



Pacific Coast Academy SELF-STUDY REPORT

**4612 Dehesa Road
San Diego, CA 92019**

Dehesa School District

March 8th-10th, 2021

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2019 Edition (2020-2021 SY Visits)**

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards
3. The analysis of the California Dashboard indicators and additional data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria
5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.

Pacific Coast Academy staff members began writing the self-study report during the spring 2020 semester. Teachers were organized into WASC category focus groups based on their regional teams to allow for collaboration during monthly regional meetings. Each Senior Director contributed to one of the focus group categories. Additional work was completed in Google Drive and through regularly-scheduled Zoom meetings with the staff members from each focus group. The staff teams worked with the Director of Accreditation and Achievement to review schoolwide data including student demographics, achievement data, and perception data to understand the student population. Staff members reviewed the school's policies, processes, and procedures to ensure resources and strategies are in place to meet the needs of all students enrolled at Pacific Coast Academy.

Chapter I: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.
- Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.
- Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.

Significant Developments

Pacific Coast Academy is an independent study charter school operating as its own LEA. Since the initial WASC visit in January 2018,

- Pacific Coast Academy increased enrollment from 686 to 4,294.
- The school changed its name from Learning Latitudes Charter School to Pacific Coast Academy in Spring 2018. The school changed its name to reflect the area served. Having community buy-in is important to PCA staff members, who wanted a name that portrayed the community.
- The school switched from three calendar tracks with staggered start dates to one universal calendar beginning with the 2019-2020 school year. The updated calendar has streamlined student enrollment, enrichment ordering, and reporting.
- All core subject high school courses are A-G-approved by UCOP. A variety of A-G electives are available to ensure all students can graduate with the classes required for first-year entry into UC and CSU universities.
- NCAA-approved classes are available through Edgenuity and the Choice Plus Academy (CPA) program (refer to the [Online Instruction](#) section in Chapter II for more information on CPA classes).
- [Career and Technical Education](#) classes are available through various vendors and community colleges.
- The school implemented the [Choice Plus Bridge program](#) in Fall 2019. This program provides synchronous online courses for students in grades 6-8.
- The school is compliant with the California Healthy Youth Act, and students in grades 8 and 9 complete the program using the Rights, Respect, and Responsibility curriculum. As an independent study school, students complete the lessons at home with their parents/Learning Coaches with oversight and support from CHYA-trained PCA teachers who provide office hours to discuss the course content.
- PCA's [STAR 360 assessment participation rates](#) have increased gradually over time, except for the Spring 2020 assessment window, which was impacted by COVID-19 school closures. The [CAASPP participation rate](#) increased one percent in ELA and Math from the 2017-2018 school year to the 2018-2019 school year.
- PCA utilizes a multi-tiered approach to student support. Parents and students have access to an [intervention website](#), and Outstanding Direct Instruction classes are in place for students who need additional academic support. Please refer to [Chapter II](#) and [Section E3](#) for more information about student support resources.
- The school implemented the Community Connections program for the 2019-2020 school

year. Community Connections provided teacher-led field trips, park days, and other educational and collaborative student events throughout the regions served by the school.

- Due to the COVID-19 pandemic, PCA switched to virtual TK-8 Discovery Day events for the 2020-2021 school year. These events feature virtual workshops led by PCA HSTs. Each month includes a different theme, and HSTs tie activities to content standards.

Process for Implementing and Monitoring the Schoolwide Action Plan

PCA did not create a Schoolwide Action Plan following the initial accreditation visit in January 2018; however, staff members met in April and May 2020 to review the critical areas for follow-up and discuss progress made in each area and methods of monitoring that progress. In the future, staff members will review the revised action plan and document progress towards the schoolwide goals each spring.

Progress on the Schoolwide Action Plan

The following chart outlines the school's goals and accomplishments related to the Critical Areas for Follow-Up from the initial WASC accreditation visit.

Action Plan Goals (Growth Area)	Accomplishments	Evidence
Growth Area #1		
PCA will provide training documents to assist HSTs in sharing STAR 360 data with students and their parents.	<ul style="list-style-type: none"> • HSTs access the internal Homeschool Teacher Handbook website, which includes links to training videos, step-by-step PDFs, and slide decks related to the STAR 360 assessments and other tests. • HSTs attend assessment-related professional development sessions and conferences. • Weekly office hours are available to extend teacher knowledge of various assessment tools and provide follow-up information about training 	<ul style="list-style-type: none"> • Training videos and documents on the Homeschool Teacher Handbook • Roster Checklists • Training Tracker documents • Google surveys/training exit ticket responses • Meeting agendas, notes, handouts • Master calendar

	sessions.	
A testing team, including regional testing coordinators, will support all HSTs with the assessment process.	<ul style="list-style-type: none"> • HSTs use a testing-specific email address to reach support staff members with any questions. • Spirit Coordinators are present during all PFT, SBAC, and group ELPAC test sessions to boost student morale. Tech Coordinators are also available during SBAC tests to provide support with logins, and student accommodations during computer-based test sessions. • The Testing Team meets weekly to learn about updates and share best practices, tips, and ideas. • The Director of Testing presents at PCA staff meetings to share testing-related updates and tips with HSTs. 	<ul style="list-style-type: none"> • Email communication • Weekly Updates staff newsletters • ELPAC training registration documents • Moodle training sessions for ELPAC and Moodle exit tickets • Staff meeting agendas, presentation slides, handouts, and exit ticket surveys • Staff sign-in sheets for in-person PD • Recordings of Testing Team meetings • Documents related to testing site management (student lists, safety documents) • Post-test surveys for HSTs regarding the testing sessions and test environment • Adjunct Duties list
PCA will offer a variety of parent-friendly communication tools and student-friendly encouragement and test preparation opportunities to increase test participation and success.	<ul style="list-style-type: none"> • PCA shares a weekly newsletter with families, which includes updates and reminders about the various tests administered throughout the school year. • HSTs share a Weekly Testing Tips email with families. • The Testing Team 	<ul style="list-style-type: none"> • PCA Scoop (weekly parent newsletters) • Testing Resources website • Weekly Testing Tips • Community Connections Test Prep Parties - event flyers, sign-in sheets • Test participation rates • LP meeting notes and teacher documentation • Test attendance logs

	<p>developed a parent-friendly website with a wealth of testing-related resources.</p> <ul style="list-style-type: none"> ● The Community Connections team planned a series of test prep parties to help students prepare for the Spring 2020 CAASPP assessments. ● Teachers demonstrate the use of the CAASPP practice tests during Learning Period meetings. ● HSTs provide encouragement related to testing during Learning Period meetings. ● HSTs are responsive to student needs by offering one-on-one and small-group testing sessions in public places using school-owned computers. 	<ul style="list-style-type: none"> ● Proctor assignment logs ● Testing technology sign-out documents
<p>Staff members will develop effective and consistent procedures for sharing student score reports.</p>	<ul style="list-style-type: none"> ● PCA shares Student Score Reports for the SBAC and STAR 360 tests through the School Pathways Parent Portal. ● HSTs share and discuss STAR 360 reports during in-person Learning Period meetings following the test administration. ● HSTs tailor STAR 360 reports to show the state standards on 	<ul style="list-style-type: none"> ● School Pathways Parent Portal ● STAR 360 reports ● Learning Period meeting notes ● Assignment and Work Record reports

	<p>which students need to focus. HSTs can also add goals to Assignment and Work Record reports to drive future instruction, including using the AR Book Finder tool to suggest reading material.</p>	
<p>The school will develop a data-driven targeted RTI program to support individual student needs and increase student achievement.</p>	<ul style="list-style-type: none"> ● PCA utilizes a three-tiered approach to intervention based on student needs as identified by a variety of assessments. ● HSTs offer personalized support based on observation and assessment results. ● PCA offers Outstanding Direct Instruction classes in ELA and math. ● The parent-friendly intervention website explains support programs and provides resources to families. ● HSTs have access to a teacher-specific support website with information about interventions and links to support tools. ● PCA's EL Master Plan outlines support for multilingual students. Please refer to Chapter II for details on support programs for multilingual learners. ● HSTs use assessment results as part of the SST and IEP process. 	<ul style="list-style-type: none"> ● Student use logs for various intervention programs ● Discussions and communication during LP meetings ● Work samples ● Additional STAR 360 tests and score reports ● Outstanding Direct Instruction (ODI) calendars ● ODI sign-up sheets ● ODI teacher reports and class notes ● Ongoing progress monitoring during LP meetings ● STAR 360 scores ● Parent feedback ● Intervention website ● Weekly parent newsletters ● SST and IEP meeting notes ● HTH Support Site (internal website for HSTs) ● PD agendas, handouts and notes, staff sign-in sheets ● ELD class sign-up forms and class attendance logs ● EL Master Plan

	<ul style="list-style-type: none"> • HSTs continually monitor student progress and growth. They use these observations to participate in goal-setting with students and their parents. • The school offers Spanish 1 and algebra readiness tests to ensure appropriate high school course placement. 	<ul style="list-style-type: none"> • Email communication between HSTs and ELD teachers • Administration of the ELPAC and monitoring of students who have been reclassified • ELD resources • High School Success Coordinator • Individualized Graduation Plans and student transcripts
Growth Area #2		
PCA will provide schoolwide professional development activities related to interventions.	<ul style="list-style-type: none"> • Student Support staff members present during PD meetings, regional group meetings, and New Teacher Training sessions. The Student Support Team provides office hours for HSTs. • The school added a stipend-based Professional Development Coordinator position for the 2020-2021 school year. This teacher will present on a variety of topics throughout the school year. • The intervention website includes access to video libraries on math and writing instruction for HSTs and parents. Families and HSTs can 	<ul style="list-style-type: none"> • Meeting agendas, teacher sign-in sheets, meeting notes, and presentation slides • Staff assignments lists/organization chart • Professional Development Coordinator job description • Intervention website

	also access writing prompts, rubrics, and sample papers through this site.	
HSTs will participate in discussions during staff meetings about analyzing data and the use of data to help students grow.	<ul style="list-style-type: none"> ● Leadership team members share overall CAASPP data during all-staff meetings, and HSTs spend time discussing the meaning of the results and ways the school can grow. ● HSTs discuss the STAR 360 score ranges and suggestions for intervention steps based on a student's STAR 360 scores. HSTs share tips and best practices for discussing STAR 360 scores and score reports with parents. ● Each HST maintains a Roster Checklist, on which they mark test participation and document when they have shared test results with each student's family. There is an "Intervention Monitoring" column on the checklist, in which HSTs can add notes about the support resources they are offering for specific students. ● HSTs use the Contact Manager in School Pathways to document communication with families regarding test scores and 	<ul style="list-style-type: none"> ● Meeting agendas, presentation slides, handouts, teacher sign-in sheets ● STAR 360 reports ● Learning Period meeting notes ● Roster Checklist documents ● Individualized Graduation Plans ● Pacing guides ● Contact logs ● Student work samples ● Teacher collaboration notes ● Assignment and Work Record reports

	<p>intervention.</p> <ul style="list-style-type: none"> • The High School Success Coordinator and Guidance Counselors provide a high degree of support in monitoring student progress and creating academic success plans to get struggling students back on track to finish their coursework. • HSTs collaborate with their partner teacher to review student work samples. The work samples serve as an informal assessment, and HSTs can use them to discuss student progress and necessary support programs. • HSTs spend time in small regional groups discussing the use of the Assignment and Work Record reports, including best practices for using these reports to drive instruction and student support. • Teachers use Gmail and SLACK chat features to discuss curriculum, instruction, and intervention support between staff meetings. • HSTs participated in PD about the purpose of assessments. This session included tips for sharing that 	
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	purpose with families to increase parent and student buy-in by sharing the “why.”	
PCA will offer additional PD related to high school, including support from the High School Liaison and High School Success Coordinator.	<ul style="list-style-type: none"> ● The high school team presents information sessions to support HSTs, students, and families in the high school options. ● The high school team provides high school-focused curriculum sessions. ● HSTs participate in breakout sessions that focus specifically on high school during all-region staff meetings. ● The school’s High School Success Coordinator (HSSC) shares information about the high school program during regional team meetings. ● Teachers receive timely training updates related to high school throughout the school year. These sessions cover Individualized Graduation Plans (IGPs), curriculum options, report cards, and concurrent enrollment. ● The high school team provided training on different high school graduation trajectories, including the Certificate of Completion option for 	<ul style="list-style-type: none"> ● Event flyers ● Parent and staff newsletters ● Email communication about events ● Staff meeting agendas, notes, and staff sign-in sheets ● Homeschool Teacher Handbook ● Training documents and videos ● Individualized Graduation Plan documents ● Master calendar

	<p>qualifying students.</p> <ul style="list-style-type: none"> ● High school-related training documents are available through the Homeschool Teacher Handbook. ● HSTs collaborate with students and their parents to create and update IGP documents. ● Guidance Counselors, the HSSC, and the High School Liaison provide office hours to support HSTs in their work with high school students. ● The weekly staff newsletter includes a “High School Corner.” 	
<p>HSTs will receive ongoing general training on various topics, including curriculum, IGPs, assessments, and report cards.</p>	<ul style="list-style-type: none"> ● New Teacher Training sessions include a full day of onboarding training covering the basics of the HST role. New-to-the-school teachers receive weekly training and support sessions throughout the school year. ● Timely training sessions provide information about upcoming topics or tasks. ● Various departments offer weekly office hours. ● As of the 2019-2020 school year, each HST has a Partner Teacher for day-to-day support. ● The Homeschool 	<ul style="list-style-type: none"> ● New Teacher Training slides, agenda, and sign-in sheets ● Master calendar ● Meeting agendas and handouts ● Training Tracker ● Teacher surveys related to professional learning activities ● Training handouts and videos ● Professional Development Plan

	<p>Teacher Handbook provides on-demand support and training through videos, PDFs, and presentation slides.</p> <ul style="list-style-type: none"> • PCA provides professional development and training throughout the school year. Please refer to Chapter II and the Professional Development Plan for details on professional development. 	
Growth Area #3		
<p>The school will develop tools to help students and HSTs monitor student progress toward graduation and post-secondary goals.</p>	<ul style="list-style-type: none"> • All core subject high school courses are A-G-approved, along with various A-G electives and AP courses to prepare students for the rigor of college-level coursework. Non-A-G, vocational, and life skills options are available. • PCA supports students' transition from 8th-grade to high school. HSTs discuss post-high school goals and progress with students. • PCA offers transition support for students with special learning needs, including an Adult Transition Program. • HSTs review course 	<ul style="list-style-type: none"> • A-G course list • AP Course Audit • Electives list • Individualized Graduation Plans • High school course outlines • Progress reports

	<p>outlines each Learning Period to ensure students are making adequate progress towards the A-G requirements.</p> <ul style="list-style-type: none"> • The High School Success Coordinator and Guidance Counselors support students and HSTs through graduation checks and additional monitoring for students who received an “F” grade on semester progress reports. 	
<p>Students will have options to complete Career and Technical Education (CTE) coursework and/or certificate pathways.</p>	<ul style="list-style-type: none"> • CTE courses are available in various industry strands. • The Homeschool Teacher Handbook clearly outlines curriculum options for high school students, including career preparation and vocational electives. • Students can concurrently enroll in community colleges for CTE. Guidance Counselors support students in the enrollment process. 	<ul style="list-style-type: none"> • Vendor lists • CTE information document • Homeschool Teacher Handbook • Concurrent enrollment information
<p>Various college and career planning resources will be available to students.</p>	<ul style="list-style-type: none"> • Students can access the Naviance online program to explore careers related to their strengths and interests. • The Community Connections team organized visits to San 	<ul style="list-style-type: none"> • Naviance information and student usage data • Concurrent enrollment information and student participation data • Event and field trip flyers

	<p>Diego State University and Palomar College</p> <ul style="list-style-type: none"> • High school staff members hold various information sessions, including curriculum training and High School Expo events, to share resources and requirements with HSTs and families. • Students completed college gallery activities where they researched a college or university, wrote a paper to discuss their findings, and presented information to other students. • PCA exposes students to career options during field trips and events. • High school students can take elective courses in work experience, career exploration, and various vocational fields to explore future careers and gain job experience. • PCA offers an internship elective to promote college and career preparation. 	<ul style="list-style-type: none"> • Community Connections events • Electives list
Students will have opportunities to engage with the community for service-learning projects.	<ul style="list-style-type: none"> • Students participate in various community service events through Community Connections. These include visiting senior living facilities and collections for food 	<ul style="list-style-type: none"> • Community Connections event flyers • Field Trips and events • Electives list

	<p>pantries.</p> <ul style="list-style-type: none"> • The Community Connections team organized an “Impact Day” beach clean-up event in November 2019. • High school students can take a Community Service elective course to build connections to their local area. 	
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Schoolwide Critical Areas for Follow-Up

Pacific Coast Academy has made significant changes to areas that have impacted the school's instructional and learning culture since the initial WASC visit in 2018. Below are PCA's goals, critical areas for follow-up, and the resolution attempts.

Critical Area for Follow-Up 1

Streamline schoolwide processes of collecting, analyzing, sharing, and responding to assessment data. In doing so, the school will be better situated to inform schoolwide decision making and resource allocation that will address identified student achievement needs including enhancing programs for at-risk students to increase their academic success.

Since the initial visit, the PCA Testing Team adequately supports instructional staff members through training, office hours, and a dedicated testing email address to help HSTs administer assessments. In-person test sessions, such as the PFT and CAASPP, are staffed by teams of HSTs who ensure testing sessions run smoothly and that the testing environment is a positive and welcoming place for students. PCA provides students and families with test information and test preparation activities. HSTs support each other in interpreting assessment results and data-driven approaches to curriculum, instruction, and intervention to support each student's needs. Please refer to the [intervention website](#) and [Chapter II](#) for details and program specifics.

Critical Area for Follow-Up 2

Administration will continue to expand and implement comprehensive professional development plan and strategies that are driven by review of assessment data, discussion of student work and to target strategies for improving instruction, and methods for promoting critical thinking and effective communication.

PCA tailors professional learning activities to the needs of HSTs and their students. The school ensures that all training sessions and professional development meetings are relevant to the independent study student population. Teachers receive a high degree of training throughout the school year, as detailed in [Chapter II](#). Each HST collaborates with a partner

teacher, and small groups of HSTs meet monthly with a Regional Coordinator for additional support and training. The High School Success Coordinator and Guidance Counselors provide training sessions on high school specifics and support to ensure that curricular materials and instructional methods are suitable for each student's goals.

Critical Area for Follow-Up 3

Administration should continue to build and augment a college and career planning program to increase meeting "a-g" requirements, and provide options and pathways that could include community service, internships, CTE, college resources, and military opportunities for students.

Since the initial visit, PCA has implemented various changes to ensure students graduate prepared for college or career. As of the Fall 2019 semester, all core subject high school courses are A-G-approved, as are various elective courses. Students have access to non-A-G electives and vocational electives, and vendors, community colleges, and local occupational centers offer CTE courses. The school supports students' transitions from middle school to high school through informational events and collaborative goal-planning with the HST. The Special Education Department offers a Certificate of Completion option and an Adult Transition Program for qualifying students. The Community Connections and Discovery Days programs allow students to work with peers on enriching activities, including service-learning and other connections to the local community.

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- *California School Dashboard Performance Overview* and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report.

General Background and History

Pacific Coast Academy (PCA) is a tuition-free public charter school that opened on July 1st, 2017. PCA serves independent study and homeschooled students in Transitional Kindergarten through grade 12. PCA connects each student and their family with a credentialed Homeschool Teacher (HST) who supports the family with curriculum choice, instructional strategies and interventions, and administering assessments. HSTs closely monitor student progress throughout the year and ensure all students work towards mastery of the grade-level content standards and the Schoolwide Learner Outcomes.

The non-profit entity, Inspire Charter Schools, managed Pacific Coast Academy from 2017-2019. As of the 2019-2020 school year, PCA switched to the local control model, and the school now operates as its own LEA.

School Purpose and ACS WASC Accreditation History

School Purpose

Pacific Coast Academy takes great pride in offering flexible, personalized learning experiences through its many unique and dynamic programs. The school strives to provide standards-based educational experiences that prepare students for college, career, and life in the 21st century while nurturing the whole child.

Mission, Vision, Schoolwide Learner Outcomes

The school's Mission and Vision statements reflect the individualized education model provided by the school. These statements are embedded in all aspects of the curricular and co-curricular programs at PCA, enabling staff members to support rigorous and relevant education for all students.

Pacific Coast Academy Vision Statement
Pacific Coast Academy develops the individual gifts of students to become critical thinkers,

responsible citizens, and innovative leaders prepared for academic and real life success in the 21st century.

Pacific Coast Academy Mission Statement

Pacific Coast Academy provides a flexible personalized learning experience, empowering families to tailor a program designed around the specific needs of each student. In collaboration with highly qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success.

The following Schoolwide Learner Outcomes are a part of PCA's school culture: they reflect the school vision, the College and Career Readiness Standards, and the education of the whole child. The overarching goal of the SLOs is to prepare students for 21st-century careers and life. The administration team developed the SLOs, in conjunction with parents and staff members. The Governing Board reviewed the SLOs during the spring of 2017, and staff members share them with stakeholders at regional meetings, monthly parent meetings, and governing board meetings.

Pacific Coast Academy Schoolwide Learner Outcomes

Pacific Coast Academy students are:

- ***Navigators of the digital world*** who are proficient in the use of technology, media, and online resources.
- ***Self-directed*** and motivated students who can set attainable goals to achieve academic success.
- ***Personalized learners*** who can thrive in the style of education that best fits their individual needs.
- ***Independent critical thinkers*** who can problem solve, take ownership, and apply their knowledge to a variety of problems.
- ***Responsible citizens*** who demonstrate integrity and respect while actively seeking knowledge of local and global issues.
- ***Effective communicators*** who can thoughtfully articulate their thinking with confidence while collaborating with peers.

ACS WASC Accreditation History

Pacific Coast Academy received an initial three-year WASC accreditation term in the Spring of 2018. The initial accreditation term ends on June 30th, 2021. The Visiting Committee identified the following school strengths during the initial visit:

- Leadership and staff are dedicated to the school's mission and vision and supporting students and their academic and personal success.
- Teachers and staff provide various course offerings and instructional opportunities to all students that strengthen student access to a personalized and impactful learning experience.
- PCA's leadership team and HSTs are committed to developing the whole child by

providing rigorous content standards-based coursework, developing study skills to succeed in college or career, and extending the learning experience beyond the classroom through enrichment activities.

- Leadership and staff provide comprehensive resources to help instructional staff personalize instruction for each student.
- Teachers use instructional strategies that vary the ways students engage with the content and demonstrate mastery.
- Staff members engage in collaborative decision-making that focuses on academic excellence, student achievement, and social-emotional well-being.
- A highly engaged and dedicated governing board supports staff members and student academic and personal success.

PCA will share the self-study report with all stakeholder groups, including staff members, the school board, and parents.

Please refer to [Chapter I](#) for details of the school's progress on the identified critical areas for follow-up.

Community

Description of the Community Served by the School

PCA serves students in San Diego, Riverside, Orange, and Imperial Counties, and Dehesa Elementary School District in San Diego County authorizes PCA's charter. San Diego County is the fifth-largest county in the United States, and according to 2018 US Census data, the population of San Diego County was 3,343,364. The school serves students living in urban, suburban, and rural areas across the four counties within its charter boundaries.

According to data from the [US Bureau of Labor Statistics](#), major industries within San Diego County include government, professional and business services, education and health services, leisure and hospitality, and manufacturing. Data from the [City of San Diego](#) show that the following four base sectors make up the majority of the San Diego economy: International trade, military, manufacturing, and tourism. According to US Census data, the median household income in the County of San Diego was \$74,855 (2014-2018, in 2018 dollars). According to the 2018 Small Area Income and Poverty Estimates (SAIPE), 11.5% of the County of San Diego's population is living in poverty. The median home value in San Diego County is \$526,300, and the homeownership rate is 53.1%.

Demographic information from the [US Census Bureau](#) shows that approximately 21% of the county's population is under 18. San Diego County is composed of 45.2% white, 34.0% Hispanic, 12.6% Asian, 5.5% Black or African American, and 1.3% American Indian or Native Alaskan residents. Approximately 23% of residents are foreign-born people, and 37.7% of residents (at least five years old) speak a language other than English at home.

Family and Community Trends

Reasons for Enrollment

Students enroll in Pacific Coast Academy for a variety of reasons. Students include those who homeschooled through a Private School Affidavit but now desire support from a public charter school; students for whom traditional brick-and-mortar settings are no longer working; students concerned about bullying, school safety, and social or academic stressors; those looking for support with distance learning during the pandemic; and those with health concerns. PCA does not

ask families for their specific reason for enrolling, so the school does not have any data to report in this area.

Students by County

The Inspire Family of Schools opened several new schools in July 2019, including Mission Vista Academy, which serves students in Riverside County. The opening of these new schools led to student transfers between Inspire charters during the 2019-2020 and 2020-2021 school years, including transfers to Mission Vista Academy for Riverside County residents and transfers to Cabrillo Point Academy (formerly known as Inspire Charter School - South) for those students residing in Orange County. This movement explains the increase in San Diego County students and the decrease in Riverside and Orange County students, as shown in the following table.

	San Diego County	Imperial County	Orange County	Riverside County
2018-2019	57%	0.1%	21%	21%
2019-2020	80%	1%	11%	8%
2020-2021	89%	2%	5%	4%

Student Retention

One thousand two hundred thirty-five students (29% of the 2020-2021 student population) have attended PCA since the 2018-2019 school year, and 48 students (1% of the 2020-2021 student population) have been PCA students since the 2017-2018 school year.

Reasons for student mobility include students who graduate, those who leave PCA to attend a brick-and-mortar middle or high school program, military family transfers, families who choose to homeschool privately, and students who transferred to one of PCA's sister schools (Mission Vista Academy or Cabrillo Point Academy), as explained in the "Students by County" section above.

Parent and Community Organizations

As an independent study and homeschool program, parents or guardians (hereafter, "parents") often serve as their child's primary educator. There are various ways parents connect to the school and have a voice in school decision-making, including monthly Governing Board meetings, the option to serve as a member of the school's Governing Board, and parent participation in events and school-sponsored field trips. Parents are invited and encouraged to provide feedback and input on schoolwide operations through the annual LCAP survey process and the [Virtual Comment Box](#) on the school's main website. The school has various websites to support parents, including the [Pacific Coast Academy school website](#), the password-protected PCA Family Resource Site, the [Intervention website](#), and the [Parent Testing Resources website](#).

School-Business Relationships

PCA partners with various local businesses and community organizations to provide enriching

opportunities for students. The school has an extensive collection of service vendors who offer tutoring and classes in all subject areas and electives. HSTs organize educational field trips, park days, and student events several times per month, and teen-specific events support the social-emotional well-being of middle and high school students. Virtual Discovery Days held during the 2020-2021 school year featured guest speakers from the community, including community college counselors and a celebrity chef. High school students can partner with a local business to complete an internship course and learn career skills. Students can obtain a work permit and take a work experience class to develop career readiness skills.

Staff Description

Certificated Staff

Krystin Demofonte is the Executive Director of Pacific Coast Academy. Shari Erlendson is the school's Deputy Executive Director.

Administrators include the Executive Director, Deputy Executive Director, five Senior Directors, and six certificated Directors (Director of Testing, Director of Choice Plus Academy, Director of High School - Edgenuity, Director of Special Education, Director of School Support, and Director of School Accountability). Several members of the school leadership team maintain student rosters.

Pupil services staff members include two SPED nurses, four SPED school psychologists, a 504 Coordinator, the Student Support Coordinator, one Lending Library Specialist, one Intervention Coordinator for writing, one Intervention Coordinator for math, two Intervention Coordinators for EL, and one Guidance Counselor.

	Number of Staff	Percent of Certificated Staff
Teacher	181	70.4%
Administrator	15 (including two SPED administrators)	5.8%
Pupil Services	14	5.4%
SPED Program Specialists	6	2.3%
SPED Teachers	41	15.9%
Total	257	

Staff Retention Trends

PCA's staff retention rates are high. Of the 181 staff survey participants, 84 teachers (46%) have worked at PCA for at least three years, and 27 of those teachers have been with the school for five years. Fifty-five teachers (30%) have worked with PCA for two years, and 43 staff members (24%) have been with the school for one year or less.

Classified Staff

According to the [October 2020 CBEDS School Information Form](#), 49.85 FTE classified staff members support Pacific Coast Academy. Classified staff members include a Records Coordinator, an Occupational Therapist, a SPED Job Coach, two SPED Paraeducators, an accounting administrator, enrichment ordering staff members, two vendor services staff members, and a Reporting and Database Administrator.

Counseling and Pupil Support Staff

Two Guidance Counselors support PCA (one counselor is an employee of Cabrillo Point Academy who contracts with PCA), and each student's last name determines Guidance Counselor rosters.

Pupil Support Staff members include an SST Coordinator; a 504 Coordinator; a Speech Intervention Coordinator; Math, Reading, and Writing Intervention Coordinators (one of each); two EL Intervention Coordinators; an Online Intervention Coordinator; a Program Specialist; and a Student Support Specialist.

Teachers by Gender

	Number of Staff
Female	173
Male	8

Teachers by Ethnicity

The ratio of Hispanic/Latinx students to teachers of this group is slightly higher at 16% of students compared to 12% of the teaching staff. The percentage of Black or African American students is also higher than that of teachers, with 4% of students identifying as members of this group, but only 1% of PCA teachers. The percentages of Asian and Filipino students and teachers are the same, with 4% Asian student and teacher populations and 2% Filipino student and teacher populations. The percentage of white teachers is slightly higher than the student population of this group, with 71% of teachers identifying as white and 67% of students in this group.

	Number of Teachers	Percent of Teaching Staff
Asian	7	4%
Black or African American	2	1%
Filipino	4	2%
Hispanic/Latinx	21	12%
Two or More Races	9	5%

White	129	71%
Decline to State	9	5%
Total	181	

Teachers by County of Residence

As is true with PCA's student population, most PCA teachers reside in San Diego County.

	Number of Teachers	Percent of Teaching Staff
San Diego County	160	88%
Imperial County	6	3%
Orange County	9	5%
Riverside County	6	3%

Demographic Data

Student Enrollment

Student Enrollment by Grade Level

Numbers for the 2020-2021 school year are accurate as of the writing of this report.

Four thousand, two hundred ninety-four students are enrolled at PCA for the 2020-2021 school year. The majority of students, 3,680 or 86%, are enrolled in grades TK-8, with the remaining 614 (14%) in high school. There are 2,739 students (64%) in grades TK-5, and 941 students (22%) in grades 6-8. TK students may move to kindergarten as of their 5th birthday based on a written parent request.

Grade Level	2018-2019 Enrollment	2019-2020 Enrollment	2020-2021 Enrollment	Percentage of 2020-2021 Enrollment
TK	404	310	76	2%
KN	535	537	454	11%
Grade 1	429	488	491	11%
Grade 2	424	450	466	11%
Grade 3	422	441	438	10%
Grade 4	345	416	436	10%

Grade 5	329	354	378	9%
Grade 6	343	339	323	8%
Grade 7	297	345	317	7%
Grade 8	268	322	301	7%
Grade 9	166	203	193	4%
Grade 10	139	215	183	4%
Grade 11	118	193	122	3%
Grade 12	75	145	116	3%
Total	4,294	4,758	4,294	

Student Enrollment by Gender

Gender	2018-2019 Students	2019-2020 Students	2020-2021 Students
Female	2,196 (51%)	2,430 (51%)	2,154 (50%)
Male	2,098 (49%)	2,328 (49%)	2,140 (50%)

Student Enrollment by Ethnicity

While 34% of the San Diego County population is Hispanic or Latinx, only 16% of PCA students are members of this group. Approximately 6% of the county's population is Black or African American, compared with 4% of the PCA student population. Asian residents make up about 13% of the county's population, but only 4% of PCA students. PCA's student population is about 1% American Indian or Alaska Native, which is close to 1.3% of the county's population who are members of this group.

Ethnicity	2018-2019 Students	2019-2020 Students	2020-2021 Students
American Indian or Alaska Native	38 (0.8%)	57 (1%)	37 (1%)
Asian	295 (7%)	179 (4%)	192 (4%)
Black or African American	318 (7%)	232 (5%)	183 (4%)
Filipino	94 (2%)	98 (2%)	100 (2%)
Hispanic/Latinx	592 (14%)	812 (17%)	692 (16%)

Middle Eastern	54 (1%)	8 (0.16%)	9 (0.2%)
Pacific Islander	36 (0.8%)	39 (0.8%)	29 (1%)
White	2,694 (63%)	3,143 (66%)	2,882 (67%)
Not Reported	173 (4%)	190 (4%)	170 (4%)

Primary Languages Other than English

Of the 4,294 students enrolled at PCA for the 2020-2021 school year, 130 are English Learners (3% of the student population), and an additional 148 are Fluent English Proficient. The predominant language spoken by English Learner students is Spanish, with approximately 82% of English Learners speaking this language.

Language	Number of Students (2018-2019)	Number of Students (2019-2020)	Number of Students (2020-2021)	Percentage of English Learner Population (2020-2021)
Amharic	1	0	0	0%
Arabic	17	1	0	0%
Bengali	1	0	0	0%
Chinese	1	1	0	0%
Chinese - Mandarin	2	3	1	0.7%
Farsi	3	0	0	0%
Filipino - Tagalog	1	2	1	0.7%
French	0	0	0	0%
German	1	2	1	0.7%
Gujarati	1	0	0	0%
Hebrew	1	0	0	0%
Hungarian	1	1	1	0.7%
Japanese	0	2	2	1.5%
Khmer	0	1	0	0%
Korean	2	1	1	0.7%

Lithuanian	3	1	0	0%
Other Non-English Languages	2	0	1	0.7%
Pashto	25	0	0	0%
Persian	5	0	0	0%
Philipino - Other	1	1	0	0%
Punjabi	0	0	0	0%
Rumanian	0	0	0	0%
Russian	6	18	11	8.5%
Somali	43	0	2	1.5%
Spanish	81	207	107	82.3%
Taiwanese	1	0	0	0%
Tigrinya	2	0	0	0%
Turkish	1	0	0	0%
Urdu	11	0	0	0%
Uzbek	1	0	2	1.5%
Ukrainian	0	0	0	0%
Vietnamese	0	0	0	0%

Socioeconomic Status

Parent Education Level

Eighty-eight percent of parents have some college education, with 62% holding a Bachelor's degree or higher. PCA parents are more educated than the population of San Diego County, where 38% of the residents hold a Bachelor's degree or higher.

Education Level	2018-2019 Parents	2019-2020 Parents	2020-2021 Parents
Graduate Degree	28%	29%	29%
College Graduate	30%	30%	33%
Some College	27%	27%	26%

High School Graduate	8%	7%	6%
Not a High School Graduate	1%	1%	0.7%
Declined to State	6%	6%	5%

Percent of Eligible Free- and Reduced-Price Lunch Students

Thirteen percent of PCA students live in poverty, which is slightly higher than the San Diego County average of 11.5%. Nineteen percent of students qualify for free and reduced-price lunch.

NSLP Eligibility	2018-2019 Students	2019-2020 Students	2020-2021 Students
Qualifies for Free Lunch	20%	5%	6%
Qualifies for Reduced Price Lunch	11%	11%	13%
Poverty Level	7%	11%	13%
Does Not Qualify	56%	59%	64%
No Form	6%	14%	4%

Title I

Pacific Coast Academy does not receive any Title I funding.

Special Needs and Other Focused Programs

PCA is well-equipped to provide support resources to ensure all students have access to a high-quality educational program that will meet their strengths, needs, and interests. The school enrolls and supports all learners, including multilingual students, students with special learning needs, foster youth, and gifted and talented learners.

Please refer to [Programs and Services for Students Designated with Special Learning Needs](#) for more information about services for students with specific learning needs.

Please refer to the [College and Career Preparation](#) section and the [College and Career Indicator](#) section for more information about the school's college and career readiness resources for students and their impact.

The school does not currently offer International Baccalaureate or AVID options.

Student Subgroups	2018-2019 Enrollment	2019-2020 Enrollment	2020-2021 Enrollment
Students with Disabilities/Special Learning Needs (IEP or 504 Plan)	543	624	578
Socioeconomically Disadvantaged (FRPL-eligible)	1,321	839	1,353
Foster Youth	6	6	1
Multilingual Learners (EL and FEP)	449	411	278
Students in Transitional Housing	0	71	48

Support for Gifted and Talented Students

PCA does not offer a formal Gifted and Talented Education program. However, the school's personalized nature allows students and their parents to work with their HST to implement and adjust curricular materials, course pacing, instructional strategies, and enrichment opportunities. These options provide an instructional program that meets the appropriate level of rigor and challenge to meet each student's needs. Additionally, the board-approved [Promotion, Acceleration, and Retention Policy](#) and accelerated promotion review process allows qualifying students to accelerate from one grade level to the next based on academic and social-emotional readiness.

Honors Coursework

The school offers Honors A-G courses in World History, US History, Economics, Government, English 9-12, Algebra I, Geometry, Algebra II, Pre-Calculus, Biology, Chemistry, and Physics. Students complete Honors courses through Edgenuity, BYU Independent Study, K12, and Apex. There are no prerequisites specifically for Honors classes. Students must meet the general course prerequisites (for example, completing Algebra II or Integrated Math III and their prerequisites before enrolling in Honors Pre-Calculus).

	Number of Students Enrolled in Honors A-G Courses	Number of Honors A-G Courses Attempted	Number of Honors A-G Courses Completed with a Passing Grade
Fall 2018	19	26	24
Spring 2019	22	30	30

Fall 2019	26	41	41
Spring 2020	24	36	36
Fall 2020	25	37	37

Advanced Placement

Please refer to the [Advanced Placement Courses and Test Results](#) section for information about the Advanced Placement courses available to students, including the number of students enrolled in such classes and data on AP exam pass rates.

Language Proficiency

Multilingual Learners (EL)

Two hundred seventy-eight students (6.5% of the student population) were identified as ELs upon enrollment for the 2020-2021 school year (EL or FEP). An additional 321 students' English fluency status is yet to be determined (students for potential EL testing).

Fluent English Proficient (FEP)

One hundred fifty-four students (3.6% of the student population) were identified as FEP upon enrollment during the 2020-2021 school year.

Redesignated Fluent English Proficient (RFEP)

Eighty-eight students (2% of the student population) were identified as RFEP upon enrollment during the 2020-2021 school year.

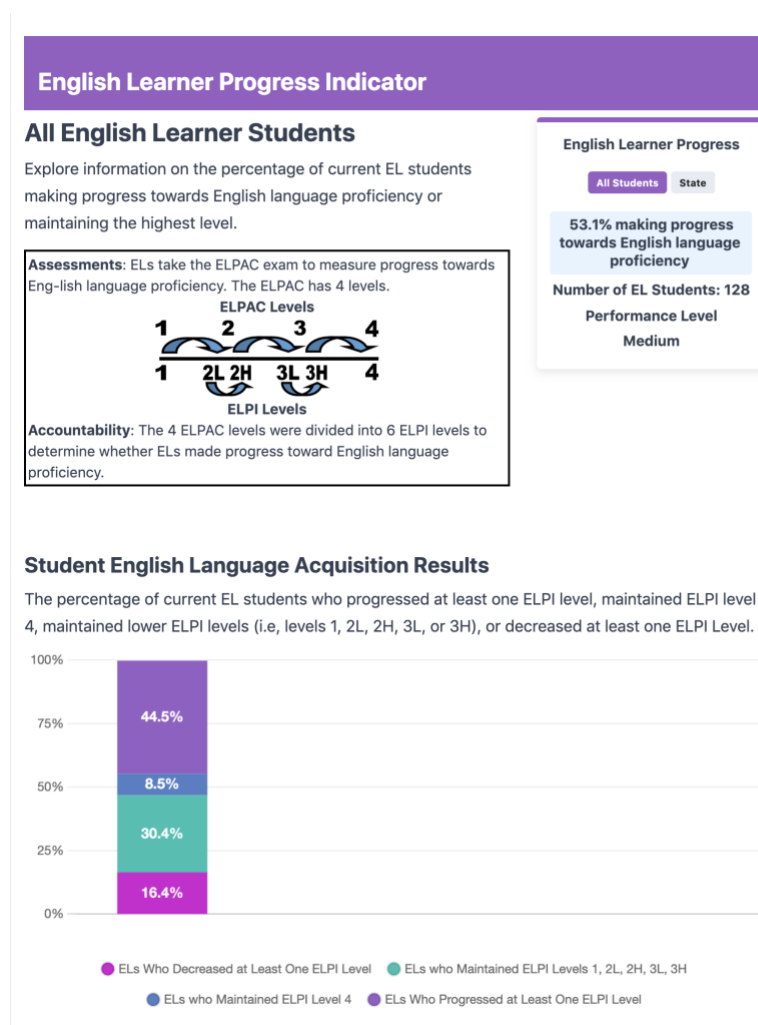
English Language Proficiency Assessments for California (ELPAC)

Multilingual students complete the initial and summative ELPAC assessments annually until they qualify for reclassification. Staff members use the results of the ELPAC, along with results from STAR 360 and CAASPP and teacher observations, to determine each student's English language fluency level. The [EL Master Plan](#) document details the reclassification criteria.

The EL Designee uses the [English Language Learner Reclassification Form](#) to document assessment scores, teacher and parent evaluation notes, and the student's reclassification status. HSTs, Special Education Case Managers, and the EL Designee use the [Reclassifying English Learners with Disabilities form](#) to document the reclassification criteria and data for multilingual students with special learning needs. This form helps the team determine if the student's disability, rather than their English skills, prevents them from attaining reclassification status. In all cases, the EL Designee uses the [RFEP Monitoring Form](#) to document ongoing academic progress and achievement annually for four years following the reclassification determination.

One hundred eighty-eight students took the Summative ELPAC assessment during the 2019-2020 school year.

ELPAC Overall Performance Level	Number of Students
4	43
3	54
2	43
1	48



LCAP Identified Needs and Description of Goals, Actions, and Services

Parent and Community Input

PCA invites all parent and student stakeholders to provide feedback about the school and input into LCAP planning during the annual LCAP survey each spring. Please refer to the [School Conditions and Climate Surveys](#) section of this chapter for links to the 2019-2020 school year surveys. Results from the 2019-2020 surveys can be found in the [Perception Data](#) section of the

chapter. HSTs utilize various strategies to encourage parent and student participation in the LCAP process, including:

- Providing access to laptops with the survey during LP meetings or school events;
- Sharing the link to surveys during virtual meetings (COVID-19);
- Helping students understand the questions and how to self-reflect before responding;
- Using online apps such as Remind or Edmodo;
- Adding survey links to LP meeting agendas; and
- Explaining the purpose and importance of the surveys and stakeholder participation in the school LCAP.

Instructional staff members held LCAP-related discussions during the February 2020 regional meetings. HSTs discussed the current LCAP goals and provided input to ensure the LCAP drives student achievement and school improvement.

The school's current LCAP document is posted to the [Pacific Coast Academy website](#) for public review at any time.

Identified Needs and Goals

In lieu of an LCAP for the 2020-2021 school year, PCA created a [Learning Continuity and Attendance Plan](#) to mitigate learning loss due to the COVID-19 pandemic. While the identified needs are common across the state, the measurable outcomes meet PCA's student population needs.

Identified Need	Measurable Outcomes
In-Person Instructional Offerings	<ul style="list-style-type: none"> ● The school will implement trauma-informed practices, including focusing on students' social-emotional well-being and ongoing support and progress-monitoring by teachers. ● HSTs will continue to assign, monitor, and document student work through regular meetings and Assignment and Work Record reports. ● Various curriculum delivery methods are in place to meet the unique needs of each student. ● The school will provide virtual access to community resources such as museums for co-curricular enrichment and extension.
Distance Learning Program	<ul style="list-style-type: none"> ● The school will continue to offer various synchronous and asynchronous learning platforms to meet students' needs. ● Synchronous online classes and enrichment activities, such as Community Connections and Discovery Days events, will provide instruction and collaboration opportunities. ● The school will provide technology (including

Pacific Coast Academy ACS WASC/CDE Self-Study Report

	<p>Chromebooks, iPads, and wi-fi hotspots) and hard copies of instructional materials to students as needed.</p> <ul style="list-style-type: none"> ● PCA offers interventions provided through the MTSS system through online platforms. ● ELD classes are online, and EL students have access to various online learning tools, including BrainPOP ELL. ● HSTs can offer up to 20% of a student's curricular materials in Spanish, when necessary to support multilingual students. ● General Education and Special Education staff members will collaborate to provide appropriate accommodations that can be implemented in a distance learning environment to ensure HSTs meet all IEP provisions.
Pupil Learning Loss	<ul style="list-style-type: none"> ● The school administers the STAR 360 assessment in reading and mathematics and the CAASPP Interim Assessment Blocks to gauge student progress and plan ongoing instruction. ● Teachers use a variety of formative assessments for progress monitoring. ● Multi-tiered supports are available as needed. ● HSTs will receive ongoing training on the use and interpretation of assessments, ELD strategies, and multi-tiered supports.
Mental Health and Social-Emotional Well-Being	<ul style="list-style-type: none"> ● Professional development for instructional staff members will include sessions on social-emotional well-being. ● The school offers the EVERFI SEL curriculum, as well as "Mindset Monday" sessions for students. ● Multi-tiered social-emotional supports are available as needed.
Pupil and Family Engagement and Outreach	<ul style="list-style-type: none"> ● Teachers provide ongoing support and progress monitoring through regular phone calls, emails, and virtual meetings with students and their families. ● Synchronous online classes, office hours, and enrichment sessions provide additional engagement opportunities for students.
Increased or Improved Services for	<ul style="list-style-type: none"> ● The school provides technology items, hard

Foster Youth, English Learners, and Low-Income Students	<p>copies of curricular materials, and various instructional platforms to meet all students' needs.</p> <ul style="list-style-type: none"> • PCA provides MobyMax, BrainPOP, and other online programs to engage students, help students meet grade-level standards, and mitigate learning loss.
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School Program Data - Description of the Program

General Education Program

PCA students and their families can choose the curricular materials and instructional methodologies that meet each child's strengths, needs, and learning preferences. Students and parents partner with California credentialed teachers (HSTs) for ongoing progress monitoring. HSTs meet with each student and their parent at least once every 20 school days for Learning Period (LP) meetings. During LP meetings, HSTs review the student's entire body of work, discuss new learning and any areas of need with the student, and assign standards to complete during the following Learning Period. HSTs match the student's completed work and instructional activities to the content standards and A-G requirements using the TK-8 "I Can" Statements or the high school course outlines. HSTs use formative and summative assessments to determine student knowledge and mastery of learning and offer curriculum and resource ideas if the current curriculum is not working. HSTs are readily available between LP meetings to assist families with curriculum choice, unit and lesson planning, administering and interpreting assessments, and providing intervention when necessary to support student achievement.

Curriculum Options

All students have access to a rigorous curriculum that meets the content standards, Schoolwide Learner Outcomes, and college and career readiness standards. Curriculum options include adopted programs that automatically meet all content standards and/or A-G requirements and parent-choice materials that are supplemented to ensure alignment with the standards and A-G course criteria. Students can choose to work online, use print materials, take in-person classes with school-approved vendors, or any combination of those three coursework options. Students can also choose from a variety of online and print supplemental resources.

Information on TK-8 adopted programs for the 2020-2021 school year is available [here](#), and [this document](#) outlines the high school adopted curriculum options.

Choice Plus Academy (CPA) is a series of synchronous online classes taught by staff members who hold single-subject credentials in the subjects they teach. The HQT-led Edgenuity program provides access to asynchronous online courses through the Edgenuity platform and support from single-subject teachers. HQTs actively monitor student progress and provide various assessments to their students. These teachers work with HSTs, parents, and students by communicating with all parties via email regarding missing assignments, low test scores, upcoming due dates, and current grades. Additional information about the Choice Plus Academy and Edgenuity programs for middle and high school students is available in the Spring 2021 [Middle School and High School Course Catalog](#). (The Fall 2020 version of this document is available [here](#).)

Students and their families may choose the Choice Plus option, which allows them the freedom to

select any curricular materials. The [high school course outlines](#) ensure all students following the Choice Plus option meet the course content standards and/or A-G requirements. The course outlines include topics that students must cover and skills they must demonstrate for full course credit. Science courses include lab activities and lab reports. The general [High School Course Catalog](#) outlines all classes available to students in grades 9-12.

High school staff members host virtual information sessions, including the [Curriculum Roadshow](#), to introduce parents and HSTs to the various curriculum programs.

Please see the [Online Instruction](#) section below for more information about online course options, including Choice Plus Academy, Edgenuity, and online options available through the Choice Plus program.

Graduation Requirements

PCA's graduation requirements are as follows:

Subject Area	Graduation Requirements	Total Credits
History	6 semester courses , including 1 year of World History, 1 year of US History, 1 semester of Government, and 1 semester of Economics	30
English	6 semester courses	30
Mathematics	4 semester courses , including 1 year of Algebra 1	20
Science	4 semester courses , including 1 year of physical science and 1 year of life science	20
World Language	2 semester courses	10
Visual and Performing Arts		
Electives	18 semester courses	90
Total		200

Students and their parents can access the graduation requirements through the [school's website](#) and the [Parent-Student Handbook](#). The website includes information about the graduation requirements, as well as the UC-CSU A-G entrance requirements. HSTs share the graduation requirements upon enrollment and discuss them with students and their families each semester while updating their [Individualized Graduation Plan](#).

College and Career Preparation

All core subject high school courses are [A-G-approved](#) by UCOP. Other options, including CTE and a Certificate of Completion program, are available as needed. The wide availability of A-G courses ensures all high school students have access to rigorous coursework that will prepare them

for their post-secondary plans and meet the requirements for freshman admission to UC and CSU universities. Middle school students can take A-G courses in mathematics or world languages for high school elective credit. NCAA-approved classes are available through Edgenuity and the Choice Plus Academy program. Students have the option to concurrently enroll in courses at local community colleges.

PCA middle and high school students may complete [Career and Technical Education](#) (CTE) coursework through the online curriculum providers eDynamic Learning or Edmentum. These curriculum vendors provide courses led by CTE-credentialed instructors. ROP, ROC, Career Tech Centers, Career Education Centers, and community colleges also offer CTE options for students. PCA is not approved to provide in-house CTE courses or to issue CTE certificates.

Students may complete coursework in the following industry strands through Edmentum or eDynamic Learning:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Construction Trades
- Business and Finance
- Education, Child Development, and Family Services
- Energy, Environment, and Utilities
- Engineering and Architecture
- Fashion and Interior Design
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Manufacturing and Product Development
- Marketing, Sales, and Services
- Public Services
- Transportation Sector

The 2020-2021 school year is the first year PCA has offered CTE courses as this is the first year the school has contracted with vendors whose teachers hold California CTE credentials. Staff members hold information sessions and will expand course offerings with the goal to increase CTE enrollment. PCA is also considering updating the graduation requirements to reflect CTE as an option in the WLG/VPA credit category.

Five students are taking a total of five CTE courses during the 2020-2021 school year.

Vocational [elective courses](#) are available to provide students with opportunities to explore various fields. Additionally, students can take Career Exploration, Independent Project, Internship, and Work Experience classes. The Naviance program is available for students to complete career interest inventories and research future career options.

PCA provides school-college partnerships through High School Expos with a college fair component offered during the 2018-2019 and 2019-2020 school years. The counseling department notifies students of any local brick and mortar college fairs available to them. PCA organizes visits to UC San Diego, CSU San Marcos, Palomar College, and other local colleges and universities.

At this time, PCA does not offer an International Baccalaureate diploma program, AVID, or an ROTC or military leadership program.

Please refer to the [College and Career Indicator section](#) for more information and data about the school's capacity to prepare students for their post-secondary goals.

Online Instruction

PCA offers various online instruction options, including the [Choice Plus Academy](#) (CPA) program for high school students and middle school students. CPA high school classes are NCAA-approved for those students who plan to participate in collegiate athletics. CPA classes are available in the four core subject areas, Spanish, art, and various electives.

The [Choice Plus Bridge](#) program provides live online courses for students in grades 6-8. Students meet weekly for 60- to 90-minute lessons. Choice Plus Bridge classes cover the four core subject areas. Students in both the Choice Plus Academy and Choice Plus Bridge classes engage in collaborative projects and dialogue with classmates and instructors. Weekly office hours with the instructors are available for additional student support. CPA teachers also offer HQT Encounters for middle and high school students. HQT Encounters are extra-curricular activities featuring exploration and adventure outside of the classroom in science, history, art.

A-G-approved online courses are available through the asynchronous Edgenuity platform, and students may complete classes in Edgenuity with or without the support of a single-subject HQT instructor. The HQT instructors offer weekly office hours for course support and provide grades for students enrolled in HQT-led Edgenuity courses. HQT-led Edgenuity classes are NCAA-approved.

Additional online instruction is available through the parent-choice Choice Plus option. Students may complete online coursework through various vendor-led programs, including BYU Independent Study, Outschool, and Acellus. The [Online Subscription Package](#) (OSP) provides access to various online curriculum programs and educational supplements.

Schoolwide Learner Outcomes

All students are working towards mastery of the Schoolwide Learner Outcomes to a high degree, as evidenced by reviews of student work and discussions with students during Learning Period meetings. The SLOs are embedded across all subjects and at all grade levels, but additional work is needed to ensure that students and their parents/Learning Coaches are aware of these schoolwide goals. PCA makes the SLOs accessible, and the school presents the learner outcomes to students and parents through the [school website](#) and the [Parent-Student Handbook](#). However, HSTs should ask direct questions about specific activities that meet various SLO goals during Learning Period meetings. While the school does not have a formal method of assessing and documenting student progress towards mastery of the SLOs, a team of teachers and administrators developed a [tool](#) to show HSTs and families how the SLOs align with the "I Can" Statements for grades K-8. This tool will help HSTs to accurately gauge student achievement of the SLOs.

Support Programs, Actions, and Services

Support Programs for Multilingual Learners

PCA effectively supports all students in meeting the content standards and the Schoolwide Learner Outcomes. The school has a variety of resources in place to support the English language development of multilingual learners. The [English Learner Master Plan](#) outlines the processes for identifying multilingual learners and providing an annual English language acquisition assessment

using the ELPAC tests. The Director of School Support and Development helps HSTs provide adequate and appropriate support programs to promote student engagement and success through 30 minutes of ELD instructional activities daily. These support programs include online ELD classes, SDAIE strategies, Mathseeds, Mathletics, Reading Eggs, EggsPress, and BrainPOP ELL. Certain [materials are available in Spanish](#) to support this group of multilingual families. Families can translate the [Pacific Coast Academy website](#) into Spanish, and the PCA Family Resource site has a Spanish-language section to support multilingual families. Additionally, PCA translates weekly emails and official communication to families into Spanish.

Support Programs for Low-Income/Socio-Economically Disadvantaged Students

School Planning Amounts provide all students with equal and adequate access to educational materials, support services, educational technology, and supplemental programs to ensure all students can meet the grade-level content standards and SLOs. The Mobile Lending Library travels throughout the region to provide families with access to gently-used instructional materials. HSTs assist students and their families in locating free online resources to enrich and extend learning activities.

Support Programs for Foster Youth

PCA has a designated Foster Youth Liaison and a board-approved [Foster Youth Policy](#) that outlines available supports that ensure equal access to educational opportunities. Eligible and interested foster youth may be provided with reduced graduation requirements, as outlined by [AB167/216](#).

Other Local Support Programs

The school uses the enrollment application to determine the student's housing arrangements, and a Community Liaison is available through PCA to support students living in transitional housing. As with foster youth, students living in transitional housing may be eligible for reduced graduation requirements through AB167/216. Additional support resources include local community resources and helplines.

A Students in Crisis Student Support Coordinator is available to assist HSTs when a student is experiencing a catastrophic event that affects their attendance. The Students in Crisis Coordinator determines support services to help the student stay in compliance or transition back into school. Mental health support, when needed, is provided by the School Psychologist.

The [intervention website](#) provides helpful information and a wide variety of resources to support parents in their home education endeavors. The site includes a link to the [Growth Mindset website](#), which contains social-emotional learning and positive behavior support tools, including "Mindset Monday" webinars. Parents can access a video library that provides support in math, writing, reading, and speech instruction.

PCA provides multi-tiered intervention and support programs to all students, including Reading Horizons, Learning Ally, Math Antics, and Outstanding Direct Instruction (ODI). Intervention is data-driven, and HSTs use STAR 360 results and various screening assessments to determine each student's most effective support resources. The SST process is available for those students requiring additional interventions.

The ODI program provides synchronous virtual instruction in language arts and mathematics for

students who score below grade-level proficiency on the STAR 360 assessments. ODI classes run in four-week blocks and target specific skills.

Behavior interventions include strategies from the PBIS World website and suggestions for parents and HSTs, including journaling, setting manageable daily goals, sharing time, recognizing positive behavior, relaxation techniques, frequent breaks, self-management tools, and wait time.

Programs and Services for Students Designated with Special Learning Needs

PCA provides all necessary accommodations and resources outlined in each applicable student's IEP or 504 Plan document. Supports include online SAI classes taught by teachers who hold Education Specialist credentials and all required services such as speech, OT, or support from a school psychologist. Students with special learning needs receive all necessary CAASPP testing accommodations, as documented in their IEP or 504 plan.

PCA has a collection of [board-approved policies](#) that support students with special learning needs. A Certificate of Completion option is available to qualifying high school students. The IEP team determines a student's placement in the Certificate of Completion program based on a careful review of data and the student's needs. The program includes life skills classes, an emphasis on transition skills, and one-on-one SAI and individualized attention from Case Managers and transition teachers. Thirty-nine students are currently working towards a Certificate of Completion.

All students with special learning needs ranging in age from 16-22 have transition services written into their IEP documents. Those ranging in age from 18-22 are supported further through the Adult Transition Program. Transition services offered include transition-related SAI classes, transition workshops, job coaching and placement services, and agency linkage with a Regional Center or the Department of Rehabilitation. One PCA student is completing the ATP program during the 2020-2021 school year.

Specialized Individualized Graduation Plans (IGP) are available for students following the [Certificate of Completion](#) or [Adult Transition Program](#).

Regional transition teachers support students, parents, and general education teachers with the transition from middle to high school or from high school to college or career.

Data on Addressing the Eight State Priorities

LCFF Priority 1: Basic Services

Teacher Credentials

The school reviews the credentials of all applicants for teaching positions, and all PCA teachers hold the appropriate credentials for their roles. HSTs have the opportunity to support students in grades TK-12, and various supports are in place to assist those HSTs who hold multiple-subject credentials in their work with high school students. Support resources and staff members include high school course outlines, adopted curriculum programs, Guidance Counselors, single-subject teachers, and PCA's High School Success Coordinator. HSTs work together in small regional groups where HSTs from various levels support each other in instructional strategies and curricular materials.

The Human Resources team monitors teacher credentials for expiration dates and sends reminder emails a few months before each teacher's credential(s) expire. This team monitors the CTC

website to ensure each teacher has the necessary credential for their position.

Additional Staff Qualifications

PCA staff members are well qualified to meet the students' varying educational needs, as evidenced by the staff qualifications outlined below.

- Seventy staff members have been teaching for 15 or more years. Teachers at PCA have experience in brick and mortar and independent study schools.
- One hundred teachers hold Master's degrees, with another four teachers enrolled in a Master's degree program.
- Six staff members hold Doctorate degrees.
- Twenty-seven teachers hold multiple credentials, including three who have preliminary Administrative Services Credentials and two who hold clear Administrative Services Credentials. Nine teachers hold both a Multiple Subject credential and at least one Single Subject credential.
- Four teachers hold BCLAD authorizations, one has a Reading Specialist certification, and one holds a Waldorf certificate. Eight teachers have supplementary authorizations with their primary credentials.
- Seventeen staff members are National Board Certified Teachers.
- Of the seven teachers with less than five years of teaching experience, three hold preliminary teaching credentials. Six PCA teachers are currently completing the California Teacher Induction Program. [Teacher Induction Policy](#)

Professional Development

Professional & Staff Development Programs/Activities	2017-2018 Numbers Participating	2018-2019 Numbers Participating	2019-2020 Numbers Participating
Back-to-School Homeschool Teacher Training (3 days in August)	59	93	206
Fall All-Staff Meeting (November)	59	92	157
Spring All-Staff Meeting (March)	59	92	148
End-of-the-Year Staff Meeting (May/June - Virtual)	59	92	197

August 2019 Back-to-School Training

- Enrichment ordering guidelines
- Interpreting and using STAR 360 and CAASPP score reports
- Policies and procedures related to field trips and events
- Updates from the Special Education department, and the role of the HST in SPED matters
- High school support and evidence-based high school curricula
- Multi-tiered support programs

- The use of the non-compliance policy
- School accountability tasks

During the August PD meeting, HSTs met in breakout sessions with their Regional Coordinator teams to discuss partner teachers' roles, the use of the roster survey, and the work record process.

November 2019 All-Staff Meeting

- Overview of the CA School Dashboard
- 2018-2019 CAASPP results and the implications of those results
- LCAP priorities and the school's LCAP goals
- School policies: the Conflict of Interest Code and the Residency Policy

HSTs worked in small groups to further discuss the LCAP priorities and parent and teacher interview questions related to student engagement and achievement.

March 2020 All-Staff Meeting

- Assignment and Work Record reports
- High school updates
- Updated school policies
- Information about virtual meetings and events due to COVID-19
- SPED curriculum
- Information about Outstanding Direct Instruction (ODI) classes

HSTs met in small groups to work on the WASC report.

June 2020 All-Staff Meeting

- Updates from enrichment staff, the Special Education department, Student Support staff members, and the high school team
- Intervention programs for the 2020-2021 school year
- Information about concurrent enrollment
- End-of-the-year expectations for teachers

August 2020 Back-to-School Training

- LCAP information
- A session on school support, including EL & Multilingual Students, Families in Transitional Housing
- Induction, Safe Schools, and Fresno Pacific University courses
- Enrichment and Vendor Department updates
- Human Resources updates, including information on teacher evaluations, the Conflict of Interest Policy, and requesting time off
- Student Support information
- Updates from the Technology Department
- SPED updates
- Information about Assignment and Work Record reports
- High school updates
- Testing updates for 2020-2021
- The new Online Subscription Package
- Updates from the School Accountability Assistants
- Student events and adjunct duties, including information about the Discovery Days program
- LP meeting expectations
- ELD support classes
- Updates from the school's Family Liaisons

HSTs meet monthly in small regional groups with their Regional Coordinators. These meetings provide HSTs with opportunities to share curriculum programs, discuss best practices, and review topics of relevance to teachers working within the independent study charter school environment. HSTs who are new to the school attend new teacher training sessions during their first week of employment, and ongoing support is provided throughout the school year.

HSTs receive extensive and relevant professional development related to schoolwide changes made as a result of assessment data. Recorded training sessions are available to HSTs through the online Homeschool Teacher Handbook.

The school developed Professional Learning Networks (PLNs) to discuss changes and brainstorm additional strategies to support multilingual students and those with IEPs and 504 plans.

During the 2020-2021 school year, HSTs will participate in monthly professional development sessions. The current PD plan is available [here](#). PCA's leadership team collects feedback on the usefulness and effectiveness of professional development activities through post-training surveys.

Student Access to Standards-Aligned Instructional Materials

Students and families at PCA have the freedom to choose the instructional materials that best suit each student's learning preferences, strengths, and academic needs. Planning Amount allotments ensure all students have access to grade-level appropriate materials that align with content standards and A-G requirements. HSTs use the [Assignment and Work Record \(AWR\)](#) report in School Pathways to document completed work, align student activities to the content standards, and make assignments for the following Learning Period. HSTs match TK-8 student work to the "I Can" Statements. For those high school students not using adopted curriculum materials, HSTs compare their work to the high school course outlines to ensure all students meet the course requirements, including those related to A-G fulfillment.

Per the school's Mega Waiver, PCA does not have a board-approved resolution regarding standards-aligned materials.

School Facilities

The PCA Resource Center in Costa Mesa is safe for student use, and the Resource Center has a site safety manual, including procedures for emergency drills. In-person student events, such as field trips, are held at public venues around San Diego County. HQT-led science courses and course outlines provide adequate science lab time, as required by UCOP for A-G science credit, but PCA does not supply lab materials or chemicals for these labs. Students complete virtual labs or labs which include "at home" materials only. Alternatively, some students attend a vendor who handles the lab materials.

LCFF Priority 2: Implementation of Academic Standards

PCA follows effective processes to examine curriculum and align curriculum and student work to the content standards. The Curriculum Department carefully reviews adopted curriculum programs to ensure alignment with the content standards and A-G course criteria.

PCA used the CDE reflection tool from the California School Dashboard to assess progress towards implementing the academic standards. The data show that PCA has successfully implemented all of the academic standards. Dashboard data for 2020 is not available.

Reflection Tool: Implementation of Academic Standards

(Rating Scale [lowest to highest]: 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability.)

1. **Professional Development.** Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

	2017 - 2018	2018 - 2019
English-Language Arts - CCSS-ELA	4	4
ELD (aligned to ELA standards)	4	4
Mathematics - CCSS-Mathematics	4	4
Next Generation Science Standards	3	3
History-Social Science	3	3

2. **Instruction Manuals.** Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

	2017 - 2018	2018 - 2019
English-Language Arts - CCSS-ELA	4	4
ELD (aligned to ELA standards)	4	4
Mathematics - CCSS-Mathematics	4	4
Next Generation Science Standards	4	3
History-Social Science	3	3

3. **Policy and Program Support.** Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

	2017 - 2018	2018 - 2019
English-Language Arts - CCSS-ELA	4	4

ELD (aligned to ELA standards)	4	4
Mathematics - CCSS-Mathematics	4	4
Next Generation Science Standards	4	3
History-Social Science	3	3

4. **Implementation of Standards.** Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

	2017 - 2018	2018 - 2019
English-Language Arts - CCSS-ELA	4	3
ELD (aligned to ELA standards)	4	3
Mathematics - CCSS-Mathematics	4	3
Next Generation Science Standards	4	3
History-Social Science	3	3

5. **Engagement of School Leadership.** Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

	2017 - 2018	2018 - 2019
Identifying the professional learning needs of groups of teachers or staff as a whole	4	4
Identifying the professional learning needs of individual teachers	4	4
Providing support for teachers on the standards they have not yet mastered	4	4

LCFF Priority 3: Parent Engagement

PCA provides several avenues for parent involvement in school decision-making. PCA invites all parents to serve on the school's Governing Board. School board meetings are open to the public, and parents are encouraged to attend. Each session includes a public forum, during which school stakeholders have a chance to voice opinions and provide feedback on school operations.

Parents and students complete [LCAP-related perception surveys](#) each spring. Staff members use perception data from these surveys in conjunction with demographic and achievement data in decisions surrounding adoptions of curriculum and supplemental programs and decision-making about enrichment opportunities and intervention support resources to provide a well-rounded academic program for all students.

PCA has ELAC and DELAC committees that meet quarterly to discuss program goals and achievements related to multilingual learners. PCA invites all parents to participate.

A weekly updates newsletter, the [PCA Scoop](#), highlights schoolwide news and events. Parents also have access to a variety of online resources to support their homeschooling programs.

Parents are highly involved in the decision-making process at the student level, as they choose the materials, instructional methods, and educational activities that meet their children's needs.

LCFF Priority 4: Performance on Standardized Tests

CAASPP Results

Due to the COVID-19 pandemic, CAASPP data is not available for the 2019-2020 school year. HSTs offered the SBAC Interim Assessment Blocks in lieu of the formal CAASPP assessments during the spring 2020 semester.

CAASPP Participation Rates

PCA staff members utilize various strategies to encourage student participation in the CAASPP assessments, and staff members anticipate that participation rates will continue to increase over the next few years.

School Year	ELA Participation Rate	Math Participation Rate
2017-2018	89%	89%
2018-2019	90%	90%

CAASPP Scores

In most cases, student scores on the CAASPP ELA and math tests have increased slightly over time. In general, student scores also improve as they move from one grade level to the next. PCA staff members closely monitor student achievement through the CAASPP and STAR 360 scores. Staff members will continue to implement strategies to prepare students for high-stakes tests.

CAASPP SS	3rd	4th	5th	6th	7th	8th	11th
2017-2018 ELA	2395	2409	2481	2465	2506	2519	*
2018-2019 ELA	2397	2450	2473	2512	2543	2556	2586

CAASPP SS	3rd	4th	5th	6th	7th	8th	11th
2017-2018 Math	2383	2389	2467	2437	2448	2464	*
2018-2019 Math	2384	2430	2431	2483	2497	2505	2524

CAASPP Data by Student Subgroups: English Language Arts

Student Subgroup (CA School Dashboard)	2017-2018	2018-2019
African American	64.6 points below standard	60.9 points below standard
American Indian	No data	< 11 students
Asian	30.3 points above standard	7.2 points above standard
Filipino	< 11 students	4.4 points below standard
Foster Youth	No data	< 11 students
Hispanic	46.2 points below standard	32.2 points below standard
Homeless	< 11 students	18.8 points below standard
Multilingual Learners	62.4 points below standard	63 points below standard
Two or More Races	37.3 points below standard	5 points above standard
Pacific Islander	< 11 students	< 11 students
Socioeconomically Disadvantaged	54.2 points below standard	32.3 points below standard
Students with Disabilities	73.8 points below standard	63.3 points below standard
White	56.6 points below standard	21.4 points below standard

CAASPP Data by Student Subgroups: Math

Student Subgroup (CA School Dashboard)	2017-2018	2018-2019
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African American	96.8 points below standard	89.7 points below standard
American Indian	No data	< 11 students
Asian	20.9 points below standard	12.2 points below standard
Filipino	< 11 students	68.4 points below standard
Foster Youth	No data	< 11 students
Hispanic	103.5 points below standard	97.6 points below standard
Homeless	< 11 students	80.5 points below standard
Multilingual Learners	93.8 points below standard	83.9 points below standard
Two or More Races	86.9 points below standard	53.9 points below standard
Pacific Islander	< 11 students	< 11 students
Socioeconomically Disadvantaged	98.2 points below standard	86.7 points below standard
Students with Disabilities	138.7 points below standard	122.6 points below standard
White	93.6 points below standard	67.3 points below standard

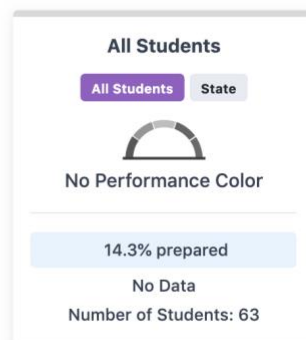
College and Career Indicator (CCI)

PCA has policies and procedures in place to assist all students in reaching their post-secondary goals. All core subject high school courses are A-G-approved as of the Fall 2019 semester. A variety of A-G-approved electives are available, as are non-A-G options, NCAA-approved programs, and vocational electives for career exploration and preparation. The school offers AP courses, and high school staff members assist students in registering for AP exams. Students can concurrently enroll in courses at local community colleges to obtain high school and college credit, expand skills in areas of interest, or explore future career options. CTE courses are available in various industry strands, and students can pursue CTE pathways through classes offered by PCA and various vendors. At this time, PCA does not offer an International Baccalaureate program, nor do students have access to IB exams.

College/Career

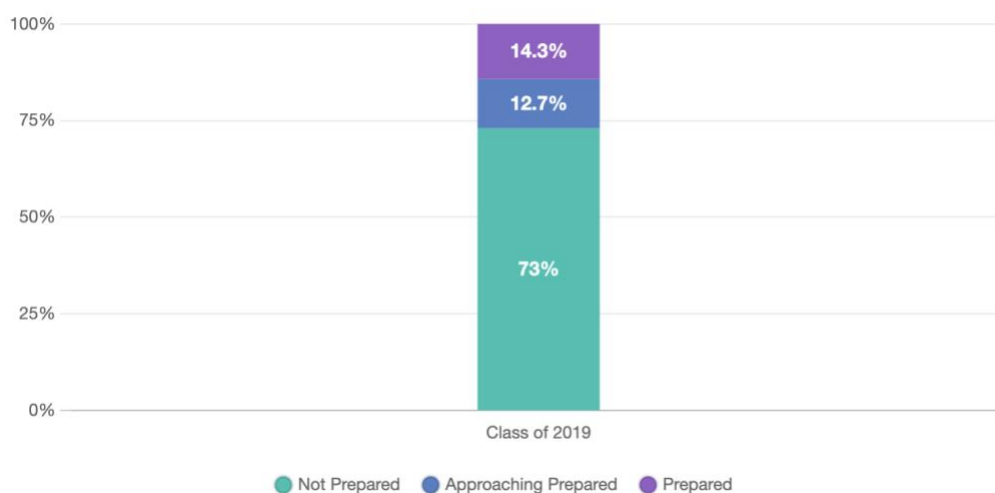
All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



CCI Data by Subgroup (Number of Students Prepared)

PCA's Dashboard CCI score increased by 11.3 percentage points from 2019 to 2020. This increase was likely due to the increased number of available A-G courses. Staff members expect this score to continue to improve over the next few school years as more students complete A-G and CTE courses of study.

	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
All Students	7 students prepared	9 students prepared (14.3%)	32 students prepared (25.6%)
African American	No data	No data	No data

Asian	No data	No data	No data
English Learners	No data	No data	No data
Hispanic	No data	14.8%	23.8%
Homeless	No data	No data	16.7%
Pacific Islander	No data	No data	No data
Socioeconomically Disadvantaged	No data	9.1%	18.8%
Students with Disabilities	No data	5.9%	5.3%
Two or More Races	No data	No data	No data
White	No data	15.4%	27.9%

SAT Assessments

School Year	Percentage of Proficient or Above Grade 11 Students - ELA CAASPP	Percentage of Proficient or Above Grade 11 Students - Math CAASPP	Number of SAT Exams Completed
2017-2018	< 10 students	< 10 students	No data
2018-2019	57.14%	22.23%	3
2019-2020	N/A	N/A	4

Advanced Placement Courses and Test Results

PCA offers a variety of College Board-approved Advanced Placement courses. AP courses are available through Edgenuity, BYU Independent Study, and the UC Scout online course platform. Liz Palmiter, Director of High School, is responsible for maintaining AP course approval.

Please follow [this link](#) to view the list of available AP courses.

	Number of Students Enrolled in AP Courses	Number of AP Courses Attempted	Number of AP Courses Completed with a Passing Grade
Fall 2018	5	6	6

Spring 2019	7	7	7
Fall 2019	15	19	19
Spring 2020	12	12	12
Fall 2020	16	33	*

*PCA has not received final grades from all AP course providers for the Fall 2020 semester.

PCA does not offer in-house AP exams. The school provides information on registering for these exams through the My AP Account website.

	Number of AP Exams Attempted	Number of AP Exams Completed with a Passing Grade
2017-2018	7	4
2018-2019	7	5
2019-2020	4	3

Concurrent Enrollment

PCA students may take college courses while enrolled as a full-time student with PCA. Students may concurrently-enroll at California community colleges or through an accredited public or private four-year institution. Students work with their HST and Guidance Counselor to ensure all appropriate documentation of coursework and grades is complete. The Guidance Department monitors concurrent enrollment through transcripts and reports from School Pathways. The school provides an [information document](#) about concurrent enrollment for HSTs and families.

	Number of Students Concurrently Enrolled in Community College Courses	Number of Community College Courses Attempted	Number of Community College Courses Completed with a Passing Grade	Incomplete Community College Courses (No Transcript)
Fall 2018	21	43	42	0
Spring 2019	31	50	46	3
Fall 2019	64	108	99	5
Spring 2020	73	124	103	21
Fall 2020	94	167	*	*

*Grades for Fall 2020 community college classes were not available as of the due date of this report.

Multilingual Learner Proficiency

During the 2020-2021 school year, 32 PCA students were eligible for reclassification, based on ELPAC performance data. PCA has reclassified 24 of those students as RFEP (8.6% of the total EL student population), with six pending. The parents of the remaining two students requested that PCA continue to classify them as English Learners. There were 65 long-term English Learners at the beginning of the 2020-2021 school year.

Overall ELPAC Performance Level	2017-2018 Students	2018-2019 Students	2019-2020 Students
1	49 (23%)	31 (15%)	48 (25%)
2	31 (15%)	53 (26%)	43 (23%)
3	66 (31%)	74 (36%)	54 (29%)
4	67 (31%)	47 (23%)	43 (23%)

Other Local Assessments

HSTs use various formal and informal assessments to carefully monitor each student's progress towards and mastery of the content standards. In addition to the assessments outlined below, placement tests are available to assess students' readiness for Algebra 1 and Spanish 1.

End of Course Exams

Students complete a variety of curriculum-embedded assessments throughout the school year, including end of course assessments. End of course assessments may include a cumulative final exam, a written assignment, or a portfolio project, depending on the course. HQTs administer the end of course exams for students taking Choice Plus Academy and Edgenuity classes. HSTs review the end of course exams or portfolio projects for students following the high school course outlines.

STAR 360 Benchmark Assessments

PCA encourages all students in grades TK-11 to complete the STAR 360 online adaptive assessment during the fall, winter, and spring assessment windows. Students in grades TK and Kindergarten complete the Early Literacy assessment, which combines reading and math. The fall semester results provide a baseline score, which helps guide curriculum choices and identify students in need of intervention. Winter and spring scores show the student's growth and support HSTs and families in making instructional gains or any necessary adjustments.

STAR 360 Participation Rates

In general, student participation in the STAR 360 tests has increased over the last three school years. The low participation rates for the Spring 2020 assessments are due to the COVID-19 pandemic and resulting school closures that semester.

School Year	Test	Percentage of Students Tested
Fall 2017	STAR Reading	63%
Fall 2017	STAR Mathematics	69%
Spring 2018	STAR Reading	58%
Spring 2018	STAR Mathematics	61%
Fall 2018	STAR Reading	79%
Fall 2018	STAR Mathematics	81%
Spring 2019	STAR Reading	85%
Spring 2019	STAR Mathematics	86%
Fall 2019	STAR Reading	85%
Fall 2019	STAR Mathematics	89%
Spring 2020	STAR Reading	71%
Spring 2020	STAR Mathematics	72%
Fall 2020	STAR Reading	86%
Fall 2020	STAR Mathematics	90%

At/Above Proficiency in Reading on STAR 360

Eighty-six students in grades 9-11 are reading at or below the 860 Lexile level based on Fall 2020 STAR 360 data.

Grade Level	Fall 2019-2020 % of Students	Spring 2019- 2020 % of Students	Fall 2020-2021 % of Students
1	87%	85%	92%
2	75%	85%	77%
3	72%	81%	71%

Pacific Coast Academy ACS WASC/CDE Self-Study Report

4	71%	79%	74%
5	69%	80%	73%
6	62%	68%	75%
7	65%	69%	71%
8	64%	64%	76%
9	62%	72%	71%
10	62%	77%	74%
11	67%	63%	80%
Summary	70%	76%	76%
# Students Proficient	2,034	1,803	2,360
Total Students Tested	2,911	2,371	3,111

At/Above Proficiency in Math on STAR 360

One hundred twenty-two high school students scored below the 7th-grade proficiency level in mathematics on the Fall 2020 STAR 360 assessment.

Grade Level	Fall 2019-2020 % of Students	Spring 2019- 2020 % of Students	Fall 2020-2021 % of Students
1	94%	91%	89%
2	81%	87%	81%
3	82%	79%	70%
4	73%	72%	60%
5	67%	75%	39%
6	64%	73%	45%
7	62%	69%	45%
8	66%	69%	49%
9	67%	79%	48%

10	73%	81%	57%
11	75%	71%	48%
Summary	74%	78%	57%
# Students Proficient	2,261	1,876	1,983
Total Students Tested	3,040	2,416	3,260

At/Above Proficiency in Early Literacy on STAR 360

Grade Level	Fall 2019-2020 % of Students	Spring 2019- 2020 % of Students	Fall 2020-2021 % of Students
KN	87%	87%	95%
1	73%	71%	69%
2	46%	58%	28%
3	56%	56%	38%
Summary	79%	82%	58%
# Students Proficient	792	551	535
Total Students Tested	1,005	673	631

Report Card Analysis

PCA teachers effectively conduct progress monitoring of all students throughout the school year, including the use of semester report cards for students in TK-8 and progress reports and report cards for students in grades 9-12. PCA shares report cards with students and their parents, and high school semester grades become part of the student's transcript and cumulative file.

TK-8 report cards serve as an indication of how each student is performing on the grade-level "I Can" Statements. HSTs determine TK-8 report card grades, following a review of student progress through the content standards and the student's attitude towards school work.

Students in grades 6-8 receive report card grades on the traditional A-F scale. Students in grades TK-5 receive a report card grade on a four-point scale for each of the four core subjects:

- Exceeds Expectations ("EE")
- Meets Expectations ("ME")
- Below Expectations ("BE")
- At Risk ("AR")

When students are not meeting course requirements, HSTs suggest different curriculum, tutoring, ODI, or intervention strategies. The HST may recommend an SST to determine additional techniques to support the student if the lack of progress continues.

High school students receive a mid-semester progress report at the end of Quarters 1 and 3 and an end-of-semester report card to monitor and document mastery of the content and course credits. HSTs provide progress report and report card grades on a traditional A-F scale:

- A: 90% or more
- B: 80%-89%
- C: 70%-79%
- D: 60%-69%
- F: 59% or less

The teacher of record determines high school progress report and report card grades. The HST is the teacher of record for Choice Plus (parent-choice) classes, while the HQT is the teacher of record for synchronous Choice Plus Academy courses or HQT-led Edgenuity courses.

Teachers determine high school grades based on the confluence of the student's work quality and the amount of work completed, as shown in the following chart. PCA does not award partial course credits or units.

	A Quality Work	B Quality Work	C Quality Work	D Quality Work	F Quality Work
90% or more complete	A (5 credits)	B (5 credits)	C (5 credits)	D (5 credits)	F (0 credits)
80-89% complete	B (5 credits)	C (5 credits)	D (5 credits)	F (0 credits)	F (0 credits)
70-79% complete	C (5 credits)	D (5 credits)	F (0 credits)	F (0 credits)	F (0 credits)
60-69% complete	D (5 credits)	F (0 credits)	F (0 credits)	F (0 credits)	F (0 credits)
59% or less complete	F (0 credits)	F (0 credits)	F (0 credits)	F (0 credits)	F (0 credits)

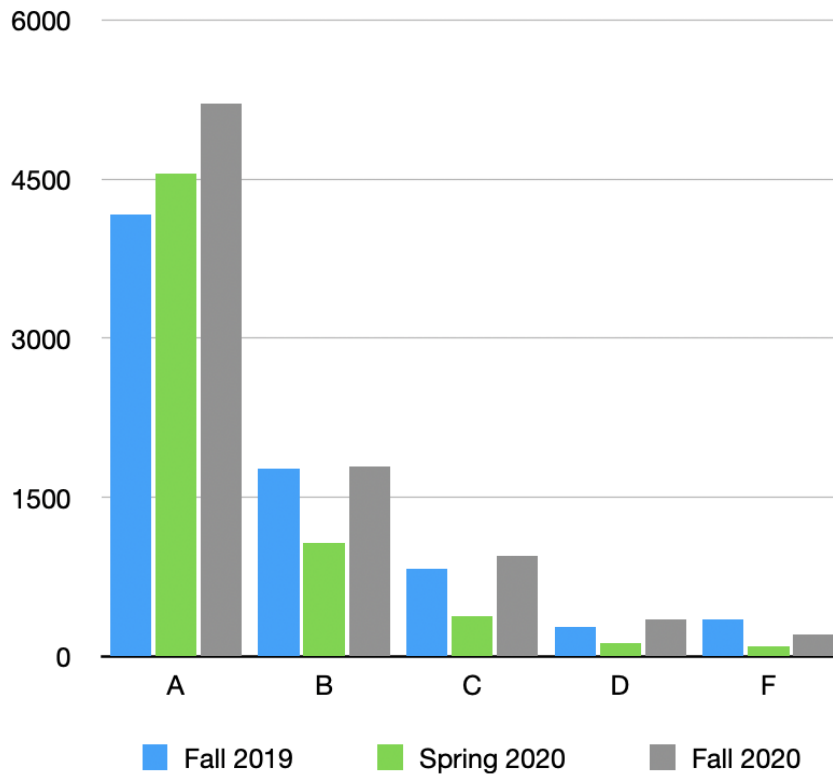
PCA understands that some students experienced significant disruptions in learning and instruction during the COVID-19 pandemic. Students and parents were able to choose a Pass/Fail scale or an adjusted letter grade scale during the Spring 2020 semester report cards.

In the Pass/Fail scale, students who completed at least 50% of the course with a grade of 50% or better received a Pass grade. PCA did not calculate "Pass" grades into the students' GPA averages. The adjusted letter grade scale available during the pandemic were as follows:

- A: 79%-100%
- B: 69%-78%
- C: 59%-68%
- D: 50%-58%
- F: 49% or less

D and F Grades

	Fall 2019	Spring 2020	Fall 2020
“D” Grades	3.8%	2.1%	4.0%
“F” Grades	4.7%	1.5%	2.1%

Report Card Analysis*Fall 2020 Progress Report Grades*

“A” Grades	“B” Grades	“C” Grades	“D” Grades	“F” Grades
62%	20%	10%	4%	4%

LCFF Priority 5: Pupil Engagement*Graduation Rate*

Graduation rate data for the Class of 2018 is not available through the California School Dashboard, as fewer than 11 students graduated. Sixty-three students (75%) graduated with the

Class of 2019. One hundred twenty-four students (89%) graduated in 2020. Seventeen of the 123 Class of 2020 graduates were 11th-grade students and seven were fifth-year graduates.

	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
All Students	Not available	75%	89%
African American	No data	< 11 students	< 11 students
Asian	No data	< 11 students	< 11 students
English Learners	No data	< 11 students	< 11 students
Hispanic	< 11 students	27 students (42%)	24 students (20%)
Homeless	No data	< 11 students	< 11 students
Pacific Islander	No data	< 11 students	< 11 students
Socioeconomically Disadvantaged	< 11 students	44 students (69%)	39 students (32%)
Students with Disabilities	< 11 students	17 students (27%)	15 students (12%)
Two or More Races	< 11 students	< 11 students	< 11 students
White	< 11 students	27 students (42%)	83 students (67%)

Chronic Absenteeism

Dashboard data is not available for the 2019-2020 school year. Please refer to the [Average Daily Rate of Attendance section](#) for more information.

	2017-2018	2018-2019
All Students	1.8%	1.5%
African American	1.4%	1.5%
American Indian	< 11 students	No data
Asian	0%	0%
English Learners	0.7%	0%
Filipino	< 11 students	No data
Foster Youth	< 11 students	No data

Hispanic	2%	0%
Homeless	< 11 students	No data
Pacific Islander	< 11 students	No data
Socioeconomically Disadvantaged	1.7%	0.3%
Students with Disabilities	2.1%	0.8%
Two or More Races	1.6%	0.5%
White	2.4%	0.3%

Dropout Rate for Middle and High School Students

PCA staff members take great care to ensure accurate coding of student withdrawals. HSTs complete a Withdrawal Process Survey to document the type of withdrawal: Informal non-enrollment withdrawal, formal student/family choice withdrawal, administrative withdrawal, graduating senior, or students not returning for the following school year.

HSTs also complete the [Confirmation of Enrollment form](#) when a student leaves the school. This form lists the student's next school to ensure continued enrollment in a public or private school.

School Year	Middle School Cohort Dropout Rate (Gr. 7-8)	Δ Middle School Cohort Dropout Rate	High School Cohort Dropout Rate (Gr. 9-12)	Δ High School Cohort Dropout Rate
2017-2018	0.2%	N/A	0.2%	N/A
2018-2019	0.7%	+0.5%	0.4%	+0.2%
2019-2020	0.2%	-0.5%	3.3%	+2.9%

Average Daily Rate of Attendance

PCA bases student attendance on work product, not seat-based time, and HSTs complete attendance claims following their review of each student's body of work during LP meetings. PCA operated a three-track calendar in 2017-2018 and a two-track calendar in 2018-2019. The school switched to a single track during the 2019-2020 school year.

The school's Average Daily Attendance for the previous three school years is as follows:

- **2017-2018:**
 - Track A: 100%
 - Track B: 98.9%

- Track C: 99.21%
- **2018-2019:**
 - Track B: 99.91%
 - Track C: 99.77%
- **2019-2020:**
 - Track A: 99.78%

PCA uses the non-compliance process in the following situations:

- A student is not engaged in learning at least 85% of a learning period.
- A student is missing one or more work samples.
- A student is missing one or more attendance logs.
- A student/family has missed or has not scheduled one or more monthly Learning Period or other meetings.
- A student/family has not responded to their HST after three sets of attempts (by phone and email) over six school days.

The non-compliance process consists of two compliance letters and one administrative phone call. HSTs follow the timeline and procedures outlined in the [PCA Non-Compliance Policy](#) to document the process and attempt to support students in getting on-track with their school work. The Administrative Withdrawal process may be used as part of the non-compliance process when staff members determine independent study is not the best fit for a student.

The following shows the number of administrative withdrawals for the last three school years:

- 2017-2018: 1
- 2018-2019: 11
- 2019-2020: 14

Other Local Survey Data

The PCA leadership team distributed end-of-the-year surveys for parents and HSTs in May 2020. The [parent survey](#) asked questions related to the virtual student workshops offered in Spring 2020 as a response to the COVID-19 pandemic, online parent workshops, weekly newsletters, general communication from the school's administration, support from HSTs, curriculum support, and specific resources related to high school. The survey also asked parents to provide suggestions for training or workshop topics and field trips.

Overall, families feel supported by the school, with 85% of families reporting that they are happy with the level of communication from the school's administration. Eighty-two percent of respondents feel listened to and supported by the administrative team. Ninety-six percent of families reported that they are happy with the level of support from their HST during Learning Period meetings, with 89% rating this support at "5" or "Our HST is so very helpful!" Fifty-seven percent of families feel that the "I Can" Statements helped direct instruction, and 49% are aware of live and recorded classes to support literacy, math, and writing education. Seventeen percent of respondents stated that they participated in the Spring 2020 virtual workshops. Of those, 79% rated the workshops at "4" or "5", with "5," meaning they love this option. Twenty-seven percent of families stated that they would like to participate in parent workshops, with an additional 55% who said they might attend. Parents responded by saying they would like workshop topics such as teaching tips, organizational tips, curriculum reviews, and math and writing instructional support. The Spring 2020 [teacher survey](#) asked HSTs to rate the effectiveness of monthly small-group staff meetings, all-region staff meetings, the weekly staff newsletter, support from their Regional Coordinator, support from the school's Teacher Trainer, help from the High School Success

Coordinator, and support from the school's Executive Director and Assistant Directors. HSTs suggested adjunct duties and listed any special skills that could be called upon to improve the school.

HSTs feel strong support from their Regional Coordinators and the school's leadership team members (Executive Director and Assistant Directors), and the High School Success Coordinator. The instructional staff members find the monthly meetings with their regional teams valuable, with 84% of HSTs giving this area a "4" or "5" (out of five) rating. HSTs reported that connecting with coworkers and sharing ideas are among the most useful aspects of these meetings. Teachers also enjoy "working meetings" that allow them to apply new learning with support from their peers and Regional Coordinator. Teachers reported that they appreciate breakout sessions during large-group, all-staff meetings. They also like opportunities to hear from the administration and various departments during these meetings. HSTs would like to see coffee chats or informal discussions with the leadership team and high school staff (Guidance and HSSC). They would also like more straightforward enrichment ordering guidelines, support with ELPAC testing, additional communication and support from the SPED Department, and standards-based events and activities for students. HSTs would also like to hear more about the LCAP and Dashboard-related goals.

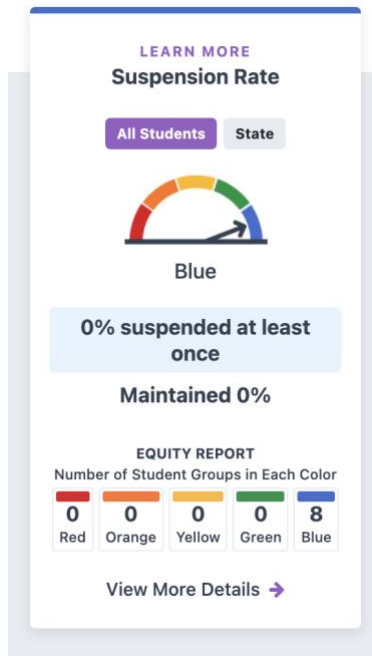
Additional results from these surveys are available at the following links:

- [Spring 2020 Parent Survey Results](#)
- [Spring 2020 Teacher Survey Results](#)

LCFF Priority 6: School Climate

Suspension Rate

The suspension rate for the 2018 and 2019 school years was 0%.



School Conditions and Climate Surveys

PCA distributes an LCAP survey each spring, and parents and students provide feedback on topics such as communication between the school and families, support from the HST, academics and college and career readiness, availability of and equal access to instructional materials, student safety and connectedness to the school, and support in attaining graduation goals. PCA does not participate in the CA Healthy Kids Survey at this time.

The 2019-2020 LCAP surveys are available at the following links:

- [2019-2020 Parent Survey](#)
- [2019-2020 Student Survey](#)

Please refer to the [Perception Data](#) section for the results of these surveys.

Expulsion Rate

According to the SARC report, PCA had no expulsions during the 2018-2019 school year. The [Average Daily Rate of Attendance section](#) provides information on administrative withdrawals.

Discipline Referrals

As an independent study/homeschool program, discipline referrals are rare. Student Support staff members compiled a [Behavior Intervention](#) document to assist HSTs as they work with parents to promote positive behavior supports and redirection.

Student Participation in Co- and Extra-Curricular Activities

PCA offers a wide range of co-curricular and extra-curricular activities to extend and enrich the students' homeschooling program. These events include field trips, park days, and themed workshops and activities. Vendor-led instruction, including in-person group classes, individual and group lessons, and tutoring in various subject areas, is available. The school tracks student participation in these activities through the Enrichment Ordering System.

The Academic Decathlon program is available to high school students. Students who participate in Academic Decathlon extend their learning and build twenty-first-century communication, collaboration, creativity, and critical thinking skills through research, written work, and exams centered around an annual theme. Academic Decathlon is offered as an A-G-approved elective course or as a club for all interested students in grades 9-12.

A National Honor Society chapter is available to eligible students in grades 10-12, and the school's National Junior Honor Society chapter is available to qualifying students in grades 6-9. Please refer to the [Other Pupil Outcomes](#) section below for more information on the National Honor Society.

LCFF Priority 7: Access to a Broad Course of Study

College and Career Readiness

All students at Pacific Coast Academy have access to a broad course of study, and the school has appropriate procedures in place to prepare all students for their post-secondary goals.

Data from the CA School Dashboard show that 14.3% of the class of 2019 and 25.6% of the class of 2020 graduated prepared for college or career.

Please refer to the [College and Career Preparation](#) and [College and Career Indicator \(CCI\)](#) sections of this chapter for more information.

UC A-G Requirements

Students have the option to complete the A-G coursework through one of the adopted curriculum options or through the use of the [course outlines](#).

A variety of A-G-approved elective courses and non-A-G classes are available in addition to the core subject A-G courses. Students who qualify for the Certificate of Completion pathway take Life Skills classes.

Liz Palmiter, Director of High School, is responsible for maintaining A-G course approval with UCOP.

During the Fall 2020 semester, 648 students are enrolled in A-G classes. Of these, 25 are taking Honors courses, and 53 are middle school students taking A-G mathematics or world languages classes.

	Number of Students Enrolled in UCOP-Approved A-G Courses	Number of UCOP-Approved A-G Courses Attempted	Number of UCOP-Approved A-G Courses Completed with a Passing Grade
Fall 2018	235	800	710
Spring 2019	272	944	881
Fall 2019	663	2,484	2,340
Spring 2020	650	2,233	2,193
Fall 2020	648	2,301	2,118

LCFF Priority 8: Other Pupil Outcomes

School Budget

Please [click here](#) for the 2020-2021 fiscal year school budget.

School funding sources include the Local Control Funding Formula (~91%), other state funds (~7%), and federal funds (~1%). Approximately 8% of the LCFF funds are generated based on high needs students (foster youth, multilingual learners, and low-income students).

The total per-pupil expenditure rate is \$8,983.00.

The school provides student planning amounts to each student. Students in grades TK-8 receive access to \$2,300 in school planning funds, and high school students receive access to \$2,700 in planning funds. Students and their parents may utilize these school funds to purchase curricular materials and supplemental resources and participate in school-sponsored field trips and in-person or virtual vendor-led instruction, including lessons, classes, and tutoring.

Other expenses include salaries and benefits, sub-agreement services (including Special Education), insurance, office facilities, and professional services (including taxes and management fees).

PCA held a [budget overview session](#) for parents during the November 2020 school board meeting. This session included time for parents to comment on the proposed budget before its approval at the December 2020 board meeting.

Other Pupil Outcomes

In the past, PCA used the CDE DataQuest website to monitor alumni enrollment in postsecondary education. The CDE site shows no data for PCA/Learning Latitudes Charter School. PCA will begin to use alumni surveys as follow-up studies of graduates during the 2020-2021 school year.

Various honors and awards are available to students. Students in middle and high school with qualifying grade point averages may join the school's National Junior Honor Society (grades 6-9) or National Honor Society (grades 10-12) chapters. Students may also qualify for the Golden State Merit Award or the State Seal of Biliteracy, and Guidance Counselors monitor students' eligibility for these awards. PCA added access to the President's Award for Educational Excellence and the President's Award for Educational Achievement for the 2020-2021 school year. Honor Roll, including Salutatorian or Valedictorian honors, is available to high school students who graduate with a GPA of at least 3.50.

Honor or Award	Number of Student Recipients (Based on 2019-2020 graduates)
Golden State Merit Award	28
State Seal of Biliteracy	2
Honor Roll	51

Perception Data

Staff members at PCA value input and feedback from all school stakeholders and the school employs various methods to collect feedback from key stakeholder groups. These methods include gathering feedback from students and parents during monthly Learning Period meetings, phone and email correspondence between families and staff members, and annual parent and student surveys.

Eight hundred fifty-five parents and 372 students completed the Spring 2020 LCAP surveys. Data from these surveys show that 95% of parents agree or strongly agree that the school provides families with adequate information and resources to support learning. Ninety-one percent of students agree or strongly agree that PCA provides a good education, and 90% of students agree or strongly agree that the school provides the necessary materials to meet their needs. Ninety-seven percent of parents and 91% of students feel (agree or strongly agree) the school works with them effectively to help students do their best in school. Ninety-four percent of parents and 75% of students agree or strongly agree that the school provides a standards-based approach to education to all students. Eighty-eight percent of parents and 80% of students agree or strongly agree that students feel safe and connected to the school.

Parents and students would like to see additional enrichment activities, such as field trips and

events, especially for teens. Other options for hands-on learning activities is another desire of both parents and students. The PCA leadership team and instructional staff members will use the perception data to drive ongoing decision-making and schoolwide improvement.

Spring 2020 LCAP Survey Results:

- [2019-2020 Parent Survey Results](#)
- [2019-2020 Student Survey Results](#)

Summary of the Profile

Pacific Coast Academy provides a high-quality, independent learning environment for students in grades TK-12. Staff members pride themselves on extraordinary support for homeschooling and independent study students and their families. The school offers flexible but rigorous curriculum options, an extensive array of activities and services to enrich the school day, and intervention programs to ensure all students can reach their academic goals.

Through the careful review of schoolwide data required for the self-study report, staff members identified a need to provide robust academic support for students in the areas of written communication and mathematics. PCA's Schoolwide Learner Outcomes are readily available to school stakeholders; however, the school needs to increase awareness and buy-in of these goals, which play a crucial role in preparing students for college and career.

Critical questions raised as a result of this process are as follows:

- How can PCA staff members further improve student achievement, particularly in writing and mathematics, while maintaining flexibility in the overall program?
 - HSTs utilize a variety of assessment tools and provide multi-tiered interventions for students. However, the school should analyze how well teachers are conducting early identification of students in need of intervention and develop a consistent way of providing ongoing progress monitoring to ensure interventions are working.
- How can PCA staff members effectively measure and document each student's progress towards mastery of the Schoolwide Learner Outcomes?

Chapter III: Self-Study Findings

For each category of criteria include:

1. A list of strengths
2. A list of prioritized growth areas for continuous school improvement.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Curriculum
- C. Instruction
- D. Assessment and Accountability
- E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.

Provide pertinent evidence for review by visiting committee through hyperlink or Dropbox.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> The school's mission is clear and written in accessible, parent-friendly language that focuses on 21st-century skills. PCA's mission statement is readily available to students, their families, and the public through the school website and the Parent-Student Handbook. The mission statement supports students in becoming ready for college, career, and life in the 21st century by promoting critical thinking, responsible citizenship, and leadership skills, which are embedded throughout the 	<ul style="list-style-type: none"> Mission Statement School website Parent-Student Handbook Schoolwide Learner Outcomes Learning Period meetings Student work

<p>curriculum and the Schoolwide Learner Outcomes.</p> <ul style="list-style-type: none"> • HSTs hold students accountable through monthly meetings, collecting work samples, and expecting high-quality work. PCA expects students to be motivated and self-directed. • All stakeholders are involved in school decision-making, and PCA uses surveys to solicit feedback from parents, students, and HSTs. Please refer to Chapter II for more information on parent engagement. • The leadership team uses survey results to drive schoolwide improvements. The leadership team shares feedback about teacher effectiveness with HSTs. • HSTs completed an assignment to comment on PCA policies, share ideas for improvement, and give feedback to the school's leadership team. • PCA shares the defining statements and LCAP through the school website and the Parent-Student Handbook. • The LCAP includes a budget overview to help parents understand school funding sources and the use of school funds and resources. • HSTs explain the LCAP to parents and help make the information in the LCAP accessible to families. • The Governing Board uses the mission statement and student data to drive schoolwide decisions and policy-making. • PCA sends weekly parent and staff newsletters, which provide consistent messaging, encourage involvement, provide transparency, and share the school's "why." • School vendors (business community) provide enrichment and support to students. Students can partner with community members for internships and workplace skills, community service projects. • Students may concurrently enroll at local community colleges to help prepare them for post-high school academics. The high school team and Guidance Department help students meet their post-secondary goals, including assistance with career exploration and applying to colleges. • The community is involved in student events and field trips. Please refer to section E3 for more information about these events. • While the expectations are shared widely, HSTs could help students and parents better understand expectations and promote ongoing student achievement. This process may include strategies to encourage students and their parents to use the "I Can" Statements list and STAR 360 reports strategically to plan learning activities based on identified 	<ul style="list-style-type: none"> • samples • Student demographic data • Student achievement data • Intervention website • Perception survey data • LCAP (19-20) and LCP (20-21) • Board meeting agendas and minutes • Newsletters • Vendor list • Student events and field trips • "I Can" Statements
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student needs.	
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A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The structure and function of the Governing Board is transparent, and PCA shares this information with all stakeholders. • Parents and other stakeholders can access monthly board meeting agendas and minutes through the PCA website. • PCA invites all stakeholders to attend board meetings, and the times and dates are published beforehand (per the Brown Act). Additionally, the school sent parent feedback surveys over the summer (2020). The results of these surveys were used by the board to help in the decision-making process. • The school's leadership team shares board-approved policies and procedures with HSTs and parents via the school website and emails. • The LCAP is posted on the school's public website, allowing parents and other stakeholders to review resource allocations for the school year. • HSTs generally serve as the first point of contact for students and families, but the Universal Complaint Policy is in place to effectively handle complaints and problems as they arise. • Teachers and school leadership team members follow clear communication protocols and provide efficient guidance on questions or issues. • The school website houses contact information for various school departments. • PCA staff members use principles from the book <i>The</i> 	<ul style="list-style-type: none"> • PCA Bylaws • Board meeting agendas and minutes • School website • LCAP (19-20) and LCP (20-21) • Universal Complaint Policy

<i>Ideal Team Player</i> to drive professional and respectful relationships and conversations between leadership, HSTs, and families.	
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A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> PCA is committed to continuous improvement, and the school's leadership team and instructional staff members employ effective planning processes based on the review of student data. The school uses analysis of data to drive decision-making. Achievement data show student growth over the school year. Teachers share test scores and grades directly with parents, and HSTs collaborate with families to make any necessary adjustments to a student's instructional materials or strategies. See Section D2 for more information about assessment data and the use of such data. PCA uses demographic data to determine student subgroups and ensure resources are available to meet their needs. PCA collects perception data from parents and students through annual LCAP surveys and an end-of-the-year survey. Please refer to Chapter II for perception survey data. HSTs completed an end-of-the-year teacher survey, where they provided feedback on various topics. PCA leadership team members effectively use the results of 	<ul style="list-style-type: none"> WASC process CA School Dashboard Student achievement data Student demographic data Perception survey data LCAP Parent Survey LCAP Student Survey End-of-Year Parent Survey End-of-Year Teacher Survey Schoolwide Action Plan LCAP (19-20) and LCP (20-21) Professional Development Plan Staff meeting agendas

<p>stakeholder surveys to make adjustments to the school program.</p> <ul style="list-style-type: none"> • Staff members help develop and revise the LCAP by reviewing previous goals and providing suggestions to edit goals for clarity. • Staff members developed the Schoolwide Action Plan based on a review of schoolwide needs and a review of the LCAP goals. PCA staff members ensure the WASC action plan goals align with the goals outlined in the LCAP. • HSTs and Regional Coordinators provide input on breakout session ideas for professional development sessions. This input ensures that professional learning activities are relevant to teacher needs. • Each HST completes an adjunct duty each school year. These duties provide opportunities for shared planning, decision-making, and teamwork as the teachers support each other and the school as a whole. • HSTs collaboratively support schoolwide functions, and all HSTs participate in various activities throughout the school year, including student testing. • Staff members appropriately share accountability for ensuring that tasks are completed correctly and in a timely fashion. All HSTs complete a roster checklist, which is monitored by their Regional Coordinator. • Each HST has a partner teacher, and the two support each other with questions and best practices. • When questions come up, HSTs speak with their partner teacher, then work with their Regional Coordinator to resolve problems. • School Accountability Assistants check student work samples, attendance, and other school accountability pieces. • Regional Coordinators receive survey data following training or professional development sessions and follow-up on questions or additional support requests. • Slack channels allow teachers to ask questions and share responses among their regional teams or during staff meetings. 	
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A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • All PCA staff members are adequately qualified for their roles. The school carefully reviews teacher credentials and transcripts as part of the onboarding process, and periodic monitoring of the credentials' validity occurs. Please refer to Chapter II for more information on teacher qualifications and preparation. • PCA provides adequate training time and resources to staff members to ensure a high-quality academic program for all students. • HSTs who are new to the school complete a new teacher training session and receive ongoing training and support throughout the school year. • All HSTs participate in regional small-group meetings monthly, as well as monthly schoolwide professional development meetings. • PCA partners with the Center for Teacher Innovation to offer new teachers an induction program to clear their credentials. • The Homeschool Teacher Handbook provides on-demand training PDF documents and videos so HSTs 	<ul style="list-style-type: none"> • Teacher Certification Policy • Staff meeting agendas, presentation slide decks • Teacher Induction Policy • Professional Development Plan • Homeschool Teacher Handbook • EL instructional training sessions • Annual staff evaluation process <ul style="list-style-type: none"> ◦ HST Evaluation Form • Assignment & Work Record reports • Student achievement data

<p>can review procedures at any time.</p> <ul style="list-style-type: none"> • Staff members periodically complete book studies and write reflections to share their learning and insights from the readings. • HSTs who work with multilingual learners receive ELD-specific training throughout the school year. • All instructional staff members complete a self-reflective evaluation, followed by a review meeting with their Regional Coordinator each spring. As part of the evaluation process, staff members set a SMART goal and reflect on it throughout the school year. • The school effectively measures the impact of professional development activities through STAR 360 assessment reports, teacher observations during Learning Period meetings, the annual self-reflective review process, Training Tracker documents, and staff meeting exit tickets. Despite these procedures, the school does not have a formal tool to measure the impact of professional learning activities on students. • The Homeschool Teacher Handbook, Employee Handbook, and regular communication from the school's leadership team and Regional Coordinators ensure all HSTs receive adequate and consistent information relating to school news and updates, policies, and procedures. Accountability checklists and training trackers clearly outline job descriptions and requirements. Monthly team meetings and partner teachers allow for relationship-building between staff members. 	<ul style="list-style-type: none"> • Training Tracker • Employee Handbook
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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> The school's LCAP goals determine funding allocations. PCA leadership team members collect LCAP survey data from parents and students and work with teachers to review the LCAP goals. The leadership team then collaborates with the school board to make decisions related to resource allocations that appropriately meet the staff and students' needs. PCA staff members continually evaluate student data, including assessment data, to determine how to allocate resources to meet student groups' needs. PCA has adequate processes for developing the annual budget, conducting sound accounting practices, and participating in a yearly audit. Representatives from Charter Impact, school leadership team members, and the Governing Board collaborate to develop the annual budget. The school's annual budget is reviewed and approved by the board. PCA held a budget overview session for parents during the November 2020 board meeting. Parents were invited to comment on the budget before its approval by the school board. A third-party auditor conducts an annual audit to ensure the school is making sound financial decisions 	<ul style="list-style-type: none"> LCAP (19-20) and LCP (20-21) Student achievement data Student demographic data PCA Budget PCA School Board Budget Overview for Parents (November 2020) Instructional Funds Policy Professional Development Plan Compensation Policy Salary schedule Benefits package

<p>and that school compliance and accountability pieces are complete and correct.</p> <ul style="list-style-type: none"> • As an independent study school, PCA does not maintain student use facilities other than a part-time Resource Center in Costa Mesa. Please see Section E2 for information about policies and procedures that are in place to ensure student safety. • PCA supplies each student with access to a school planning account. Please refer to Chapter II for specifics on planning amounts and the appropriate uses of school monies. • HSTs closely monitor all student orders to ensure purchases are comparable to what is offered in brick and mortar schools. • PCA allocates adequate resources for ongoing professional growth and training opportunities, and ongoing teacher training nurtures job-related skills. Please see Chapter II for more details about professional development activities. • Teacher salaries and benefits are competitive and are commensurate with staff experience. • The school provides laptops and printers to staff members to equip them with the tools necessary to perform their job duties. 	
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A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<ul style="list-style-type: none"> The Governing Board carefully reviews financial reports during monthly meetings to ensure fiscal responsibility. The board also reviews and approves the annual budget. The school effectively monitors enrollment and attendance reports for fiscal and long-range planning. The school involves all stakeholders in the LCAP and resource allocation process. The LCAP ensures that resource allocations (fiscal, human, material) are related to the mission and Schoolwide Learner Outcomes by considering all student subgroups. The board-approved Instructional Funds Policy provides transparent information on the use of school monies ("Planning Amounts") and the responsible use of these funds. PCA's authorizing district (Dehesa School District) conducts an annual charter oversight process, including accountability and financial responsibility. 	<ul style="list-style-type: none"> School Board page on the website LCAP (19-20) and LCP (20-21) Perception survey data Instructional Funds Policy Fiscal Policies and Procedures Manual Compensation Policy Instructional Calendar HST Salary schedule Benefits package Confirmation of Enrollment form SARC Education Protection Account Actual Report

<ul style="list-style-type: none"> • The board-approved Fiscal Policies and Procedures manual outlines the responsible use of public monies, school credit cards, employee reimbursements, internal fiscal controls, and external audits. • Board members compare the monthly financial reports to the annual budget. Stakeholders can view financial statements, the school budget, and board agendas and meeting packets on the website to ensure these records are transparent. • PCA compensates staff members fairly, and the salaries of teachers and the school's leadership team are competitive compared to those of similar schools. • The enrollment waitlist ensures adequate staffing. • The Human Resources Department monitors teacher credentials to ensure all instructional staff members have valid credentials, and that teachers are adequately qualified for their positions. The school provides this information to stakeholders through the SARC report. • While the majority of PCA's enrollment growth comes from word-of-mouth referrals, the school has effective marketing strategies in place. These strategies include tabling at events such as park days and homeschooling conferences, posts to social media pages, websites, informational sessions in-person or through Zoom, and marketing flyers. • Staff members monitor enrollment trends and CALPADS data. These team members assist the school with future planning and ensuring resources are in place to support school growth. • Current families complete "Intent to re-enroll" forms during the spring of each school year to document their desire to remain with the school for the following year. The school effectively uses CALPADS codes to document withdrawals. PCA uses the Confirmation of Enrollment form to ensure that a student who has withdrawn from PCA has enrolled at another public or private school. • The School Accountability Report Card, LCAP, and Education Protection Account report are posted to the website to maintain adequate transparency and communication with school stakeholders. • The school sends the SARC report to the CDE to ensure adequate reporting to state agencies. 	
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ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. PCA has open and transparent avenues of communication between school staff members, leadership, the Governing Board, and students and their families. There is a strong sense of community and helpfulness throughout the school, and HSTs build trusting relationships with their families. Staff members understand the expectations for teachers, and they help families understand student expectations.
2. All staff members are well-qualified for their positions, and the school provides ongoing training throughout the school year. Staff members support each other in various ways, including sharing learning and best practices during meetings.
3. The leadership team and teachers review schoolwide or individual student data when making decisions, which includes resource allocations and decisions related to instructional methods or philosophies and materials for students.
4. PCA effectively prepares students for their goals. The school offers a personalized learning model where HSTs hold families accountable to the grade-level standards while allowing them the freedom of choice within set guidelines. A variety of resources are available to support student learning.

Areas of Growth

1. Improved collaboration and communication between Special Education and General Education teachers would improve the student and family experience. During the 2020-2021 school year, SPED Case Managers join the monthly meetings with regional teacher teams to provide support. Case Managers also give HSTs updates on individual student's progress in their SAI classes. However, HSTs would find it helpful if the Case Managers could join them for at least one Learning Period meeting during the year to support both the HST and the family.
2. While teachers are well-qualified and the school offers various training opportunities, the school could find a way to measure the impact of professional development. Measurement tools could include a list of objective criteria or surveys for teachers to describe how they applied the new learning. As an independent study school, it would be helpful for teachers to have training sessions on technology platforms, for example, the GSuite Certification. The school could also build on staff qualifications and experience by matching areas of expertise to adjunct duty opportunities.
3. The school should provide consistent messaging regarding school expectations, including the Schoolwide Learner Outcomes. While the mission statement and SLOs are accessible, the school could build awareness of these statements for students and families and help them understand the many ways PCA incorporates these into instruction and the overall school culture.
4. While information about Governing Board meetings and board-approved policies is

available through the school website, the school could communicate upcoming meetings or policy additions and changes more effectively by including information in the weekly newsletters for HSTs and families.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> PCA effectively provides a rigorous, evidence-based curriculum. Students can choose from various curriculum options and experiential real-world learning to individualize their learning to fit personalized objectives and meet the content standards and SLOs. HSTs effectively monitor student progress towards and mastery of the academic standards (Common Core and Next Generation Science Standards) by reviewing the completed body of work for each student during Learning Period (LP) meetings and documenting progress on the Assignment and Work Record reports (AWRs). HSTs provide an overall progress score on each AWR to show the level of mastery on a three-point scale: Mastered, In Progress, and Not Mastered. PCA has clearly-defined standards documents, coursework requirements, and graduation requirements that are readily available to students and parents. All core subject high school courses are A-G-approved, and the school offers a variety of A-G elective courses. Procedures are in place to ensure all students can meet 	<ul style="list-style-type: none"> Curriculum options "I Can" Statements High school course outlines Learning Period meetings AWR Reports in School Pathways Graduation requirements A-G course list Individualized Graduation Plan Schoolwide Learner Outcomes Online Subscription Package AP course list Electives list Vendor list Concurrent enrollment

<p>or exceed graduation requirements.</p> <ul style="list-style-type: none"> • PCA supports students in pursuing their post-secondary interests and passions and preparing for success as contributing members of the 21st-century world. • Single-subject teachers lead Edgenuity and Choice Plus Academy classes, and are available to help students during office hours. • PCA provides detailed course outlines written by the HQTs to ensure students can meet course content standards using flexible curriculum choices. • During the spring semester of their 8th-grade year, or upon enrollment, each high school student creates an Individualized Graduation Plan (IGP) with their HST. The HST, parent, and student review the student's IGP each semester and make any necessary adjustments. • PCA's Schoolwide Learner Outcomes incorporate academic concepts and 21st-century skills to provide a well-rounded educational program. Students work towards the SLOs across the curriculum at all grade levels. • PCA offers many opportunities for students to use technology to help students succeed academically and technologically. These opportunities include live online courses that allow for collaboration with peers and self-paced options that promote self-directed learning. Students complete their work using various computer-based tools and apps, including those available through the Online Subscription Package (OSP). • Many students use the OSP to supplement their core curriculum. These subscriptions also track data on how students are performing on assignments. Parents and HSTs can access that data to ensure students are making adequate progress on grade-level standards. Please refer to this document for data on the number of students using OSP programs during the 2019-2020 school year. • PCA provides a high degree of integration between the academic and vocational disciplines. • Students have the opportunity to choose from a wide variety of online resources, from supplemental programs to complete grade-level curricula. Options include Honors, AP, and A-G courses for high school students. PCA provides access to Career and Technical Education (CTE) through online programs. Additionally, students may receive credits for internships and work experience to support career 	<ul style="list-style-type: none"> • at community colleges • Naviance access
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<p>readiness. Please refer to Chapter II for more information on the options available in the general education program.</p> <ul style="list-style-type: none"> • PCA offers a large variety of elective courses, including A-G-approved and vocational electives. These options empower students to pursue their passions, talents, and interests and develop their skill sets and knowledge to prepare for their future. • Guidance Counselors support students in course selection, college admissions, and mental health issues as needed. • HSTs attend regular in-person and virtual training sessions on high school course selection and college, career, and university paths. • PCA effectively offers many options for community involvement for students. These opportunities include vendor-led instruction, internships, and community service opportunities, which expose students to various experiences, inspiring curiosity and interests in all fields of study. • School-approved service vendors offer in-person and online classes, lessons, and tutoring to support academic growth, the pursuit of student interests, and college and career readiness. • Students have the option to concurrently enroll in local community college courses. Please refer to Chapter II for data on the number of students completing concurrent enrollment courses. • High school students can take a Community Service elective course. • PCA staff members plan college fairs and campus tours to expose students to various college options and provide an opportunity to meet with college counselors. • Naviance is available to all high school students. This program utilizes career-planning tools to help students match their strengths and interests with careers. Students can use Naviance as a stand-alone resource or take a series of 2.5-unit elective courses to delve further into the program. • PCA will distribute alumni surveys beginning in the 2020-2021 school year to monitor graduates' continuing education. 	
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B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> PCA provides a full range of programs, allowing students and their parents to choose the curricular materials that support each child's strengths and needs. HSTs support students and their families in selecting the best curriculum options for them for each subject. The variety of curricular programs and the full range of options and support resources available to PCA students ensures that each student has access to the tools they need to meet their post-secondary goals. Students have adequate college or career preparation opportunities, including access to academic and vocational electives, concurrent enrollment, and career exploration. PCA provides students from all backgrounds and abilities with opportunities for real-world learning through projects, broad curriculum choices, enrichment classes, field trips, internships and work experiences, and other hands-on activities. Students have online coursework options that provide interactive and engaging platforms to explore content standards. PCA offers a wide variety of instructional support and intervention resources to ensure all students can access grade-level content standards. Please refer to Section E3 for detailed information regarding student support programs. PCA implements a Multi-Tiered System of Supports 	<ul style="list-style-type: none"> Curriculum options "I Can" Statements <ul style="list-style-type: none"> Spanish versions High School Course Catalog AP course list Electives list Concurrent enrollment Intervention website Outstanding Direct Instruction sessions Designated ELD instruction Assignment & Work Record reports Individualized Graduation Plan Support from High School Success Coordinator and Guidance Counselors Middle School A-G Information High School Orientation sessions

<p>directed and monitored by the Student Support Team in conjunction with HSTs and Learning Coaches. The Student Support Team consists of 504 Coordinators; SST Coordinators; speech, math, reading, and writing coordinators; an EL coordinator; and student support specialists.</p> <ul style="list-style-type: none"> • Students and parents have access to the intervention website, which houses various resources to encourage academic growth and success. To monitor the progress and effectiveness of interventions, HSTs work with parents to evaluate student work and assessment results. Please refer to Section D2 for information on data-driven adjustments to the curricular program. • Outstanding Direct Instruction (ODI) courses are in-house online courses that target specific skills. • Multilingual learners, as identified by the ELPAC assessment, use BrainPOP ELL and participate in small group virtual ELD courses that provide opportunities for interaction. • Students, parents, and staff members collaborate to a high degree, and there is a high level of communication and support for students and their families. • HSTs serve as the primary point of contact and communicate regularly with students and their families. HSTs monitor and verify comprehension and completion of the work, ensure that courses align with state standards, and monitor students' completion of their classes and progress towards graduation requirements. Please see Category D and Chapter II for more information about grading scales and report cards. • HSTs document assigned student work each Learning Period on the Assignment and Work Record (AWR) and share resources with students to help meet Learning Period AWR goals. If a student needs extra support, HSTs guide the student to resources that will suit their specific needs. • HSTs share curriculum options and strategies for learning on an ongoing basis with students and parents. Parents also share strategies and resources that have worked well for them as they help their students master the assigned topics. • HSTs communicate with parents throughout the Learning Period to offer guidance in meeting the goals assigned in the AWR. • HSTs meet with colleagues monthly to share new ideas 	<p>(Spring 2020)</p> <ul style="list-style-type: none"> • High School Curriculum Roadshow (Spring 2020) • Summer 2020 Curriculum Showcase • NCAA Guide for the College-Bound Student-Athlete • Naviance access
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<p>and resources they can immediately share with students and parents.</p> <ul style="list-style-type: none"> ● PCA facilitates students' transitions to secondary school and post-secondary options. IGP's assist with the transition from 8th-grade to high school and from high school to post-secondary goals by ensuring students are on track to meet those goals. ● Middle school students have the option to take A-G math and foreign language classes for high school elective credit, allowing them to experience the rigor of high school coursework and to take advanced courses in these areas during their high school careers. ● Concurrent enrollment in community college courses provides students with access to advanced coursework and ease the transition to college or university. NCAA-approved courses are available for student-athletes. ● Vocational electives and CTE options support students who plan to enter the workforce or a vocational school after high school graduation. The Naviance program assists students in matching their interests to career fields. ● The Special Education Department provides transition support to students with special learning needs. This support includes transitions from middle to high school, transitions from high school to college or career, and an Adult Transition Program. ● PCA evaluates the effectiveness of these transition programs and resources by closely monitoring student achievement and progress. Staff members evaluate assessment and perception data and teacher observations of student successes and areas for growth. 	
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ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. PCA allows families to choose from a plethora of options, facilitating individualized education paths utilizing curriculum materials that meet their needs, strengths, interests, and goals. PCA provides surveys/quizzes through the PCA Family Resource website so parents can explore their child's learning style. Assessments, such as the STAR 360, also drive curriculum choice to meet specific student needs. HSTs and Family Liaisons guide families through these decisions.
2. Teaching staff (HSTs, HQTs, Case Managers, Coordinators) provide a great deal of support to each student and their family. HSTs effectively communicate with families about student progress and achievements, as well as growth goals. Support takes the form of aligning student materials with the "I Can" Statements or high school course outlines to ensure each student meets the content standards and/or A-G requirements. Students can also attend daily office hours with HQTs. HSTs also support families in documenting student progress and setting goals using the Assignment and Work Record tool.
3. The Enrichment Department, Curriculum Department, Family Liaisons, various instructional leaders, and School Accountability Assistants support the HSTs, equipping HSTs with tools and resources to use in their work with students.
4. A variety of intervention and support programs and resources are available to ensure all students can succeed as they work towards mastery of the grade-level content standards. These programs include support from the HST, online Outstanding Direct Instruction classes, a multi-tiered support system, and a parent-friendly intervention website.
5. High school students have choices that enable them to meet their post-secondary goals. All core subject high school courses are A-G-approved. The school offers NCAA-approved courses, Honors and AP level classes, concurrent enrollment, and various activities to support students in meeting college readiness goals. CTE classes are available through vendors. The school offers a range of vocational and career-preparatory electives for those students who wish to enter the workforce or a vocational program following graduation.

Areas of Growth

1. The school should continue to offer training opportunities to build parent awareness of TK-8 curricula. The high school program provides various curriculum awareness and training sessions for HSTs and parents/Learning Coaches.
2. PCA could provide test accounts or training videos for parents to try an online curriculum program to ensure it is a good fit before they commit to using school Planning Amounts to purchase the program.
3. While the Lending Library is available, HSTs would appreciate electronic copies of scope and sequence documents to help identify missing standards and create pacing guides for students, particularly TK-8. The school should offer a TK-8 curriculum comparison

resource for families to help make curriculum selections to meet student needs and connect the material to the content standards.

4. PCA should provide HST teacher account access to intervention curriculum options such as Reading Eggs and Math Seeds. Currently, the school offers these curricula as resources for Reading and Math intervention and as an ELL intervention curriculum; however, HSTs do not have access to the teacher accounts to monitor student progress.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators

C1.1. Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Students are involved in challenging and relevant work to a high degree, as evidenced by observations and examination of student work. Students, Parent(s), and HSTs meet at least once every 20 school days for a Learning Period meeting. HSTs complete an Assignment and Work Record (AWR) report, in which they assign the standards and/or content to be covered during the following Learning Period (LP). At the end of each LP, the HST reviews the AWR and evaluates the completed student work, giving the student an overall evaluation grade for each subject. HSTs may ask parents to send photos, videos, and work samples to showcase learning between LP meetings. Parents and students can easily access the “I Can” Statements through the PCA Family Resource website and the Parent Portal. HSTs provide each TK-8 student with a copy of the “I Can” Statements at the beginning of each school year. Parents and HSTs use the “I Can” statements to monitor student work carefully, assess mastery, inform the next steps, and create individualized instructional plans/AWRs. Using the “I Can” Statements or course outlines to monitor grade-level standards is highly effective in tracking student progress over time and demonstrating growth. High school students can either take A-G courses through adopted curriculum programs or follow course outlines. HSTs monitor student work to ensure each student has met all course requirements. 	<ul style="list-style-type: none"> Learning Period meetings Assignment and Work Record Reports (AWRs) TK-8 “I Can” Statements PCA Family Resource website High School Course Catalog High school course outlines Community Connections, Virtual Workshops, Discovery Days events Field trips Vendor list Schoolwide Learner Outcomes Parent-Student Handbook Graduation requirements PCA website Individualized Graduation Plan Concurrent enrollment information

<ul style="list-style-type: none"> • PCA offers educational field trips throughout the school year as an extension of homeschool instruction. HSTs connect these enriching experiences to the real-world application of grade-level standards and monthly AWR assignments. Field trips align to learning expectations, and HSTs tie in learning objectives and activities when planning field trips (this link shows an example). However, field trips are usually not grade-specific. In the future, HSTs may consider publishing the specific content standards covered during each field trip. • PCA suspended field trips and in-person events due to the COVID-19 pandemic. HSTs lead virtual workshops and activities, including High School Hangout events, in place of in-person student events. • HSTs informally evaluate student learning and participation in field trips through thoughtful discussion and observation, hands-on demonstration, problem-solving, journaling and reflection, and written responses. Though not required, parents are encouraged to submit work samples from field trips to demonstrate what was learned, how it was learned, and how it was assessed. • Students adequately understand each subject's standards and expected performance levels. HSTs share these expectations through the use of Assignment and Work Record reports and regular progress monitoring activities. • The Parent-Student Handbook clearly outlines requirements and expectations, and parents and students sign a form stating that they have read and understood the information therein. • Graduation requirements are available through the Parent-Student Handbook, Parent Portal, and the school website. HSTs review each student's Individual Graduation Plan (IGP) at least once per semester with the student and parent(s). The Guidance Counselors and HSSC also review IGP's each semester. • All students have the opportunity to concurrently enroll in courses at local community colleges, which allow them to pursue higher-level coursework and to learn college-preparatory study skills. • Family Liaisons, Guidance Counselors, and the HSSC offer monthly events and recurring information sessions to prepare parents and students to transition to high school. 	<ul style="list-style-type: none"> • POP Folder Resources
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<ul style="list-style-type: none"> • HSTs and HQTs update parents and students on pertinent high school information, deadlines, and requirements through weekly email updates. • The level of understanding of schoolwide expectations varies among students and their families. Some families understand the expectations very well, while others need a little more support in this area. The academic expectations are universal (standards-based). HSTs could improve how they communicate these expectations to increase consistency and ensure understanding from all students and their parents. For example, • HSTs could help parents use rubrics to evaluate students and help them understand academic expectations. • The Master Agreement clearly outlines expectations, but teachers should summarize the information for families to ensure they understand everything covered within this document. • PCA could provide an Onboarding 101 or Homeschooling 101 class to teach success strategies to parents and ensure consistent communication of expectations to all parents. 	
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C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> HSTs effectively facilitate learning as coaches through the extensive support they provide to homeschooling families. Please see above for information about LP meetings. Resources available for students include Outstanding Direct Instruction (ODI), the Intervention Video Library, and instructional reports based on STAR 360 results. Please refer to the intervention website, Chapter II, and Section E3 for detailed information on specific supports for students. Teachers engage in professional development to remain current in instructional content and methods, mainly as they apply to independent study and homeschooling. Please see Chapter II for more information about professional development activities. The Choice Plus Academy (CPA) program is available for high school students. CPA provides synchronous online instruction taught by PCA teachers (HQTs) who hold single-subject credentials. CPA classes engage students in 21st-century instructional activities, including online forum communication with their peers and the use of advanced technological tools to prepare them for college and career. PCA students demonstrate creative and critical thinking using a carefully curated selection of online curriculum and instructional settings. Students meet the content standards and showcase their 	<ul style="list-style-type: none"> Learning Period meetings Intervention website Professional Development Plan Staff meeting agendas High School Course Catalog Student work samples Online Subscription Package OSP Handbook High school course outlines Assignment and Work Record (AWR) reports Academic Decathlon/Academic Pentathlon National Honor Society Schoolwide Learner Outcomes Electives list Naviance access Career and Technical Education options (CTE)

<p>learning in various ways, including pictures, workbook pages, videos, experiments, and projects. LP meetings also allow students to develop oral communication skills as they discuss books, projects, and field trips.</p> <ul style="list-style-type: none"> • The Online Subscription Package (OSP) offers a variety of online learning tools that provide opportunities for creative and critical thinking and the development of communication skills. Please refer to Section B1 for more information about the OSP. • The A-G-aligned high school course outlines enable students to meet the learning objectives through various personalized assignments and projects using a plethora of online or print materials. • Field trips and other student events provide hands-on learning, team building, and opportunities to apply real-world skills. Educational field trips and events occur throughout the school year, whether in-person or virtual and include thematic, hands-on activities in multi-age groups. • PCA provides many opportunities for all students to demonstrate their knowledge and a greater depth of understanding in various platforms. Students illustrate the extent of their knowledge as they discuss what they have learned and provide examples of their projects and completed work during LP meetings. • Assessments, such as the STAR 360, reviews of student work, and Assignment and Work Record (AWR) reports, showcase the application of student learning. Please refer to Chapter II for more information about the assessments utilized at PCA. • High school students can take community college, AP, or Honors classes to acquire and demonstrate higher-order thinking and problem-solving skills. • Middle and high school students can compete against their peers and show their expertise in all academic areas through the Academic Decathlon (high school) and Academic Pentathlon (middle school) programs. • Qualifying students can join the National Junior Honor Society or National Honor Society chapter. • PCA students can participate in annual Spelling Bee, Entrepreneur Fair, and Math and Science Day activities to showcase their skills and talents. HSTs are always looking to provide unique academic experiences for students. • All PCA students have access to career preparation activities, and engagement in these activities is 	<ul style="list-style-type: none"> • Vendor list
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<p>encouraged through the embedded SLOs, content standards, elective course offerings, and student activities.</p> <ul style="list-style-type: none"> • Students have access to Naviance, which helps students plan for college and their careers. • Students can take CTE classes through PCA or vendors. Please see Chapter II for additional information about career preparation, including CTE options. • PCA offers service-learning projects to prepare students for their future careers. • The Special Education Department provides transition services and an Adult Transition Program. Please refer to Chapter II for more information about services and support for students with special needs. • PCA provides Life Skills courses for qualifying students with special learning needs. 	
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ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. Individualized Student Learning Plans allow for ongoing personalization of curricular materials and instructional methods. Teachers meet students where they are and build a plan to promote student progress and achievement.
2. HSTs review each student's work during Learning Period meetings and complete an Assignment and Work Record (AWR) to document new learning. AWRs are based on the grade-level content standards and are used to plan assignments for the following LP, which provides consistency for all students. Work samples also serve as evidence of learning. AWRs serve as an evaluation tool as HSTs provide an overall diagnosis of the student's mastery of the standards each period.
3. There are many options for curriculum, instructional methods, and experiential learning opportunities or field studies. Parents and HSTs collaborate to decide on the best instructional program for each child. All of the curriculum options allow students to follow their learning styles or differentiate instruction and create a multi-age "classroom" within their home while also allowing them to pursue their interests and talents.
4. PCA encourages parent and student involvement, allowing for relationship-building. The HSTs learn the families and their culture, which helps when recommending curriculum, instructional strategies, support/intervention programs, and enrichment activities.
5. The program allows for a high degree of autonomy in high school, including concurrent enrollment, flexibility in A-G courses through course outlines, curriculum options, instructional platforms (teacher-led or independent, online or print-based), and enrichment including college and career readiness workshops. The school also offers various elective options, including A-G electives and vocational options for college and career readiness.

Areas of Growth

1. PCA could provide more consistent messaging to ensure all students and their families fully understand the schoolwide expectations. Messaging could include communication about the high school course descriptions, shared rubrics and exemplars, explaining the Master Agreement in detail, and hosting an Onboarding 101 or Homeschooling 101 class for parents. It would be helpful to house all of these expectations in one place, such as the PCA website.
2. PCA could create an environment that encourages families to share a monthly portfolio of work with other PCA families. This portfolio would demonstrate a variety of learning activities for all core subjects. Families could share projects online or during in-person student showcase events, including virtual sessions for student cohorts based on grade span. Students may be more motivated if they know their work will be published and shared with others. These shared portfolios build community and could also provide inspiration and resources for other families.

3. PCA could survey parents and students to determine interest areas for additional CTE pathways or vocational electives. Survey questions could include asking middle and high school students who are currently taking CTE or vocational classes about the current platforms' strengths and growth areas.
 4. Professional development is needed to help HSTs feel comfortable with the Assignment and Work Record (AWR) process for high school courses. The school could develop a library of assignments or the CA-adopted standards related to each elective course to assist in the AWR writing process. Consistency is needed for the TK-8 and high school AWRs so that HSTs choose standards for each grade level within School Pathways.
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- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> PCA teachers use effective assessment methods to measure student achievement, needs, and growth. Throughout the school year, assessments utilized include STAR 360, CAASPP and CAST, ELPAC, various informal assessments, curriculum-embedded assessments and assignments, and student work samples and reviews of student work. HSTs use various methods to share assessment results and student progress. Scores and report cards are sent directly to families and shared through the School Pathways Parent Portal. HSTs discuss Assignment and Work Records (AWRs) during Learning Period (LP) meetings, and parents receive copies of the reports through the Parent Portal or email. The leadership team shares schoolwide data with the Governing Board during monthly board meetings. The leadership team reports achievement data to the charter authorizer and the public through the CA School 	<ul style="list-style-type: none"> Parent Testing Resources website Multiple measures of student achievement Report cards Assignment and Work Record (AWR) reports School Pathways Parent Portal Governing Board California School Dashboard Professional Development Plan Staff meeting agendas Schoolwide Learner Outcomes Student achievement

<p>Dashboard.</p> <ul style="list-style-type: none"> • The leadership team analyzes and shares schoolwide achievement data and the Dashboard with instructional staff members during professional development meetings. • PCA shares transcripts when a student transfers to another school or applies to colleges/for scholarships. PCA collects community college transcripts for those students who are concurrently enrolled. • Teachers analyze formal and informal assessment results to support student progress and set student goals. • PCA has consistent grading criteria for report cards and assignments. Information on grading scales for TK-8 and high school students is available in Chapter II. Grades are determined based on the quality and quantity of student work, as reviewed during LP meetings. (Please refer to Section B1 for information about LP meetings.) The Report Card Grade Table provides clear guidance on the use of quantity and quality of work to determine the final grade for high school students. • PCA provides clear Schoolwide Learner Outcomes (SLOs). HSTs monitor growth toward the SLO goals in regular learning period meetings, through work samples, and assessment data. Please refer to Chapter II for more details about the SLOs. • HSTs use STAR 360 assessment data to evaluate student progress from the beginning of the school year to the end, with a mid-year progress check in the winter. HSTs and parents use this information to determine areas of strengths and weaknesses to guide grade-level and content-area instruction. • HSTs and parents use the student score reports from the STAR 360 and SBAC tests to guide curriculum choices and, when necessary, to provide intervention. Please see Section D2 for more information on the use of assessments to drive instruction and intervention. • HSTs administer various informal assessments to monitor student growth, follow-up on STAR 360 results, obtain additional student data, and suggest any necessary changes or support resources. • LP meetings serve as effective tools for ongoing progress monitoring. • Guidance Counselors, the High School Success Coordinator (HSSC), and HSTs work together to 	<ul style="list-style-type: none"> • data • Graduation requirements • "I Can" Statements • High school course outlines • Individualized Graduation Plan • Student demographic data • Perception survey data
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<p>closely monitor each student's progress towards graduation and their post-secondary goals. High school support team members gather and monitor data related to A-G course rates, assessment scores, CTE course completion, AP courses and exams, and concurrent enrollment to assess the students' progress towards meeting the college and career readiness indicators.</p> <ul style="list-style-type: none"> • PCA staff members regularly assess the school's programs and expectations to ensure the school meets student needs. • The high school team meets weekly to discuss graduation requirements, credits, course completion and homework, and grading policies. All policies are studied carefully and modified as necessary to meet student needs. • PCA staff members review grading policies regularly to ensure they meet state requirements and the needs of the school's independent study population. Grading policies are clear, and they encourage HSTs to consider multiple measures of achievement when determining course grades. Please refer to Chapter II for more information on grading scales and grading policies. • Graduation requirements are reviewed and revised as needed to maintain compliance with state laws and ensure they meet the student population's needs. PCA offers an A-G pathway for students planning to attend a four-year college, a high school graduation pathway for students planning to attend a community college or other path, and a Certificate of Completion for qualifying students with special learning needs. See Chapter II for more information about support for students with special learning needs. • HSTs work with all students and their parents to ensure adequate, appropriate, standards-based learning is taking place. Please see Section B1 for more information about Learning Period meetings and the use of AWR reports to document student progress. • HSTs, Highly Qualified Teachers, and Guidance Counselors conduct regular and ongoing progress monitoring for high school students. Students receive progress reports and report cards to monitor and document mastery of the content and course credits. HSTs monitor progress and verify grades. • PCA focuses on data-driven decision-making and instruction. Staff members periodically assess adopted curriculum materials to ensure alignment with content 	
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<p>standards and A-G requirements. The “I Can” Statements for TK-8 were recently revised to better align these documents with Common Core State Standards and Next Generation Science Standards. The school works with UCOP to conduct annual reviews of A-G and AP courses.</p> <ul style="list-style-type: none">• HSTs, students, and parents meet each semester to review and revise each high school student’s Individualized Graduation Plan (IGP).• The school leadership team reviews student demographics, achievement data, and stakeholder perception data to drive resource allocations throughout the annual LCAP process and modify the schoolwide program. The leadership team carefully considers the student population's needs to ensure human, fiscal, and material resources are available to support ongoing student improvement and achievement. Please refer to Chapter II for more information about the school’s LCAP goals.• PCA’s leadership team uses reviews of student data and teacher surveys to plan professional development activities. Please see Chapter II and Section A4 for more information about PD activities.	
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D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> HSTs effectively analyze a combination of formative and summative assessments and utilize the results of these assessments to monitor student progress, provide feedback, guide instruction, and adjust curricular and supplemental materials and instructional strategies. HSTs share various STAR 360 reports with families after the assessment is complete. If a student scores below grade-level, the HST will conduct additional progress monitoring through informal assessments during LP meetings. HSTs recommend Tier 1 or 2 intervention programs for students based on STAR 360 scores and HST observations. HSTs collaborate with parents and students to use the STAR growth report to set goals and guide curricular choices for the following school year. PCA offers a wide variety of interventions, resources, and support programs for all students based on achievement data and identified student needs. Please refer to Chapter II and Section E3 for more information about support programs and resources for various student subgroups. Based on the results of various assessments, HSTs offer numerous supports to students who need additional resources. These support programs include SST meetings, SPED testing and diagnoses, and intervention programs. HSTs may also informally assess or reteach information at meetings with their students. In between meetings, teachers conduct regular check-ins with students and parents to discuss 	<ul style="list-style-type: none"> Learning Period meetings Achievement data Student work samples STAR 360 Reading: Report Interpretation and Plan of Action STAR 360 Math: Report Interpretation and Plan of Action STAR 360: Using ZPD to Help with Student Book Selection Parent Testing Resources website Testing Tips Newsletters Intervention website Individualized Graduation Plan

<p>student strengths, progress, and growth areas.</p> <ul style="list-style-type: none"> • Student support specialists and the SPED department are available to support HSTs and parents with interventions, SSTs, and accommodations as needed based on assessment results and observations of student work. The intervention team sends weekly usage reports to HSTs to track student progress in and usage of these programs. • Support resources are in place for students working at or above grade level who need an additional challenge. HSTs support families in selecting curriculum materials, vendor classes, and supplemental activities that provide higher rigor and opportunities to expand critical thinking, problem-solving, and communication skills. • As explained in Category B, the wide variety of elective course options allows students to pursue interests and extend their learning. • Honors and AP courses are available for high school students, as is concurrent enrollment in community college courses. Middle school students may extend their instructional program through high school-level A-G mathematics and foreign language courses. • HSTs provide high levels of feedback to students. This feedback supports students and parents in understanding performance levels and making adjustments to ensure the curricular and instructional program is adequate to meet each student's needs. • HSTs regularly discuss college or career plans and appropriate course placement with high school students. • HSTs use the IGP documents to ensure each student is on track to meet their graduation goals and pursue their post-graduation plans. • HQTs provide feedback and ensure those high school students who take HQT-led courses meet all standards and A-G requirements. Please refer to Category B for information about support from HQTs. • HSTs consistently monitor students' progress in online classes and provide timely and appropriate feedback. 	
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ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. PCA HSTs utilize various formative and summative assessments that allow students to showcase their learning and form a big picture of student achievement. These assessments include monitoring progress towards the standards during Learning Period meetings, projects, essays, lab write-ups, and course-embedded assessments completed by those students following adopted curriculum programs. HSTs have access to the adopted programs, allowing for consistent progress monitoring and follow-up.
2. HSTs effectively respond to the results of the various assessments and use these results to guide instruction and provide support for students. Various support offerings are available to Learning Coaches/parents, including intervention resources for those students who need academic help, and HSTs support families in implementing these resources.
3. The school is working to improve test participation rates on both the STAR 360 and CAASPP tests. Strategies include increasing awareness of assessments, helping students prepare through test prep events, and offering multiple testing dates and locations. HSTs also provide one-on-one test sessions and extra testing days to allow for smaller group settings and increased student comfort during testing. HSTs also make these assessments meaningful by sharing results and helping parents use them as an instructional guide.
4. Training on interpreting STAR 360 results and intervention programs has improved. PCA has effectively created websites, support documents, and videos to equip HSTs and Learning Coaches with tools for success in using and interpreting assessments. These include the testing website for parents, video libraries for parents, and enhancements to the Homeschool Teacher Handbook that break the tests into different categories. A PCA Senior Director and the Director of Testing assist HSTs with testing-related tasks and roles.

Areas of Growth

1. HSTs should further assist parents in interpreting the STAR 360 reports, which will support the use of assessment results to drive instruction while also increasing buy-in and test participation. Assistance for parents could include parent education sessions on understanding and interpreting assessment reports to guide data-driven instruction and student improvement.
2. HSTs will build awareness of the coding of standards to show the vertical alignment of concepts. This will help parents see the big picture and understand how the content standards build on each other and grow through subsequent grade levels, including looking at the anchor standards, math practices, NGSS science and engineering practices, and multi-grade social studies concepts.
3. PCA will provide various activities and resources to assist parents, students, and HSTs with curriculum selections and the use of the Assignment and Work Record (AWR)

reports to document assignments and student progress. Doing so will help ensure the use of standards-based materials and meaningful use of the AWRs for ongoing progress monitoring. Resources will include workshops, professional development activities, and graphic organizers.

4. The STAR 360 benchmarks were updated to align more accurately with CAASPP scores. This alignment allows HSTs to identify student needs and implement support programs, thereby increasing achievement on the Dashboard. The school could increase the Dashboard achievement scores by further increasing test participation, closely monitoring high school students' IGPs, and providing resources and interventions to support achievement in all areas (especially math).
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> It is PCA's very nature to effectively involve parents in the learning and teaching process for students. Teachers hold Learning Period (LP) meetings with families to set learning goals for the following month using the Assignment and Work Record report. HSTs support families in analyzing and utilizing assessment score reports. HSTs provide resources to encourage ongoing student achievement. Please see Category D and Chapter II for information about STAR 360 and Section E3 for information about intervention and support programs. PCA provides families with various testing resources, including the Testing Resources website and test prep events. Parents can easily access the TK-8 "I Can" Statements to plan instruction and monitor progress consistently throughout the year. HSTs and families review these lists during each LP meeting. Families receive high school course outlines to support them with course pacing and meeting requirements. HQTs send weekly email updates to all online course students and their parents. These weekly emails provide important course updates, deadlines, and student progress. Guidance Counselors support high school students and their parents, including support with Individualized Graduation Plans (IGP), registering for community college courses, and connecting students with college and career preparation tools. PCA offers high school information sessions and a High School Expo to orient students and families to high school requirements, college admission, financial 	<ul style="list-style-type: none"> Learning Period meetings POP Folder Resources Assignment and Work Record (AWR) reports Parent Testing Resources website TK-8 "I Can" Statements <ul style="list-style-type: none"> Spanish versions High school course outlines PCA Family Resource Site Support from Guidance Counselors High School Expo Field trips, Discovery Days events Flyers for events, spreadsheet of RSVPs Weekly parent newsletters School website COVID-19 update letters PCA social media platforms Family Liaisons DELAC Bylaws School Pathways Parent

<p>aid, and high school curriculum choices. The High School Expo event includes a former student panel.</p> <ul style="list-style-type: none"> • Parents are engaged in SST, IEP, and other student support meetings. Case Managers include parents in email communication to share their evidence of progress monitoring. • PCA offers field trips and events to connect students and their families with peers and the general community. Please see Section E3 for more information about these opportunities. • HSTs distribute a weekly newsletter to all families on their roster. This newsletter, along with emails, texts, and phone calls, provides prompt communication to families and other staff members. • The PCA website is updated regularly and provides information for staff, parents, students, and the greater community. The PCA Family Resource Site provides parents access to FAQs, local calendars and events, curriculum options, and other helpful information. • The school's leadership team sent timely and informative updates regarding the school's response to the COVID-19 pandemic to stakeholders. The letters were available in English and Spanish to reach a broader range of stakeholders. School staff members offered virtual office hours and events to support students and their families during the pandemic. • The school's Facebook page provides resources and a collaborative place to share ideas or seek recommendations. Staff members moderate the social media pages and approve requests to join and members' posts. • The school has ELAC and DELAC committees, which meet quarterly. PCA offered an EL Parent Support session in October 2020. This session featured curriculum support, tips for scheduling homeschooling days, and the use of the Parent Portal. • Parents have access to the Parent Portal in School Pathways, where they can view their child's grades, high school transcripts, test scores (STAR 360 and CAASPP), goals, AWRs, as well as contact information for associated staff, case managers, and counselors. • Family Liaisons work directly with families to develop relationships. They connect families with homeschool community resources and events that fit their unique backgrounds and learning needs. 	<p>Portal</p> <ul style="list-style-type: none"> • Mobile Lending Library • Perception data • LCAP Parent Survey • LCAP Student Survey • PCA School Board • Living Books and the Art of Narration parent workshop flyer (Resource Center) • Resource Center Living History Event parent letter • The Classical Approach to Teaching Writing parent workshop flyer (Resource Center)
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<ul style="list-style-type: none"> • PCA provides parent webinar opportunities on various topics, including specific teaching approaches, writing strategies, student learning styles, and many other topics that support homeschooling parents. • PCA also allocates some Planning Amounts for professional development for parents. These activities include homeschool conferences and Heart of Homeschooling courses. • HSTs and Family Liaisons organize vendor fairs all over the county to provide parents opportunities to meet with various vendor options for enrichment. A vendor survey is available so parents can request additional service vendors in their geographic area. • PCA’s Mobile Lending Library travels throughout the region served by the school, allowing easy access for families to pick up and return school-owned educational resources. • The PCA IT Department provides support as needed for school-owned technology to individualize student learning. • Students and parents complete LCAP surveys to provide feedback on their experiences and access to resources. Please see Chapter II for more information about the LCAP surveys. • PCA invites parents to participate in school decision-making by serving on the PCA school board. Governing board agendas, meeting minutes, board packets, and board-approved policies are posted to the PCA website to keep all stakeholders informed. Please refer to Section A2 for more information on school governance. • Parents regularly volunteer at the PCA Resource Center. There are opportunities for parent engagement during Resource Center events, co-op classes, field trips, parent workshops, and a panel during which experienced families share best practices and support new-to-homeschooling families. 	
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E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> PCA is a safe place for students to learn. The school has adequate safety procedures and processes in place to ensure a high degree of student safety. All instructional staff members complete an annual Training Tracker that includes training sessions related to student safety and inclusion. PCA has protocols in place regarding who attends monthly Learning Period meetings (HST, student, parent). All instructional staff members are mandated reporters, and they complete annual training on reporting. The Student Dashboard in School Pathways provides notifications for teachers about special student considerations. Various procedures are in place to protect student privacy. Staff members abide by the FERPA policy and use only the student's first initial and last name when communicating by email. Additionally, staff members use the BCC field when emailing groups of families. Parents complete a testing attendance waiver form and a transportation form to ensure students are safe and accounted for during CAASPP tests. Testing sites have evacuation maps and first aid kits. PCA effectively vets vendors who will be in contact with students by requiring LiveScan and proof of insurance. PCA staff also conducts vendor visits to ensure they are adhering to PCA standards. 	<ul style="list-style-type: none"> Training Tracker School Pathways Comprehensive School Safety Plan Suicide Prevention Policy Educational Records and Student Information Policy Title IX Policy Administration of Medications Policy FERPA Directory Policy Vendor Guidelines Parent-Student Technology Acceptable Use Policy & Agreement Universal Complaint Procedures Resource Center Safety Plan Resource Center COVID-19 Reopening Plan Growth Mindset website

<ul style="list-style-type: none"> • PCA teachers lead in-person field trips and events and ensure student safety by checking in attendees, providing sign-in sheets and field trip waivers, and requiring parent supervision. First aid kits are available at all school events. • PCA staff members post allergy awareness notices on all event flyers to limit food-related reactions. • PCA has a Parent-Student Technology Use Policy, and students and parents sign a technology acceptance agreement form before using school-owned technology items. • The school has a Board-approved Universal Complaint Policy that outlines the conflict resolution process. All board-approved policies are available through the school website. • The Resource Center has a site safety plan which was reviewed by the school board. The safety plan and procedures include monthly fire drills, as well as twice-yearly earthquake and lockdown drills. Families complete an Emergency Form for each child who attends the Resource Center program, and drop-off and pick-up procedures are in place to protect students. • The Resource Center staff developed a COVID-19 reopening plan in conjunction with a nurse. The school board reviewed this plan. • HSTs show a high degree of caring and concern for their students, and they honor each child's individuality and uniqueness while setting high expectations for students. • HSTs build strong relationships with each student and their family. They provide "Nordstrom-like" customer service through personal connections, frequent communication and check-ins, and ongoing progress monitoring. • PCA greatly supports students' social-emotional well-being through various opportunities to interact with peers, and the Growth Mindset website. • HSTs provide one-on-one testing in a quiet public place on school computers to support students with testing anxiety. • HSTs look for solutions and do their best to prevent problems. The HST collaborates closely with the student and their family to build a personalized learning plan that will support each student's needs. • Resource Center teachers share their class expectations with students at the beginning of each school year. 	<ul style="list-style-type: none"> • Professional Development Plan • Staff meeting agendas • CHYA Parent Notification <ul style="list-style-type: none"> ○ Spanish version
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<p>Participation in the Resource Center program is voluntary, and staff members report that students follow the site expectations and show respect towards staff members and their peers.</p> <ul style="list-style-type: none"> • Resource Center teachers implement accommodations and strategies to support students with IEPs. • There is an atmosphere of trust, respect, and professionalism in all aspects of the PCA program. The school's personalized nature allows each student to complete their schoolwork in the optimal environment for that child. • Staff members work as a team to provide a high degree of support for all students. There is a high level of collaboration between staff from all departments and all levels. • HSTs work together in small regional teams to discuss curriculum options to share with families or find the best fit for each student. HSTs participate in curriculum exchanges where they share curriculum tips and ideas. • Professional development at PCA is relevant to the needs of the HSTs and their students. Teachers have opportunities to attend conferences to build on the available tools to support students. • Regional Coordinators troubleshoot non-compliance concerns, and they work with the HST and family to get the student back on track with their schoolwork. • The school's High School Liaison and High School Success Coordinator support HSTs in their work with high school students. • PCA is compliant with the California Healthy Youth Act. • PCA employs special considerations for foster youth and students living in transitional housing. Please see Chapter II for information on support programs for these student groups. 	
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E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> PCA utilizes effective strategies and methodologies to promote ongoing student improvement and success. The school's nature allows each student to utilize an individualized multi-tiered support system that is overseen by the credentialed HST. Within the first two weeks of each school year, students take the STAR 360, which HSTs use to determine the student's baseline achievement level and provide appropriate support resources based on that level. Please refer to Category D for information on the use of STAR 360 data to drive instruction and intervention. The Online Subscription Package (OSP) provides curriculum and supplemental programs to enrich each student's educational plan. Please refer to the OSP Handbook for details. PCA ensures that all multilingual learners receive 30 minutes of ELD instruction daily. These instructional minutes can take many forms, including weekly virtual ELD support classes with an ELD specialist. Please see Chapter II for more information on support programs for multilingual students. PCA provides adequate support services for students with special learning needs or disabilities. Please refer to Chapter II for details about these services. HSTs work together with Case Managers and parents 	<ul style="list-style-type: none"> Achievement data Online Subscription Package OSP Handbook Intervention website SST referral procedures SPED referral procedures Electives list Guidance Counselors Field trips and events Discovery Days & High School Hangouts National Honor Society Academic Decathlon/Academic Pentathlon High School Expo (Spring 2020) Spring Math Day Flyer (2020) 2019-2020 Robotics Team Flyer 2020-2021 Robotics Team Flyer Robotics Team Awards

<p>to ensure that students achieve individualized academic goals and meet content standards.</p> <ul style="list-style-type: none"> • All teachers at PCA work with outside support providers to create a positive, child-centered learning environment that meets each student's needs. • The school's personalized learning model provides different modalities, such as online learning, textbook-based approaches, in-person vendor-led instruction, and general education accommodations that reduce the need for formalized special educational services. • HSTs assist in identifying resources that are appropriate for the unique needs of each student and collaborate with parents to implement appropriate resources to promote students' academic and social-emotional development. • To further support social-emotional learning, the school offers the EVERFI SEL curriculum to all students, as well as "Mindset Mondays;" Zoom sessions covering growth mindset topics and activities. • Planning Amounts support all students. Students and their families can use school funds to purchase curricular materials or to pay for enrichment services such as tutoring, lessons, and classes in a wide range of subjects. • PCA teachers use MTSS strategies to provide data-driven support resources to students. The SST process is available to students who need help beyond the Tier 1 interventions. • PCA offers Outstanding Direct Instruction (ODI) classes as a Tier 2 intervention in reading and math. ODI classes are four-week class blocks that meet two times per week to provide targeted instruction to fill learning gaps. • A Mental Health Support Team provides resources, and teachers complete a Student Mental Health Risk Report to request services to meet individual needs. • HSTs effectively assess the impact of the school's multi-tiered supports by using ongoing summative and formative assessment and progress monitoring. • Staff members document student participation and attendance for intervention programs such as ODI classes in School Pathways. Intervention teachers add information to the student's dashboard, including dates of attendance and material covered during the intervention sessions. <ul style="list-style-type: none"> ○ During the Spring 2020 semester, 177 students 	<ul style="list-style-type: none"> • Resource Center yearbooks flyer • Beach Clean-Up flyer (Resource Center) • Kids Heart Challenge flyer (Resource Center) • Literacy Day flyer (Resource Center)
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<p>took ODI classes, and 168 used online intervention programs.</p> <ul style="list-style-type: none"> • Resource Center teachers support students through a variety of scaffolds. These include providing written class notes, giving extra time on tests, and offering extension activities for those who want to learn more about a particular topic. The Resource Center team encourages students to practice good study skills to prepare them for high school and beyond. • PCA offers many co-curricular activities that enrich and extend learning through linkage with the SLOs and content standards. Student sign-up sheets through the Field Trips and Events system show a high level of student involvement in these activities. • The school offers an extensive list of electives allowing students to pursue their passions. These include A-G electives, vocational electives, and life skills electives such as consumer math. • Students can extend learning through options such as honors and AP coursework or concurrent enrollment. Middle school students can take A-G mathematics and foreign language classes. • The school offers NCAA-approved courses for student-athletes. • CTE classes are available to support career exploration and preparation. • To advance a culture of college and career readiness, HSTs collaborate on how to organize and provide unique opportunities, with such events as science day, math day, art day, spelling bees, and a myriad of educational field study/field trip opportunities. • Guidance Counselors support college and career readiness through college tours and resources for PSAT, SAT, and ACT exams. • The Counseling Department hosts information sessions on College Info, College Applications, Concurrent Enrollment, and Financial Aid. • PCA utilizes Naviance, which provides career interest inventories and information about college and career options. • Each PCA teacher offers at least one field trip each per year. Students can also attend virtual Discovery Day events, which center around standards-based, hands-on activities. • Student groups such as the National Honor Society or National Junior Honor Society chapters and Academic 	
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<p>Decathlon provide students with additional collaboration and critical thinking opportunities.</p> <ul style="list-style-type: none">• The PCA Resource Center provides a two-day-a-week program that is open to all students in grades K-8. The program follows a classical education model and incorporates cross-curricular projects to engage students. Students conduct in-depth investigations of topics, work in cooperative group work, self-reflect, and complete hands-on activities that build college and career readiness.• The Resource Center offers standards-based activities, including the annual living history event, science fairs, a competitive robotics team, a chartered fishing boat for scientific exploration, and a partnership with NASA to record data on radio waves and black holes.	
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ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. PCA provides effective, consistent, and accessible relevant and timely communications. The school values transparency and stakeholders receive up-to-date information, including school updates and news. HSTs are the primary point of contact for families, which increases access and availability to a multitude of resources. Email templates from the leadership team provide consistent messaging.
2. PCA supports teachers, parents, and students using various platforms, including online classes, ODI, website resources, and a well-developed network of teachers, case managers, high school counselors, HSSC, Program Specialist, ELAC, and other staff members. Various departments provide additional individualized support to teachers, students, and parents through office hours.
3. PCA has an effective leadership team that implements “The Homeschool Heart” by modeling care, concern, support, and follow-up for HSTs, empowering the HSTs to show the same levels of care and respect for students and their families. HSTs also enable families to build a strong instructional program for their children. When teachers express concerns, the school’s leadership team embodies a spirit of collaboration that listens to the staff’s concerns and experiences and responds appropriately to rectify the situation.
4. PCA aims to achieve the SLOs by offering many personalized opportunities through collaboration with school personnel and vendors. Additionally, PCA ensures that students from all grade levels have opportunities to participate in curricular and co-curricular activities.
5. The PCA Resource Center provides an engaging campus environment for students through project-based activities that are naturally cross-curricular and meet the content standards and Schoolwide Learner Outcomes. The wide variety of projects and learning opportunities at the Resource Center allow each child to complete class assignments in the manner that best suits their learning styles and preferences.
6. PCA provides social-emotional instruction and intervention through the Everfi curriculum, support from the intervention department, Mindset Monday workshops, and the school’s point of contact for Students in Crisis.

Areas of Growth

1. The HST Handbook is a useful and beneficial tool, but it can be overwhelming and difficult to search. The school could streamline this resource for easier retrieval and quicker access to documents. Additionally, various departments should check their training tools and resources for accuracy and update them each school year before these departments share training tools with teachers.
2. Given the sharp learning curve of the HST role, the school could refine the process for

onboarding teachers who are new to the school. The school currently provides training upon hiring, but the amount of information can be overwhelming. Refinement could include additional support for each new teacher from a veteran HST partner teacher with a checklist to guide discussions and collaborative work and practical application of the procedures or shadowing LP meetings alongside the partner teacher.

3. HSTs need additional support from the Curriculum team. This department has resources to support teachers; however, HSTs would benefit from training to build their awareness of these resources and training on the utilization of each resource. A deep dive into popular homeschool curriculum options would be helpful. The school should review existing training tools for accuracy before sharing these tools with staff.
4. HSTs need support in sharing students' IEP or 504 accommodations with HQTs. Some students work with multiple teachers, some of whom do not have access to these accommodations through the Student Information System. HSTs would like a consistent process for sharing this information with all teachers who work with a particular student.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- While teachers are well-qualified and the school offers a variety of training opportunities, the school could find a way to measure the impact of professional development, which could include a list of objective criteria or surveys for teachers that ask them to describe how they applied the new learning. As an independent study school, it would be helpful for teachers to have training sessions on technology platforms, for example the GSuite Certification. The school could also build on staff qualifications and experience by matching areas of expertise to adjunct duty opportunities.
- While the Lending Library is available, HSTs would appreciate electronic copies of scope and sequence documents to help identify missing standards and create pacing guides for students, particularly TK-8. The school should offer a TK-8 curriculum comparison resource for teachers to assist in making curriculum selections to meet student needs and to connect the material to the content standards or “I Can” Statements.
- PCA will provide more consistent messaging to ensure all students and their families fully understand the schoolwide expectations. This could include communication about the high school course descriptions, shared rubrics and exemplars, explaining the Master Agreement in detail, and hosting an Onboarding 101 or Homeschooling 101 class for parents. Staff members will house all of these expectations in one place, such as the PCA website.
- PCA will provide various activities and resources to assist parents, students, and teachers with curriculum selections and the use of the Assignment and Work Record (AWR) reports to document assignments and student progress. This will help ensure the use of standards-based materials and meaningful use of the AWRs for ongoing progress monitoring. Resources will include workshops, professional development activities, and graphic organizers.
- HSTs need additional support from the Curriculum team. These departments have available resources to support teachers, but teachers would benefit from training to build their awareness of these resources, as well as training on the utilization of each resource. A deep dive into popular homeschool curriculum options would be helpful. Existing training tools need to be vetted for accuracy before they are shared with staff.

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

Pacific Coast Academy effectively uses various data, including student achievement data, demographic data, and perception data collected from stakeholder surveys to identify schoolwide needs and areas for growth and drive the continuous school improvement cycle.

Through the self-study process and reviews of schoolwide data and the California School Dashboard, staff members identified needed improvements in mathematics achievement, student writing skills, and college and career preparedness. While the PCA staff members are proud of recent advances made in these areas, additional work is required. Staff members are keen to develop tools to measure the effectiveness of professional development activities and measure student progress towards, and mastery of, the Schoolwide Learner Outcomes.

PCA will continue to use data to drive schoolwide decision-making and identify key staff and student needs. The school will use these data points to provide professional development activities for staff, parent workshops, standards-based student activities, and resource allocations to support the needs of all students.

Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

PCA's Schoolwide Action Plan is available [here](#).

PCA is focused on increasing overall student achievement as part of the continuous school improvement cycle, and the school's action plan aligns with identified schoolwide goals and the LCAP. During the 2020-2021 school year, teachers are participating in professional development sessions on the Standards for Mathematical Practices, instructional strategies for multilingual students, and interpreting and using data from the CA School Dashboard.

The Director of Accreditation and Achievement will engage teachers and leadership team members in ongoing monitoring of the action plan, including annual updates. The leadership team will present the action plan to the Governing Board and other key stakeholders, including parents.

Appendices:

- A. [Local Control and Accountability Plan \(LCAP\)](#): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link
- B. [Results of student questionnaire/interviews](#)
- C. [Results of parent/community questionnaire/interviews](#)
- D. The most recent California Healthy Kids Survey.
PCA does not use the CA Healthy Kids Survey. The school gathers perception data through the annual LCAP and end-of-year surveys.
- E. [Master schedule](#)
- F. [Approved AP course list](#): <https://apcourseaudit.epiconline.org/ledger/>
- G. [UC a–g approved course list](#): <https://doorways.ucop.edu/list/app/home/>
- H. [Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID](#) (High School Course Catalog)
- I. [California School Dashboard performance indicators](#)
- J. [School accountability report card \(SARC\)](#)
- K. [CBEDS school information form](#)
- L. [Graduation requirements](#)
- M. [Any pertinent additional data](#) (STAR 360 Assessment Growth Reports)
- N. [Budgetary information, including school budget](#)
- O. [Glossary of terms unique to the school](#)