of Education based on 2020 Census Analysis

Superintendent Davies-Hughes explained that every 10 years following the Census the Board will take action on trustee area boundaries working with a demographer. Colette Metz from Plan West Partners shared a presentation to the Board on boundary areas. Metz explained that the HCOE Board historically follows the same boundary areas as the Humboldt County Board of Supervisors and that the Board of Supervisors made no changes to their trustee areas.

(7.8) Set Date for Special Meeting Regarding Action on Trustee Boundary Areas

The Board scheduled a Special Meeting February 14, 2022 at 3:00 PM to approve the Trustee Boundary Areas for Humboldt County Board of Education based on 2020 Census Analysis.

11.0 BOARD MEMBER ANNOUNCEMENTS/COMMENTS/REPORTS

President McMahon expressed appreciation for Colby Smart and the team that worked on the SBA petition as well as Katie Cavanagh for her role in establishing a vaccination clinic at HCOE.

Trustee Rocker Heppe acknowledged the presentation to the community regarding SBA charter.

12.0 ADJOURNMENT

President McMahon adjourned the meeting at 6:31 PM.

Respectfully Submitted,



Michael Davies-Hughes, Superintendent of Schools

MDH:nc

6

Humboldt County Board of Education

February 9, 2022

Unofficial until approved

Petitioner Response to District Findings



September 8, 2021

Via Email

Roger Macdonald, Superintendent
Board of Education
Northern Humboldt Union High School District
2755 McKinleyville Avenue
McKinleyville, CA 95519

RE: Response to Northern Humboldt Union High School District Report of Findings Regarding the Samoa Beach Academy Charter Petition

Dear Superintendent Macdonald, Board President Grosjean, and Members of the Northern Humboldt Union High School District Board of Education:

We write in response to Northern Humboldt Union High School District's ("NHUHSD" or the "District") Report of Findings ("Findings") regarding the Samoa Beach Academy ("SBA" or the "Charter School") establishment charter petition ("Petition"), submitted on June 18, 2021 to the District.

Recognizing the myriad demands on District staff, heightened during the COVID-19 pandemic, we nevertheless believe that the published Findings do not present an accurate review of the Samoa Beach Academy charter petition and appendices submitted to the District. The Findings are largely speculative and unsupported by specific facts; the Findings also do not rise to the level of meeting the legal basis for denial of a charter.

We urge you to carefully consider the following information in evaluating the Findings before taking action on our charter petition. Should the District Board adopt the Findings and deny the charter, we believe such action will demonstrate that NHUHSD has not proceeded in the manner required by law, that the decision is not supported by the findings, and the findings are not supported by the evidence. These elements form the definition of an impermissible abuse of discretion.

Overview of Law

At the outset, we remind the District of the provisions of the Education Code that provide specific guidance to governing boards to approve the establishment of charter schools. Education Code Section 47605(c) states:

In reviewing petitions for the establishment of charter schools . . . the chartering authority shall be guided by the intent of the Legislature that charter schools are

*Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021*

and should become an integral part of the California educational system **and that establishment of charter schools should be encouraged.**

(Emphasis added.)

Education Code Section 47605(c) also provides the limited legal grounds on which a charter petition may be denied, as follows:

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 the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. **The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:**

- (1) The charter school **presents an unsound educational program** for the pupils to be enrolled in the charter school.
- (2) The petitioners are **demonstrably unlikely to successfully implement the program** set forth in the petition.
- (3) The petition does not contain the number of **signatures** required by subdivision (a) [of Education Code Section 47605].
- (4) The petition does not contain an **affirmation** of each of the conditions described in subdivision (e) [of Education Code Section 47605].
- (5) The petition does not contain **reasonably comprehensive descriptions** of [the 15 required elements.]
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school . . .
- (7) The charter school is **demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate**. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:
 - (A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
 - (B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.
- (8) The **school district is not positioned to absorb the fiscal impact** of the proposed charter school . . .

*Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021*

(Emphasis added.)

Accordingly, under the Charter Schools Act, a school district board of education is required to approve a charter petition, unless it makes specific written factual findings to support a denial based on the grounds enumerated under Section 47605 – “specific to the particular petition” before the chartering authority.

As demonstrated in the table following, the Findings are based on speculation, inaccurate facts, or go beyond the requirements set forth in law, and therefore the findings constitute an impermissible basis to justify the denial of the SBA charter petition.

Responses to District Findings

Below, please find excerpts of the Findings, in the order in which they were presented (in *italicized* text), immediately followed by the Charter School’s response (in plain text).

DISTRICT FINDING	SBA RESPONSE
<p><i>A. The Petition Presents an Unsound Educational Program for Pupils Enrolled in the Charter School.</i></p>	
<p><i>1. The Career Technical Education (“CTE”) Program Is Not Likely to Be of Educational Benefit to Students.</i></p> <p><i>We believe that SBA will provide inferior Career Technical Education to students. The proposal does not reflect a robust or sequential CTE program. “For core content areas, SBA plans to use the Savvas Curriculum Suite and instructional materials.” This curriculum described in Petition II is “my Perspectives”, which Savvas describes as “optimal for digital learning.” Savvas mathematics curriculum is also digital software. Petition II notes science will also be provided by Savvas’ “blend print and digital materials,” p. 31, and social science provided by Savvas will also be digital and possibly print. Id. Online instruction is subpar to in-person instruction and the dynamic kinesthetic program promised by SBA.</i></p> <p><i>These classes will still need to be overseen by credentialed teachers, as required by Education Code section 47605(1)(1). With six teachers and one resource teacher budgeted for year one, a sophomore bound for college with physical education would take – as a sample course sequence -- English 10 with CTE; Geometry with CTE; World History with CTE; CTE Introduction; Biology with CTE; PE II, and Spanish II. This sample sequence requires a minimum of four different single subject credentials, or six single subject credential holders if the California Commission on Teacher Credentialing</i></p>	<p>This finding is speculative and unsupported by any specific facts.</p> <p>The findings state that “the petitioners personally lack the necessary background in curriculum, instruction, and assessment” which is offensive and untruthful. The Lead Petitioner, Catherine Scott, has served as a teacher for seven years, and an administrator and superintendent in Humboldt and Mendocino counties for 17 years (pp. 202-204). SBA Board member David Lonn served as a teacher for 15 years, and as an administrator for 16 years, in NHUHSD (pp. 194-195). They have extensive experience and the necessary background in curriculum, instruction, and assessment.</p> <p>The findings articulate an assumption that SBA will provide inferior Career Technical Education to students and that the proposal does not reflect a robust or sequential CTE Program. This is entirely unsubstantiated by facts and includes no references to the CTE program actually described in Petition II.</p> <p>The District’s findings on the Savvas Curriculum Suite and instructional materials demonstrate a lack of understanding of the Savvas (previously Pearson) Curriculum Suite. It is obvious that Savvas provides textbooks and digital materials (as do most publishers) to support learning. The Savvas curriculum will not provide “online instruction [which is] subpar to in-person instruction” as indicated in the Findings. As stated in the Petition, the</p>

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHS Report of Findings Regarding the SBA Charter Petition
September 8, 2021

determines by June 30, 2022 that non-core, non-preparatory courses must be taught by properly credentialed teachers. See Cal. Educ. Code §§ 47605(h)(1); 47605.4. At any rate, these courses account for the six general education teachers that SBA intends to hire. But, each CTE pathway – and they intend to have three (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) – requires the CTE credential holder to have industry work experience in their industry. So, if SBA is truly going to be what it represents, the crème de la crème of CTE high schools, how will students be able to select from these three dramatically different industries when it is nearly impossible the CTE teachers will hold the appropriate credential for three sectors?

We know SBA intends to provide on-line instruction. But, the numbers indicate that it also intends to provide CTE instruction on-line or by non-certified teachers. This is not High Quality Curriculum and Instruction, one of the Eleven Elements to a High Quality CTE Program acknowledged by SBA in Petition II. See page 27. We have serious concerns regarding the quality of instruction SBA will be able to provide to its students. As addressed below, we foresee that recruitment of teachers will be a major barrier to the success of SBA, and that reliance upon online courses will be required. The Petition II acknowledges the lack of available CTE teachers and proposes hiring 6.0 full time equivalent (“FTE”) general education teachers and 1.0 resource in year one. But, the description of Curriculum is largely reliant on digital instruction.

myPerspectives curriculum developed by Savvas Curriculum Suite is aligned to all applicable State Standards. The Petition states that the ELA curriculum “blends online, digital, and traditional materials to create engaging lessons” and includes “digital components.” (Petition, p. 30.) The Mathematics curriculum has an “online component to support student independent practice.” (p. 31.) The Savvas curriculum for science “blend print with digital materials and apply scientific and engineering practices in problem-based scenarios.” (p. 31.) None of these descriptions in the Petition suggest that the Charter School would solely provide online instruction or that any digital materials provided as part of the curriculum amounts to “online instruction” that would fall short of any in-person instruction. These digital components of the curricula are used to further support the in-person instruction and help students master the pertinent coursework in alignment with all applicable State Standards.

While SBA recognizes that recruiting and hiring well-qualified and credentialed CTE instructors will take time, there is no information in the Petition that suggests that SBA would be unable to recruit and hire the necessary instructors to teach students at SBA, and the District has no factual basis for making this assertion. As evidenced in Appendix B, SBA has obtained signatures of credentialed teachers who are meaningfully interested in teaching at SBA upon the approval of the charter. SBA remains confident that it can recruit and hire like-minded CTE instructors who have a desire to serve the students of our community by bringing their experience and expertise to SBA. In fact, many CTE instructors have reached out to SBA because they want to work at a Charter School, even without STRS, where CTE is the focus and not an afterthought. In their own words, they “are tired of being second class citizens.”

Documentary Record from
Humboldt County Board of Education

*Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021*

	<p>SBA’s Petition II does not refer to providing online instruction nor does SBA intend to provide online instruction in a hands-on, experiential model; therefore, that the District presumes to “know SBA intends to provide on-line instruction” is erroneous and unsubstantiated with facts.</p> <p>Further, SBA affirms that it shall comply with Education Code Sections 47605(1) and 47605.4, and ensure that all teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. (Petition, p. 136.) The Charter School shall not have any non-certificated teachers provide any instruction.</p> <p>Accordingly, this Finding is an impermissible basis for denial of the charter petition.</p>
<p><i>2. The Petition Reflects a Lack of Understanding About the Charter School’s Obligations Towards Students with Disabilities, Indicating Success In Serving These Students Is Not Likely.</i></p> <p><i>According to Petition II:</i></p> <p><i>In Year One, SBA has budgeted for one (1) Special Education Teacher/Coordinator for an estimated 15.2% of [Students with Disabilities “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</i></p>	<p>This finding is based on speculation and is inaccurate.</p> <p>The SBA budget includes total Special Education expenses in the first year of operations of \$172,353. This includes not only the cost of the outside service providers of \$84,313 as noted by the Findings, but also the Special Education Teacher/Coordinator salary and 50% of the 0.5 FTE Counselor with related benefits of \$85,721 and SELPA administrative fees of \$2,319. This comes to a total of \$6,389 in spending per special education student.</p>

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

<p><i>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).</i></p> <p><i>As with Petition I, SBA has not accounted for the numerous other related services that may be necessary for students with disabilities, such as special education teachers credentialed to serve students with whose disabilities require them to spend more than 50% of their day in special day classes; behavioral consultants; physical therapists; school nurses; services for students with low incidence disabilities; adaptive physical education; transportation; educationally related intensive counseling services; to name some related services that all districts typically provide.</i></p> <p><i>By SBA's calculations, they will have a low special education population of 15.2%, far below the county average. Indeed, in Petition I, SBA predicted that 19.5% of its population would be students with disabilities. If the special education caseload calculation is based on an unrealistic 15.2%, the expected number of students to be served in year one is 22-23, not 27 as stated. If the special education caseload calculation is based on 19.5%, which is more realistic, the expected number of students to be served in year one is 29-30, which means that SBA would need to hire more than one Special Education Teacher in year one in order to comply with relevant state and federal law. SBA has no budget for this, so the result would be a significantly negative year one cash balance, which would be compounded annually. Additionally, no explanation is provided for the change in special education population from</i></p>	<p>As with any costs included within the budget, these are estimates based on common expenditures. However, should students with higher needs enroll, SBA is prepared to utilize the substantial reserves within the fund balance as well as make cost reductions in other areas to meet students' needs.</p> <p>Not only did SBA account for the numerous other related services in the Charter Petition, SBA also described those services (pp.79-88). SBA clearly accounts for the most common services as well as other related services that may be necessary for students with disabilities (p. 80). 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.</p> <p>Again, the District's findings fail to refer to the Charter Petition to identify facts. SBA calculated a special education population of 15.2% and clearly identified where the information was obtained on p. 13 of the Charter Petition. According to the California School Dashboard, the percentage of students with disabilities ("SWD") in in the District in 2020 was 15.2%. SBA thus utilized 15.2% in its Charter Petition as it is the most current and up-to-date information. Based on a 15.2% SWD population, SBA would still need one (1) Resource Teacher. The District should note that their own percentage of SWD is decreasing as noted on the Dashboard and on Ed-Data.</p>
--	---

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

19.5% to 15.2%. However, in contradiction to the lower estimate of special education students it will serve, Petition II explicitly states, “SBA understands 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.” p. 79. Nonetheless, SBA budgeted that they would spend an average of \$3,123 per special education student. (\$84,313 divided by 27 students.) By contrast, Northern Humboldt’s Six Rivers charter school, with 110 total students, spends \$8,550.05 per special education student, a shortfall of \$5,427.05 per student, or \$146,530.35. The District itself spends \$14,255 annually per pupil on its special education students. Consider further that SBA predicts it will reach 300 students by its third year, doubling this deficit to \$168,642. Yet, it predicts its “special education encroachment” in Year Five to be a mere \$7,636. Petition II, Appendix J, Table O. It is important to note that a comparison with Six Rivers Charter School is a conservative comparison to the petitioner’s benefit because Six Rivers is a dependent charter, meaning that items such as alternative placement and transportation are not figured into their overall expenditures, whereas SBA would be required to pay for those items.

Furthermore, the above costs do not account for a nonpublic school placement in residential treatment centers or a special day class, which can cost between \$100,000- \$200,000 per student per year.

And, although Petition II represents it will hire paraprofessionals, see, e.g., page 80-82, 88, the budget reflects no employees who are paraprofessionals. See Appendix J, Table G. As stated in our response to Petition I, if

SBA budgeted to spend \$6,389 per special education student. This is a very appropriate estimate considering the fact that it is impossible to know *exactly* what the costs for special education will be until students with disabilities actually enroll. The comparison in the Findings is beyond the scope for approval or denial. Furthermore, no charter school or school district accurately budgets for a nonpublic school placement until such time as a student’s IEP team has determined that is the least restrictive environment for a student with a disability as its offer of a Free Appropriate Public Education (FAPE).

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

SBA's student population is, in fact, similar to that of the District, SBA would potentially require full-time paraprofessionals each year. The cost for a single paraprofessional working 6 hours per day, 5 days per week at minimum wage is \$17,730 plus statutory benefits. Applying the District's rate of employing paraprofessionals to SBA's projected enrollment would result in the potential need for 2.25 paraprofessionals in year one at a cost of \$39,892 plus statutory benefits. This would result in a negative year one cash balance of \$26,933. By year three, the potential negative impact to the budget is doubled.

Moreover, Petitioners' ignorance of special education extends beyond the budget. On page 43 of Petition II, SBA states one of its available courses is "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. While resource classes are classes that provide supports for students in special education, no special education specialist would refer to these classes as "courses." Petitioner has not described their special education program so it is impossible to understand how they intend to serve students needing a Resource Program.

Similarly, SBA provides this description of a course:

"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 See Cal. Educ. Code § 56364.2. It requires a person whose

There is no requirement in law for a Charter School to hire paraprofessionals. In fact, it is a choice made solely on the needs of the students. The Findings fail to recognize that the budget is just that, a budget of projected revenues and expenditures based on the anticipated needs of the Charter School. In fact, the Charter Petition clearly states on p. 79: "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."

The inflammatory phrase stating the "Petitioner's ignorance of special education" is regrettable since David Lonn, an SBA Board member, was also a career educator and administrator in the District. Regardless of this phrase, it should be noted that whether a course is called Core Support or Life Skills or Resource, it is still "a course" in a student's schedule. A Specialized Academic Instructor still teaches four sections (courses) of Resource.

In accordance with Education Code Section 47605(c)(5)(A)(i), the SBA Petition contains a reasonably comprehensive description of the educational program of the charter program, including a description of its plan to serve students with disabilities, on pages 76-91 of the Petition. There is no legal requirement for the entire scope of the Charter School's special education program to be included in the Petition in its entirety. SBA has clearly stated that it "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

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

<p><i>credential authorizes them to teach the particular type of disabilities of the students in the class or receiving the service. From the Administrators Assignment Manual, published by the California Commission on Teacher Credentialing, this chart reflects that an SDC with these student populations requires teachers with specific credentials. focuses on basic skills, problem solving, social development, and vocational skills.” Page 43. A Special Day Class is a classroom placement, not a course, typically with a small student:teacher ratio and paraprofessionals.</i></p> <p><i>[table omitted]</i></p> <p><i>SBA states it will provide a “SDC course” but clearly does not understand what a SDC is, or how it affects their budget or their course offerings. It is likely that SBA would need to find alternate placements for students needing a Special Day Class placement; however, their budget does not support their ability to do so.</i></p> <p><i>The dangerous combination of misapprehending special education and not providing appropriate services, invites expensive litigation. Failures to serve special education students come with steep fiscal consequences, as each due process case in which the LEA does not prevail entirely requires the LEA to pay for the other party’s attorneys’ fees, in addition to the LEA’s own attorneys’ fees. (20 U.S.C. Section 1415(i)(3).)</i></p>	<p>Act (‘ADA’) and the Individuals with Disabilities Education Improvement Act.” (Petition, p 76.) The Charter School shall ensure that all aspects of its plan to serve students with disabilities will be implemented in a manner that fully complies with all applicable legal requirements. The District’s statement of the “Petitioners’ ignorance of special education” is a dangerous falsehood.</p> <p>SBA recognizes that the header “Special Education <u>Courses</u>” to introduce the “Resource Specialist Program” and “Special Day Class” may be confusing, since neither are specific “courses” offered to students. These descriptions were intended to simply distinguish that “on an as-needed basis, based on the individual student’s IEP,” the Charter School shall provide a Resource Specialist Program or Special Day Class for the student. (Petition, p. 42.) The Petition does <u>not</u> state that SBA provides a “SDC <u>course</u>” as stated in the Findings. SBA clearly understands the distinction between a “Resource Specialist Program” and “Special Day Class” and shall ensure that students whose IEPs require participation in either would be afforded the opportunity to do so.</p> <p>SBA, the Petitioners, and the Board are well-versed in special education requirements and providing appropriate services to appropriately serve students with disabilities and to prevent litigation.</p> <p>Accordingly, this Finding is an impermissible basis for denial of the charter petition.</p>
<p>B. The Petition Presents a Program That is Demonstrably Unlikely to Succeed.</p>	
<p><i>1. The Budget Does Not Account for All Expenses and Reflects a Lack of Expertise at SBA in Such Matters.</i></p>	<p>This finding is inaccurate and speculative.</p>

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

In addition to the lack of planning with respect to addressing the needs of students with IEPs supra, other aspects of the special education budget reflect a lack of understanding of how special education funds are disbursed and what those funds are. The projected revenue includes \$103.8442 per ADA and refers to it as a base rate. However, this funding is provided, based on a prior year ADA, which SBA does not have until year 2. If you remove the \$14,797.80 for base rate funding, the projected year one cash balance is \$1,839.20. This confusion indicates a strong likelihood of not succeeding in serving this population, as required by law.

Furthermore, some numbers are drawn from a 2019-2020 projection prepared by the Humboldt County Office of Education, dated 5/14/2020. The assumption of SBA is that they will not need to serve “severe” students that produce related high costs. As an independent charter, one high cost student could be devastating to a budget with virtually no reserve. In the multi-year forecast, the dollar amount \$42,157 is listed as “state special education” funding, without explanation. On the Monthly Cash Flow sheet, the state special education amount is \$8,431 beginning in March, for a stated “annual budget” of \$42,157. The four months of March through June equal a total of \$33,724, not \$42,157. These numbers were reviewed by the Humboldt-Del Norte SELPA Director, and we are collectively unable to determine from where these numbers were derived, and why March is listed as the beginning of this entitlement. Finally, special education encroachment is also listed to begin in March, in the sum of \$464. There is no explanation for these numbers and timelines.

The SBA budget does NOT include federal special education funding in year 1. The budget clearly shows \$0 for object code on both the multi-year budget as well as the monthly cash flow in FY24. The Findings are factually inaccurate.

The calculation of AB602 State Special Education funds was based on the formula provided by the Humboldt County Office of Education. The detailed calculation is as follows:

<u>Source</u>	<u>Funding Rate</u>	<u>SBA Count</u>	<u>Total</u>
AB602 Augmentation	\$ 9,518	0	\$ -
Rate per Undup.	\$ 2,255	24	\$ 54,623
Base rate per ADA	\$ 104	142.50	\$ 14,798
		Total Funding	\$ 69,421
		Federal Portion	\$ 27,264
		State Portion	\$ 42,157
		State Rate per ADA	\$ 296

The timing of cash flow is based on the first principal apportionment calculation, divided by 20% for each of the remaining months, in a manner consistent with most SELPAs throughout the State.

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

Given the increase in facilities costs budgeted from \$321,600 to \$629,220 over five years, and the margins that SBA will be operating under based on their own assumptions, SBA will really need to hit its Average Daily Attendance (“ADA”) growth to 300 students by the 2027-2028 school year. However, local history indicates that SBA will not meet this target.

...

In addition, Fortuna, Ferndale, Arcata and McKinleyville high schools have thriving CTE programs and growing partnerships across the region. It is unlikely that 300 students would leave these programs for a school that has only three pathways, that has no academic track for advanced academics, and that is not offering transportation to their remote site.

...

Because we think there are superior CTE programs competing in the same region, compounded by the lack of student transportation, questionable food services provisions, and misguided attendance assumptions, we do not believe SBA will be able to cover the costs of the facilities, because we do not foresee SBA meeting its ADA numbers.

Petition II references external funding to provide necessary cash in year 1 to year 4, with an assumption that cash flow will not be a factor beginning in year 5. The budget includes an interest payment equal to 2% of receivable sales. This must be how they are referencing a drawdown of funds from Capital Asset Management. Interest payments at 2% would be as follows: Year 1- \$790,100, Year 2 - \$1,056,750, Year 3- \$1,031,550, Year 4 - \$408,700. No interest payment is

The SBA budget includes a mix of both fixed and variable expenses. If the Charter School were to fall short in ADA projections in any year, SBA would be able to immediately modify its spending on the variable expenses to ensure a balanced budget. Furthermore, the budget as presented provides substantial fund balance reserves by year 5 of 23%. This greater than 4 times the State recommendations for fund balances for economic uncertainty.

SBA has conducted outreach with local students and their families and has determined its ADA projections based on the level of interest and demand that were expressed. SBA’s projection to enroll 300 students by the 2027-2028 school year is not an unreasonable projection. Any Findings presuming SBA’s failure to reach these projections are purely speculative and unsupported by any facts.

SBA’s budget is based on these reasonable enrollment projections, including SBA’s financial plan to cover the costs of its facilities. The District unlawfully speculates that SBA will not be able to meet the target but offers no facts to support its assumptions.

The presumption made in the Findings that they “think there are superior CTE programs competing in the same region” is unsubstantiated with facts or data. There is not a single high school in the region where the focus is CTE like it is at SBA. The other programs offer CTE as an elective, but it does not comprise the educational program for the school. At SBA, completing a CTE pathway is a graduation requirement. CTE is integrated into every core content course through participation in UCCI. SBA has developed this school with a singular focus on CTE in order to ensure that students are prepared for career and college if they choose. Through the successful completion of a CTE pathway and one semester of concurrent enrollment, all graduates at SBA will be

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

budgeted in year 5. We cannot locate principal payments in the projected budget. The letter of intent from CAM is not a binding agreement and totals \$800,000. The letter references a Memorandum of Understanding attachment, which would identify the terms of the loan. This attachment was not included in the petition. The District requested a copy of the attachment, which was never provided. When a budget includes an interest payment (code 7438), there should also be a principal payment (code 7439), which is omitted from the budget.

SBA is projecting a cash balance of \$325,000 at the end of year 5. The cash balances in year 1 and year 2 are only \$16,637 and \$41,201 respectively. The budget fails to project any expense for food service salary/benefits, even though SBA references that they have done so in the petition. The Special Education budget is lacking a safety net for higher costs for individual students and transportation. The payment of principal for the cash loan is not reflected in the budget. The budget is based on unrealistic enrollment/ADA and the expenses are incomplete, which makes the budget unrealistic and unsustainable.

identified as College and Career Ready on the Dashboard indicator as opposed to only [47.4%](#) in the District in 2019.

The Findings report that the Charter School does “not have a plan to secure the services of individuals who have the necessary background in Finance and Business Management” which again is an inflammatory and untrue statement. SBA has secured the services of Charter Impact (pp. 7-8), which clearly has the knowledge, experience, and background to correct the numerous mathematical errors and budget assumptions made by the District in its Findings. The amounts noted to the Findings were taken from the cash flow section of the budget and line item titled “Proceeds from Factoring.” These are the annual amounts of cash received from factoring, not the related interest payments. Furthermore, the repayment of these funds can clearly be found in the line item immediately below these amounts, titled “Payments on Factoring.” The presentation is consistent with Generally Accepted Accounting Principles for non-profit organizations, the guiding principles by which SBA is required to maintain their records. Under this accrual-based GAAP, account 7439 is not used and does not apply.

Furthermore, SBA did in fact provide, in Appendix J of the Charter Petition, the first-year operational budget, start-up costs, cash flow and financial projections with reasonable estimates of all anticipated revenues and expenditures with clear budget assumptions. The Charter Petition clearly describes the structure for providing administrative services on pp. 183-184. Again, the Findings seem to be purposefully misleading the Board and the community with their blatant inaccuracies.

As noted in the Response to Finding B.4 below, line 4700 in the multi-year forecast and monthly cash flows identify an expense item for “Food Services.” This expense will cover the costs to provide

Documentary Record from
Humboldt County Board of Education

*Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021*

	<p>these nutritionally adequate free or reduced-price meals to SBA students through the services of local vendors.</p> <p>See Response to Finding A.2 above, regarding the budget for special education.</p> <p>Accordingly, this Finding is an impermissible basis for denial of the charter petition.</p>
<p style="text-align: center;"><i>2. Petitioners Have Not Laid the Foundation to Implement What They Say They Will in CTE or Dual Enrollment.</i></p> <p><i>In addition to what has been noted supra, we are incredulous that SBA will be able to establish a Health Science and Medical Technology partnership with industry partners in Humboldt County. Medical CTE is an area that local districts have explored exhaustively, but it is simply not possible to recruit qualified CTE teachers in this area, as people with expertise in this field have many more lucrative options.</i></p> <p><i>In addition, SBA represents that the letters from Humboldt State University (“HSU”) and College of the Redwoods (Appendix C to Petition II) promise dual enrollment for students at SBA. Humboldt State University’s letter makes no mention of “dual enrollment,” and our experience teaches us that this is not available to students free of charge, which is contrary to the free public education that SBA must provide. Perplexingly, the HSU letter is addressed to “Dan Johnson,” the person from whom SBA will lease facilities, but not an individual on the Board or the Lead Petitioner.</i></p> <p><i>The letter from College of the Redwoods is nothing more than a letter of support of Petition II. In the District’s experience</i></p>	<p>This finding is speculative and based on an inaccurate statement of the information presented in the Petition and appendices.</p> <p>Local school districts’ lack of a Health Science and Medical Technology partnership with industry partners has no bearing on whether SBA would be successful at accomplishing such an arrangement. SBA’s founding team has worked extensively with local partners, including Humboldt State University and College of the Redwoods, to discuss and develop how SBA students would be able to benefit from the joint endeavors between SBA and the colleges.</p> <p>Page 51 of the Petition clearly states: “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.” The President/Superintendent of the College of the Redwoods emphatically stated: “College of Redwoods stands ready to collaborate with Samoa Beach Academy on dual enrollment as well as articulation of Career Education Pathways.” (Appendix C.) The District’s past experience with the College of the Redwoods does not indicate that SBA would be unable to effectively enter into an agreement with the College of the Redwoods to offer dual enrollment for SBA students.</p>

Documentary Record from
Humboldt County Board of Education

*Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021*

<p><i>and in speaking with other District Superintendents, College of the Redwoods is reluctant to provide dual enrollment on any school campus, meaning that even if College of the Redwoods was willing to provide dual enrollment to SBA students, they would have to get to College of the Redwoods, without transportation provided by SBA.</i></p>	<p>Further, the President of Humboldt State University stated that he “envision[s] the SBA to be a vital third partner [along with the College of the Redwoods], seamlessly serving the students across [the] region” and he offered his “partnership and support” to the SBA. (Appendix C.)</p> <p>Since the Petition has not yet been approved, SBA has not entered into a formal agreement with either college to establish the parameters of any dual enrollment opportunities available to SBA students. Nevertheless, SBA has received affirmation from the administrators at the College of the Redwoods and HSU to provide support to SBA students upon approval of the SBA Petition.</p> <p>Accordingly, this Finding is an impermissible basis for denial of the charter petition.</p>
<p><i>3. Petitioners’ Representations About Multi-Tiered Systems of Support (“MTSS”) are Illusory.</i></p> <p><i>Although SBA has stated that they will utilize MTSS, there is no indication that SBA understands MTSS. MTSS cannot simply exist within a school. Rather, it must be built with intention based upon the utilization of data by the administrators and the staff to meet the needs of the school. This requires collaborative work with a foundation of intensive staff training and data collection, and a deep commitment to Positive Behavioral Interventions and Support (“PBIS”). PBIS requires clearly stated schoolwide norms, behavior expectations, and social and emotional learning; along with establishing Tier1, Tier 2, and Tier 3 teams to review and analyze academic and behavioral data to appropriately identify interventions and supports; universal design for</i></p>	<p>This finding is speculative and unsupported by any specific facts.</p> <p>Consistent with applicable law, SBA has included a reasonably comprehensive description of the Charter School’s educational program, including its MTSS plan and its timeline for collaborative work with a foundation of intensive staff training and data collection in the Charter Petition on pp. 58-62. Moreover, SBA describes social emotional learning, mindfulness practice, restorative practices, Circles, and differentiation in great detail throughout the Charter Petition.</p> <p>The District assumes, without any factual support, that the school counselor in Year 1 is the employee who is solely “responsible for monitoring grades; meeting with each student each year; credit recovery counseling; and presumably all counseling students receive through IEPs, Section 504, SST plans, and for students having an</p>

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

<p><i>learning; differentiated instruction; utilization of fidelity tools and associated action plans; dedicated oversight; and more.</i></p> <p><i>Yet, SBA only employs a school counselor at 0.5 FTE in Year 1, who presumably is responsible for monitoring grades; meeting with each student each year; credit recovery counseling; and presumably all counseling students receive through IEPs, Section 504, SST plans, and for students having an acute circumstantial need.</i></p> <p><i>The representation that SBA will utilize MTSS is not credible. SBA has no plans, timelines, professional understanding, professional development dollars nor technical knowledge that would support MTSS. There is no indication that SBA understands systems alignment, resource alignment or LCAP alignment to an MTSS. SBA has not indicated that any of their startup personnel are capable of driving such a large and complex initiative. SBA did not provide a substantive response or a documented plan when the District asked for clarification regarding SBA’s MTSS intervention plans in regard to Petition I, and has not added any additional substantive plan to address these deficits in Petition II.</i></p>	<p>acute circumstantial need.” The District Findings fail to recognize the role of the Executive Director (and Principal in Year 3) and other teachers in these shared responsibilities. Also, the Executive Director (and the Principal in Year 3) will oversee student discipline matters, including the implementation of MTSS, which includes PBIS.</p> <p>Further, Line 5804 of the Multi-Year Forecast and Monthly Cash Flows accounts for expenses for “Professional Development” and line 5805 in the Monthly Cash Flows also accounts for funding for “General Consulting.” SBA has budgeted funding to cover costs to develop a comprehensive MTSS plan that aligns with the educational program that SBA intends to offer, and to train SBA staff so that they can implement this plan effectively.</p> <p>Accordingly, this Finding is an impermissible basis for denial of the charter petition.</p>
<p>4. Petitioners’ Budget Does Not Account for Promised Services.</p> <p><i>In addition to not accounting for paraprofessionals, as described supra, Petitioners do not account for the cost of food service employees. In reviewing Petition I, we noted that SBA failed to account for food services. Petition II represents it will provide:</i></p>	<p>This finding is inaccurate and unsupported by any specific facts.</p> <p>The findings state: “[i]n reviewing Petition I, we noted that SBA failed to account for food services,” which is erroneous and inaccurate. In Petition I, SBA accounts for food services on p. 128 of the Charter Petition and revenues are clearly included in Table D of Projected Federal Revenues and in Table E of Projected Other State Revenues in the Budget Narrative, and expenditures in Line 4700 in the multi-year forecast (Appendix J.). Similarly, SBA</p>

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHS D Report of Findings Regarding the SBA Charter Petition
September 8, 2021

<p><i>“[A n]utritionally 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. Petition II, p. 143. Yet, the budget for classified staff does not include a single food service employee. See Appendix J, Table H, noting all classified staff are administrative (none in year one), or clerical.</i></p>	<p>included meals in Petition II, p. 143 and once again, SBA accounted for expenditures in line 4700 in the multi-year forecast and monthly cash flows identified as “Food Services.” This expense will cover the costs to provide these nutritionally adequate free or reduced-price meals to SBA students. The fact that there are no staff members singularly assigned to distribute the meals fails to take into account the Charter School community and individuals like the Executive Director or the administrative classified staff who will assist with meal distribution as part of their duties.</p> <p>Accordingly, this Finding is an impermissible basis for denial of the charter petition.</p>
<p><i>5. The Petition Does Not Reflect a Budget That is Likely to Recruit Qualified Teachers.</i></p> <p><i>Credentialed CTE instructors are difficult to recruit. In addition to the near impossibility of staffing a Medical track for CTE programs in Humboldt, discussed supra, there are no teacher preparation pipelines at the university level in place in California to fill vacant CTE positions. This means that most CTE teachers are currently recruited from industry sectors themselves. This requires the additional time needed to obtain a credential, paying for the credential process, and the oftentimes non-competitive salaries when compared to industry. Therefore, among LEAs offering CTE, there is intense competition. SBA is not competitive.</i></p> <p><i>Northern Humboldt UHSD uses the same salary schedule for CTE teachers as for non-CTE education teachers. Based on a C-5 placement, which is what SBA is utilizing for its projections, the total compensation package would be</i></p>	<p>This finding is speculative and unsupported by any specific facts.</p> <p>As stated in the Response to finding A.1, while SBA recognizes that recruiting and hiring well-qualified and credentialed CTE instructors will take time, there is no information in the Petition that suggests that SBA would be unable to recruit and hire the necessary instructors to teach students at SBA. SBA has obtained signatures of credentialed teachers who are meaningfully interested in teaching at SBA upon the approval of the charter. (Appendix B.) These teachers expressed interest in teaching at SBA not only because of the compensation that they would receive but because of the unique aspects of the educational program that SBA intends to offer. Similarly, while SBA recognizes that it will take time and effort, the Charter School remains confident that it can recruit and hire like- minded CTE instructors who have a desire to serve the students of our community by bringing their experience and expertise to SBA.</p>

Documentary Record from
Humboldt County Board of Education

Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021

\$87,719.34 (based on 2021-2022) for the District as compared to \$68,223.97 (based on 2023-2024). Northern Humboldt UHSD is projected to increase its salary schedule by 3% in 2022-2023 in addition to step/column. SBA is projecting a 2% total cost increase, which includes step/column and COLA. Due to this \$19,495.37 disparity and the dearth of CTE teachers in the region, it seems highly likely that SBA's CTE courses will have to be online.

The retirement rate in 2023-2024 is estimated to be 19.1% for NHUHSD in 2023-2024, compared to a 403b match of 5% for SBA. They also contribute 6.2% for OASDI, where the District does not pay for Certificated employees. SBA will not participate in STRS, so that is a loss for teachers who are already participating in STRS who would not be able to continue to do so at SBA.

The health and welfare package offered to Northern Humboldt UHSD is full Oak in 2020-2021 or \$21,532.20 for a family. SBA is offering \$9,000 to cover health and welfare to each full-time teacher.

The compensation package for teachers with the District, which is comparable to other regional schools with CTE programs, is significantly better than what SBA is offering. That, combined with the difficulties in hiring credentialed CTE teachers detailed above in section A(1) ensures that it will be extremely difficult for SBA to recruit qualified teachers.

Once SBA becomes more established in the community, it will explore options to provide compensation to its teachers in a manner that is more comparable to the District.

SBA used the District's published salary schedule of 7/1/20, identifying the average teacher salary of \$51,500 which correlates to Class C, Step 5 and 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. SBA used the best information available and was unaware that the District projects to increase its salary schedule from the published schedule one year ago.

SBA understands that the benefits package is very different. Many charter schools do not participate in STRS due to the costs, and SBA has never tried to compare itself to the District in terms of benefits. Similarly, on the benefits side, an employer contribution of up to \$9K is good for a charter school. SBA recognizes that many school districts have substantially different benefits packages, the result of greater purchasing power in the insurance marketplace. SBA cannot participate in the JPA (like Oak) as a charter school. Additionally, SBA will not participate in California Valued Trust (Del Norte) or Self Insured Schools of California (EUSD) which is run by the Kern COE.

The District assumes that all educators will only work for STRS, when in fact, many educators like to flexibility of a 403(b) where they can personally identify how the funds will be invested. The Findings are a continuation of unjustified assumptions, not based in fact, as the other findings.

Accordingly, this Finding is an impermissible basis for denial of the charter petition.

*Re: Response to NHUHSD Report of Findings Regarding the SBA Charter Petition
September 8, 2021*

* * *

As outlined above, Samoa Beach Academy respectfully requests approval of a five-year charter term. We have documented how each and every NHUHSD Finding is inaccurate or violates the law; as such, denying the charter based on the Findings will also violate the law. We urge that the Findings be put aside, in favor of the default legal position of charter approval.

SBA looks forward to answering any questions from the District or its Board of Education, and the opportunity for collaboration with the District to serve the students of our community. Should you wish to discuss our responses to any of the above findings or require additional information, please do not hesitate to contact me at catherine@bestrouteconsulting.com or 707-496-8991.

Sincerely,

Catherine Scott
Lead Petitioner