CLASSICAL ACADEMY VISTA

September 10, 2026

Dr. Gloria E. Ciriza, County Superintendent of Schools
Members of the San Diego County Board of Education
San Diego County Office of Education
6401 Linda Vista Road
San Diego, CA 92111

Dear Superintendent Ciriza and Members of the San Diego County Board of Education:

On behalf of The Classical Academies, I am pleased to submit the charter renewal petition for Classical Academy Vista (CAV). We are grateful for the opportunity to continue our longstanding partnership with the San Diego County Office of Education and for SDCOE's oversight, guidance, and support of the students and families we serve.

Classical Academy Vista was established to provide families with a high-quality public school option built upon personalized learning, academic excellence, character development, and partnership with parents. Today, CAV serves students in grades TK–8 from communities throughout North San Diego County.

We are proud of the school community that has been built at Classical Academy Vista. Our students benefit from dedicated educators, individualized academic support, enrichment opportunities, and a learning environment designed to help each student grow and succeed. Parents remain important partners in that work, and their engagement continues to be a defining strength of our program.

As a public charter school, we also recognize our responsibility to continuously evaluate and strengthen our work. The renewal petition reflects not only the programs and practices currently in place at CAV, but also our continued commitment to student achievement, responsible governance, fiscal stewardship, accessibility, and service to the diverse communities of North San Diego County.

This renewal also represents an opportunity to look forward. Guided by The Classical Academies Strategic 2025-2030 Plan, *Ever Ancient, Ever New*, we are continuing to strengthen teaching and learning, invest in our people, pursue thoughtful innovation, build strong organizational systems, and deepen partnerships with families and the broader community. Our goal is not simply to sustain a successful school, but to continue improving the educational experience we provide for every student.

We greatly value the relationship Classical Academy Vista has developed with the San Diego County Office of Education. Effective charter oversight requires transparency, communication, and a shared commitment to students, and we appreciate the professionalism and collaboration SDCOE has brought to that relationship. We look forward to continuing that partnership in the years ahead.

Thank you for your consideration of Classical Academy Vista's charter renewal petition and for your continued commitment to expanding meaningful public education opportunities for students and families throughout San Diego County. We respectfully request the Board's approval of the renewal and welcome the opportunity to share more about our school, our progress, and our vision for the future.

In partnership,



Kurtis Indorf
Chief Executive Officer
The Classical Academies

CLASSICAL ACADEMY VISTA

Charter Renewal Petition

Submitted to the San Diego County Board of Education on September 10, 2026

For the term July 1, 2027, through June 30, 2034

7/1/2018 - 6/30/2021
Approved on appeal: 7/11/2018

7/1/2021 - 6/30/2026
Approved: 2/10/2021

*On August 22, 2023, SDCOE modified the MOU between SDCOE and Classical Academy Vista reflecting SB 114 and amendments to EdCode Section 47607.4, which extended the charter term through **6/30/2027**

Affirmations and Declaration

Classical Academy Vista ("Classical Academy Vista," "CAV" or the "Charter School"), operated by The Classical Academy, Incorporated, a California non-profit public benefit corporation, will follow any and all federal, state, and local laws and regulations that apply to Classical Academy Vista, including but not limited to the affirmations and declarations below:

- Classical Academy Vista shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

- Classical Academy, Incorporated declares that it shall be deemed the exclusive public school employer of the employees of Classical Academy Vista for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- Classical Academy Vista shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- Classical Academy Vista shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- Classical Academy Vista shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to Classical Academy Vista shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the state. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Classical Academy Vista in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- Classical Academy Vista shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- Classical Academy Vista shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

- Classical Academy Vista shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- Classical Academy Vista shall ensure that teachers at Classical Academy hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. Classical Academy Vista may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]

- Classical Academy Vista shall at all times maintain all necessary and appropriate insurance coverage.

- Classical Academy Vista shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves Classical Academy Vista without graduating or completing the school year for any reason, Classical Academy Vista shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- Classical Academy Vista may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- Classical Academy Vista shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- Classical Academy Vista shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- Classical Academy Vista shall, on a regular basis, consult with its parents/guardians and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]

- Classical Academy Vista shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- Classical Academy Vista shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- Classical Academy Vista shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- Classical Academy Vista shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").

- Classical Academy Vista shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- Classical Academy Vista shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").

- Classical Academy Vista shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").

- Classical Academy Vista shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").

- Classical Academy Vista shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

- Classical Academy Vista shall comply with Education Code Section 51744, *et seq.* related to independent study, as applicable.

- Classical Academy Vista shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]



Kurtis Indorf, Chief Executive Officer

10 September 2026

Date

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INTRODUCTION

The purpose of this charter renewal petition is to obtain authorization for the continued operation of the successful charter school, Classical Academy Vista, a transitional kindergarten ("TK") through Grade 8 public charter school. Classical Academy Vista is operated by The Classical Academy, Incorporated, a California non-profit public benefit corporation, and is a part of The Classical Academies network, which currently includes:

- Classical Academy, a TK-8 charter school authorized by the Escondido Union School District;
- Classical Academy High, a 9-12 charter school authorized by the Escondido Union High School District;
- Coastal Academy Charter, a TK-12 charter school authorized by the Oceanside Unified School District; and
- Classical Academy Vista, a TK-8 charter school authorized by the San Diego County Board of Education.

The Classical Academies' first charter school, Classical Academy, was approved in April 1999 by the Escondido Union School District and opened in the fall of 1999. It was started by a group of parents desiring an active and meaningful role in their children's education. These parents sought to provide their children with a comprehensive and high-quality education, both at home and school settings.

In 2002, parents whose children attended Classical Academy approached the leadership of that charter school about the possibility of opening a charter school in Oceanside. The Oceanside Unified School District approved the Coastal Academy school petition in November 2002, and the school opened in August of 2002 as a hybrid independent study school with students learning in person two days per week and at home three days per week. Similarly, in 2005, a group of parents with middle school students met with The Classical Academies' leadership and requested help in starting a high school as a natural extension of their TK-8 school experience, ensuring high-quality education experiences both in the home and school settings. In 2006, the Escondido High School District approved Classical Academy High School and its doors opened in the fall of 2006.

In July 2018, the San Diego County Board of Education ("SDCBOE") approved the Classical Academy Vista charter petition and assigned oversight to the San Diego County Office of Education ("SDCOE") (collectively with SDCBOE, the "County"). SDCBOE renewed Classical Academy Vista's charter in February 2021, with a term through June 30, 2026. Due to the COVID-19 pandemic, and implementation of California Assembly Bill 114 and amendments to EdCode Section 47607.4, the term of the school's charter was extended through June 30, 2027.

This charter petition is for a third charter term, and second renewal term for Classical Academy Vista.

Charter Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of the charter renewal a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 created a three-tiered system of evaluating charter school performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2)
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b)
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a)

The state indicators for all TK through Grade 12 schools include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight, and grade eleven – English Language Arts ("ELA")/Literacy and Mathematics

Based on the most recent two years of Dashboard data (2024 and 2025 Dashboards) Classical Academy Vista has met the legal requirements for, and was deemed, a high-performing charter school by the California Department of Education. A charter school in the high-performing category is eligible for up to a seven- (7) year renewal term. It achieved this designation through "Criterion 2," as demonstrated below.

Dashboard Performance Renewal Criteria – High Performing

Education Code Section 47607(c)(2)(A) states:

The chartering authority shall not deny renewal for a charter school pursuant to this subdivision if either of the following apply for two consecutive years immediately preceding the renewal decision:

> *The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels. [Criterion 1]*
>
> *For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average. [Criterion 2]*

Classical Academy Vista Dashboard Performance Indicators (2024 and 2025)

Classical Academy Vista meets the legal definition for "Criterion 2" for high-performing charter schools, receiving performance levels schoolwide that are the same or higher than the state average in all areas except for 2024 Chronic Absenteeism, and with all majority of subgroups performing above the state average in 2024 and 2025, for which it received performance levels.

The 2024 and 2025 Dashboard results demonstrate that the steps Classical Academy Vista has taken to strengthen student academic performance, and reflect that efforts to lower rates of student suspensions and chronic absenteeism over this current charter term have been successful. The most notable student academic gains were in English Language Arts ("ELA") where students schoolwide positively increased Distance From Standard (DFS). Additionally, Classical Academy Vista maintained "high" performance in English Language Arts and Math, between 2024 and 2025; and improved dashboard performance in Student Suspension Rate and Chronic Absenteeism between 2024 and 2025.

Statewide Dashboard Performance Level Comparisons

Indicator	2024 **CAV** Performance Level	2024 **State** Performance Level	2025 **CAV** Performance Level	2025 **State** Performance Level
ELA	Green	Orange	Green	Yellow
Math	Green	Orange	Green	Yellow
EL Progress	No performance color	Orange	No performance color	Yellow
Suspension Rate	Yellow	Green	Blue	Green
Chronic Absenteeism	Yellow	Yellow	Blue	Yellow

Statewide Dashboard Performance Levels and Distance from Standard Comparisons

Academic Indicator	2024 Dashboard Results			2025 Dashboard Results		
	CAV DFS	State DFS	CAV vs. State	CAV DFS	State DFS	CAV vs. State
ELA	+38.3	-13.2	Higher	+43.5	-8.1	Higher
Math	+7	-47.6	Higher	+6.3	-42.4	Higher

Student Subgroup Dashboard Performance Levels and Distance from Standard Comparisons

Indicator	Student Group	2024 Dashboard			2025 Dashboard		
		CAV DFS	State DFS	Result	CAV DFS	State DFS	Result
ELA	**SED**	+30.5	-40.9	Higher	+26.7	-35.3	Higher
	Hispanic/Latino	+2.9	-39.3	Higher	+16.8	-33.7	Higher
	SWD	-13	-95.6	Higher	-15.4	-89.4	Higher
Math	**SED**	-6.6	-78.2	Higher	-12.8	-72.9	Higher
	Hispanic/Latino	-41.4	-79.2	Higher	-30.5	-73.6	Higher
	SWD	-62.8	-124.3	Higher	-62.8	-120.7	Higher

When disaggregating student performance by looking at statistically reportable student subgroups at Classical Academy Vista, CAV student subgroups performed better than similar student subgroups in the state, by wide margins. Classical Academy Vista strives to benchmark student performance against what we know students can achieve, and closely monitors trends over time including how close students are to meeting standard.

Distance from standard for students living in low-income households fell in both ELA and math between 2024 and 2025 dashboard results:

- in ELA, distance from standard fell 3.8 points
- in math, distance from standard fell 6.2 points

Students who identify as Hispanic/Latino improved dashboard performance levels in both ELA and math between the 2024 and 2025 dashboard results:

- in ELA, distance from standard improved 13.9 points
- in math, distance from standard improved 10.9 points

Distance from standard for students with disabilities fell slightly or held steady between the 2024 and 2025 dashboard results:

- in ELA, distance from standard fell 2.4 points
- in math, distance from standard held steady with students at 62.8 points below standard.

Consistent with the definition in law, for all measurements of academic performance, Classical Academy Vista received performance levels (i.e., colors) schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average (i.e., DFS).

Classical Academy Vista's Commitment to Continuous Improvement

Classical Academy Vista measures success through more than a single annual assessment. While the California School Dashboard, CAASPP (Math and ELA), and CAST (Science) results provide important indicators of long-term student achievement, instructional decisions at Classical Academy Vista are driven by a comprehensive assessment system that includes interim Star assessments, classroom formative assessments, collaborative data analysis, and targeted intervention cycles. This balanced approach allows school leaders and teachers to continuously monitor learning, respond quickly to emerging needs, and evaluate the effectiveness of instructional changes on an ongoing basis.

Schoolwide Academic Performance Trends, State Assessments, Current Charter Term

Classical Academy Vista's longitudinal assessment data over the current charter term (2019-2025) reveal steady and consistent student academic performance across English Language Arts, Mathematics, and Science. Rather than viewing each content area independently, CAV school leaders examine trends across all three disciplines to understand the effectiveness of instructional programming, identify emerging needs, and guide strategic decision-making.

The figures below summarize schoolwide student academic performance between the 2018-2019 school year and the 2024-2025 school year, which are the most recent finalized state assessment

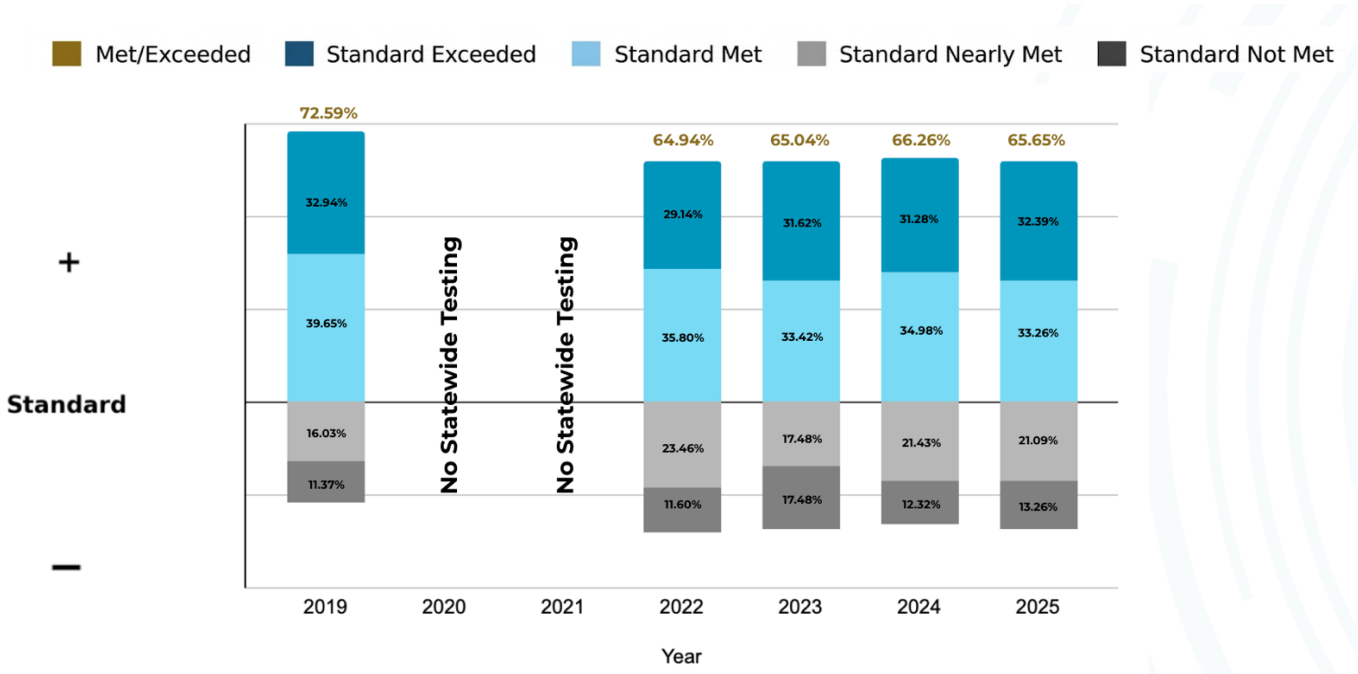
results available. Assessment data presented below were sourced directly from official Test Results for California's Assessments public portal.

CAASPP and CAST Longitudinal Performance (2019–2025): Students Meeting or Exceeding Standards in ELA, Mathematics, and Science (CAST).

English Language Arts

Since statewide testing resumed in 2022, student achievement in ELA has remained consistent, with 64.94 to 66.26 percent of students meeting or exceeding standards in each testing cycle. These results reflect Classical Academy Vista's continued emphasis on high-quality literacy instruction, curriculum coherence, and targeted intervention for struggling readers. While student achievement as measured by statewide testing has not yet returned to the level observed in 2019 (72.59 percent of students meeting or exceeding standard), the stability of results following the disruption to instruction and statewide testing provides evidence of Classical Academy Vista's strong and consistent literacy program. In addition to the steady schoolwide rates of students meeting or exceeding standard, the distribution of the percentage of students meeting each of the four proficiency levels has remained incredibly consistent over time. These data reinforce the importance of continuing to strengthen Tier I instruction and provide targeted support for students who have not yet reached proficiency, and for those students to gain the knowledge and skills necessary to meet standard.

CAASPP *Longitudinal Performance (2019–2025): Students Meeting or Exceeding Standards in ELA*

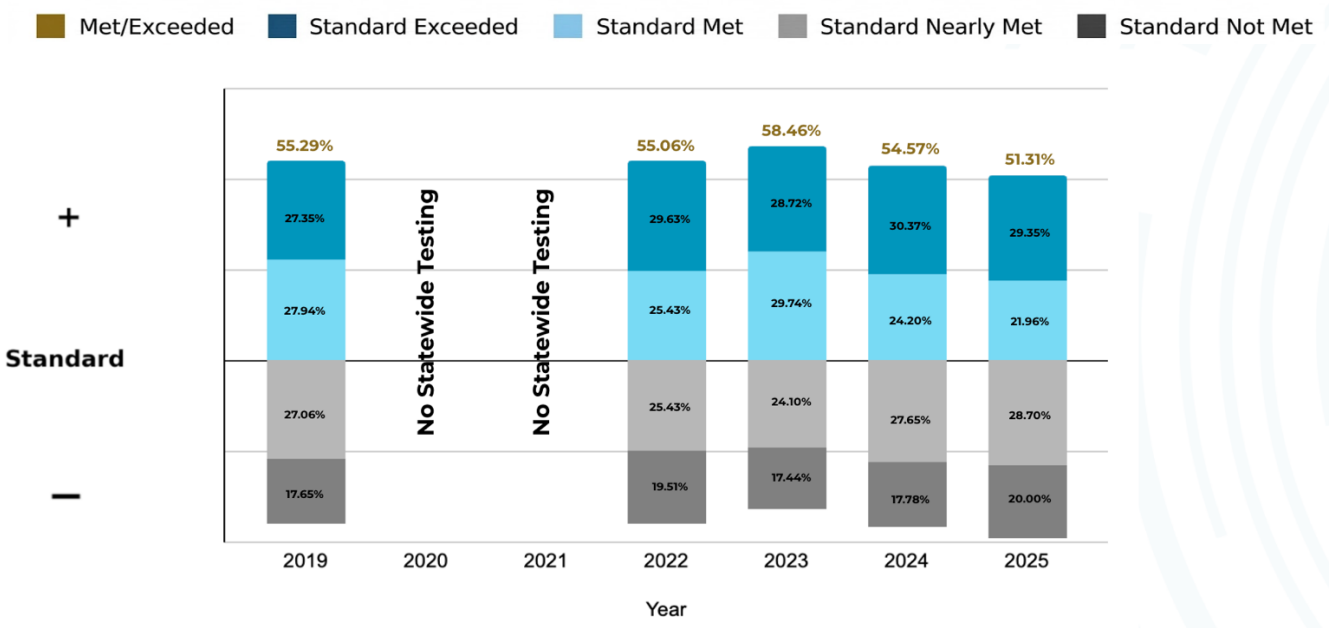


Mathematics

Over the past four testing cycles, student achievement in Mathematics ranged from 51.31 percent to 58.46 percent of students meeting or exceeding standard. Following a high point of 58.46 percent of students meeting or exceeding standard in 2023, performance declined to 54.57 percent of students meeting or exceeding standard in 2024 and 51.31 percent in 2025. Similar to ELA results, the distribution of students meeting each of the four performance categories has remained fairly consistent. This multi-year schoolwide performance trend highlighted for Classical Academy Vista the need to examine the mathematics program closely, identify why student achievement has remained flat, and to identify the instructional factors contributing to student performance particularly for those students who need catch-up and academic acceleration support.

CAASPP math outcomes were an important driver of instructional planning over the course of the year, and CAV used these data to identify areas for improvement and strengthen the consistency and effectiveness of mathematics instruction across grade levels. The school made informed strategic investments in mathematics coaching, curriculum refinement, collaborative planning, and professional learning to strengthen Tier I instruction and expand targeted interventions for students requiring additional support.

CAASPP *Longitudinal Performance (2019–2025): Students Meeting or Exceeding Standards in Math*



Science (CAST)

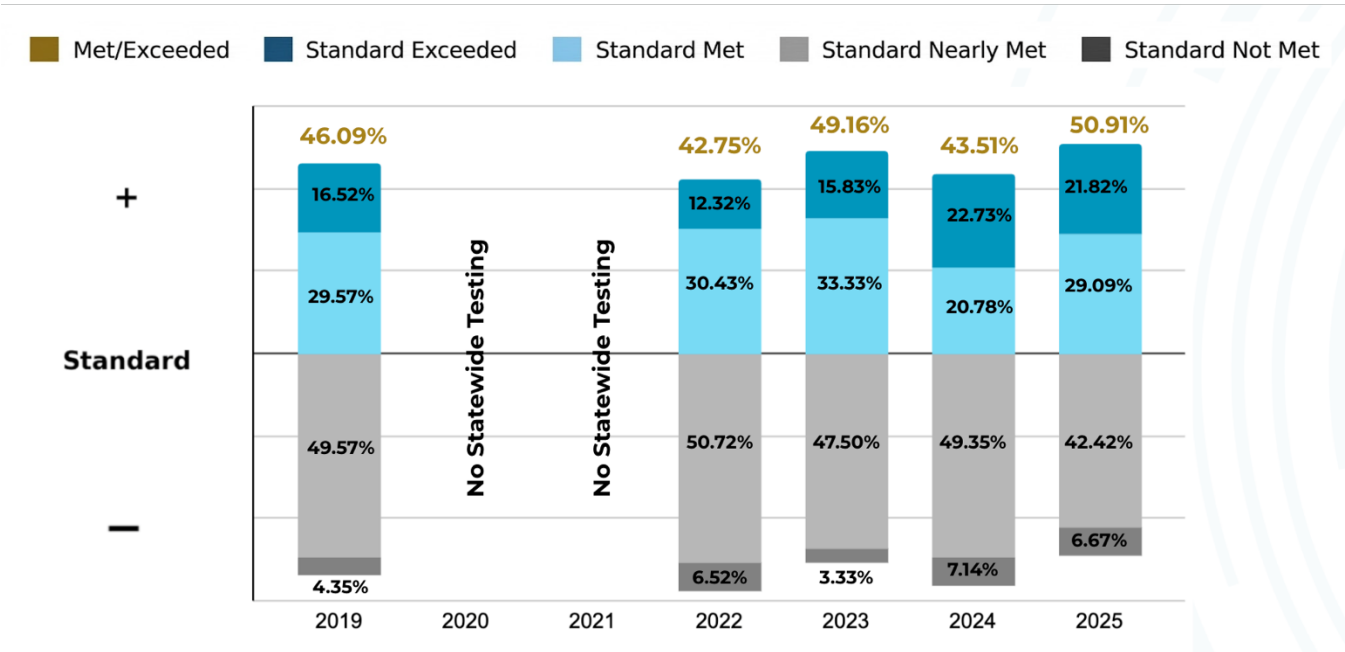
Student achievement trends in Science tell an important story at Classical Academy Vista. Unlike English Language Arts and Mathematics, the CAST assesses cumulative scientific understanding developed over multiple years of instruction, making longitudinal trends particularly valuable for evaluating program effectiveness.

CAV's CAST results demonstrate that science achievement has remained relatively stable over the current charter term, with annual fluctuations providing meaningful insight into instructional opportunities rather than indicating systemic weakness. The percentage of students meeting or exceeding standards improved between 2022 and 2025, with 42.75 percent of students meeting or exceeding standards in spring 2022, to 50.91 percent of students meeting or exceeding standards in spring 2025. In addition, the percentage of students nearly meeting standard has gradually declined over time, dropping from 50.72 percent of students in spring 2022, to 42.42 percent of students in spring 2025.

Classical Academy Vista recognized that maintaining strong science performance requires more than effective classroom instruction; it depends on coherent curriculum implementation, vertically aligned instruction, meaningful laboratory and inquiry-based experiences, and intentional integration of science practices across grade levels.

As a result, CAST data have become an increasingly important component of instructional planning. Rather than viewing science achievement as an isolated outcome, school leaders use these trends to evaluate curriculum implementation, instructional coherence, and opportunities to strengthen STEM learning experiences throughout the educational program.

CAST *Longitudinal Performance (2019–2025): Students Meeting or Exceeding Standards in Science*



Cross-Content Analysis

When viewed collectively, the longitudinal assessment data reveal consistent themes:

1. Student academic performance in all three state-tested content areas has remained steady and strong, with students outperforming similar student groups statewide. Classical Academy Vista sees these results as results to build from; there is always room for improvement.
2. Student performance in each subject area exhibits unique sustainability and improvement patterns. Student performance in English Language Arts remained steady over the charter term, student Mathematics results led to Classical Academy Vista launching a targeted instructional response to support student learning and mastery of standards, and Science results highlight the importance of maintaining coherent, vertically aligned instruction across grade spans.
3. Statewide assessments provide valuable information for evaluating instructional effectiveness and informing future improvement efforts.

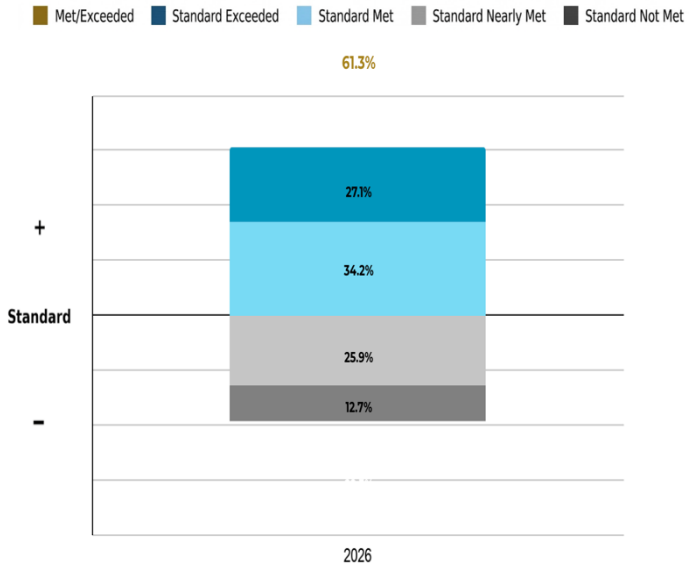
<u>Schoolwide Academic Performance, State Assessments, Preliminary Results (2025-2026)</u>

English Language Arts

Preliminary 2026 English Language Arts results reinforce the positive student proficiency trajectory observed throughout the current charter term. Student performance remained strong, with 61.3 percent of students meeting or exceeding state standards. This represents a slight performance drop from spring 2025 results.

These preliminary results are consistent with patterns observed through CAV's interim / benchmarked assessments. These results follow student growth trends as measured through Star assessments, and student achievement validate the growth that teachers and instructional leaders had been monitoring throughout the school year.

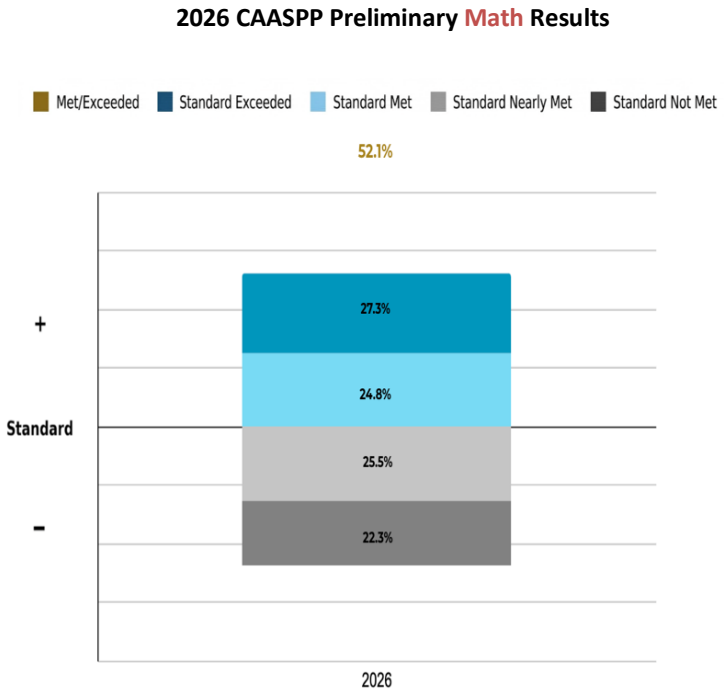
2026 CAASPP Preliminary ELA Results



Mathematics

Preliminary math results provide encouraging evidence that recent instructional refinements are beginning to influence student achievement at Classical Academy Vista.

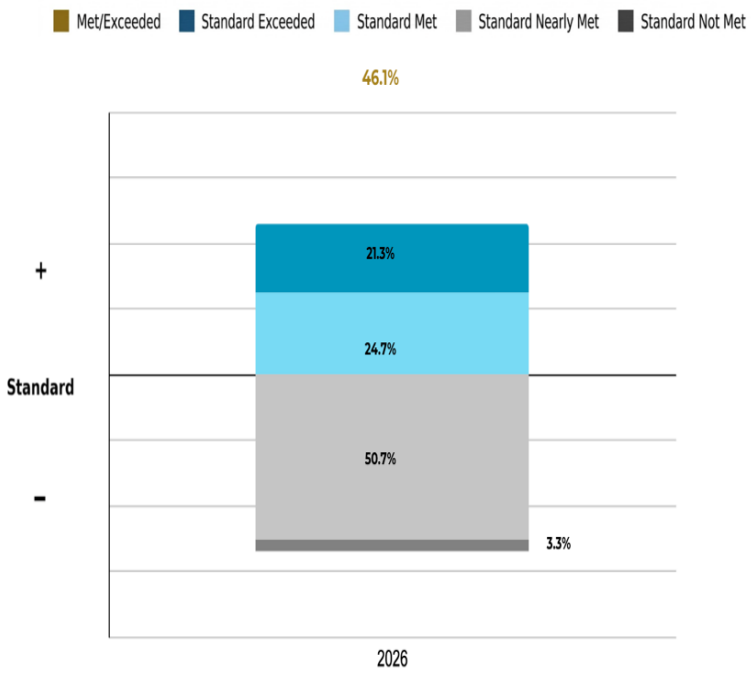
Spring 2026 preliminary results show that 52.1 percent of students met or exceeded standards, up slightly from 51 percent of in 2025. Math remains an ongoing area of focus; the preliminary results suggest that strategic improvements are moving student achievement in the desired direction.



Science

Preliminary Spring 2026 CAST results show 46.1 percent of CAV students meeting or exceeding the standard. This represents an increase of 4.81%, from 2025, and establishes a three-year improvement trend. Because the CAST reflects cumulative student understanding of the California Next Generation Science Standards across multiple grade levels, the results warrant careful examination of how consistently science content and practices are taught across the educational program.

The results reinforce the benefit of examining curriculum implementation, ensuring vertical alignment, and maintaining the consistency of science instruction and inquiry-based learning experiences across grade levels, and across all content areas. CAV continues to strengthen the coherence of its science program, with particular attention to alignment of curriculum and



standards, instructional practices, and opportunities for students to apply scientific reasoning and practices across grade spans.

Classical Academy Vista will continue to monitor science achievement, examine performance by grade level and student group as additional certified data become available, and use that evidence to refine science instruction and support.

Fall-to-Spring Student Growth in Reading, Math, and Early Literacy

Star Benchmark Assessments

Star benchmark assessments serve as Classical Academy Vista's primary interim measure of student progress in Reading and Mathematics. Administered at multiple points during the school year, Star provides timely information regarding student growth toward grade-level expectations and allows educators to evaluate the effectiveness of classroom instruction and intervention efforts, including identification of students requiring additional support or enrichment, and adjustments to instruction before learning gaps become more significant.

Renaissance Star assessments also provide a predictive measure of student achievement, helping educators estimate how students are likely to perform on the spring CAASPP assessment. Star results allow educators to monitor student growth, identify emerging learning needs, and make timely instructional adjustments before the annual state assessment.

Star Reading

Star Reading results show a generally strong and improving pattern of fall-to-spring growth for Classical Academy Vista students, particularly in the most recent two school years.

In the 2022–2023 and 2024-2025 school years, roughly three-quarters of students met or exceeded standard (at or above grade-level reading) each spring.

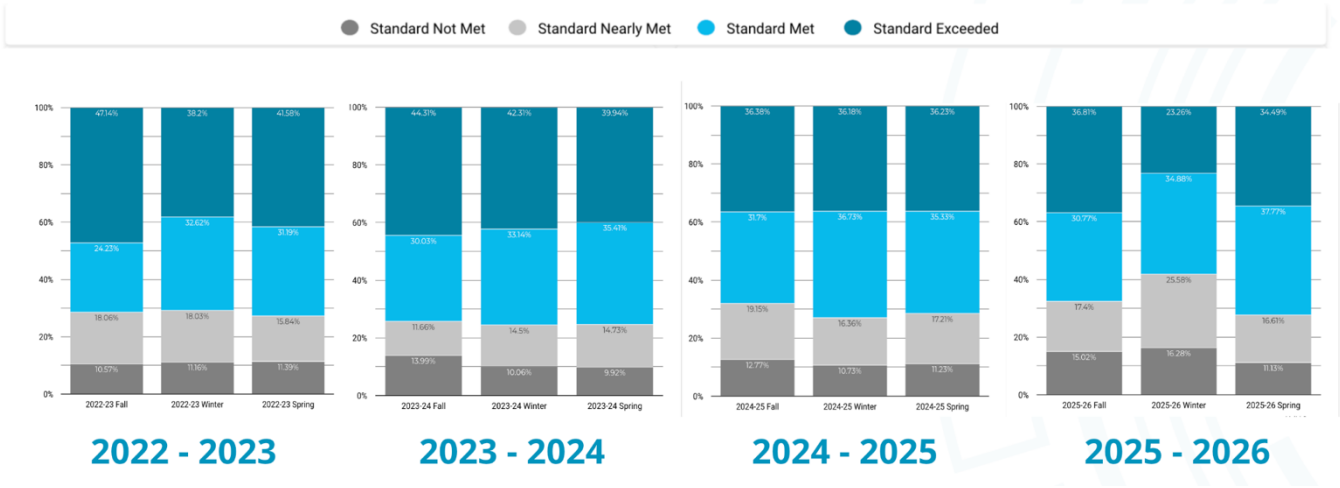
The 2025-2026 school year results show a stronger in-year growth pattern for CAV's students, with a nearly 5 percentage point gain between the fall (67.6% of students meeting or exceeding standard) to spring (72.1% of students meeting or exceeding standard).

The 2025–2026 school year results are particularly noteworthy because the improvement was driven primarily by movement into the "Standard Met" category. The percentage of students meeting the standard increased from 30.77% in fall to 37.77% in spring, while the percentage exceeding the standard decreased from 36.81% to 34.49%. In other words, the spring results show more students reaching the standard, even as the overall percentage meeting or exceeding remained comparable to prior years.

What this tells us: CAV's progress-monitoring data suggest that the school is increasingly identifying and addressing students' reading needs during the year, particularly with students who need additional

support before gaps become more significant. Recent cohorts showing a clearer fall-to-spring improvement than in earlier years. The pattern supports continued attention to strong Tier I literacy instruction while using assessment data to identify students who need additional support before gaps become more significant.

Star Schoolwide Reading Results (2023-2026)



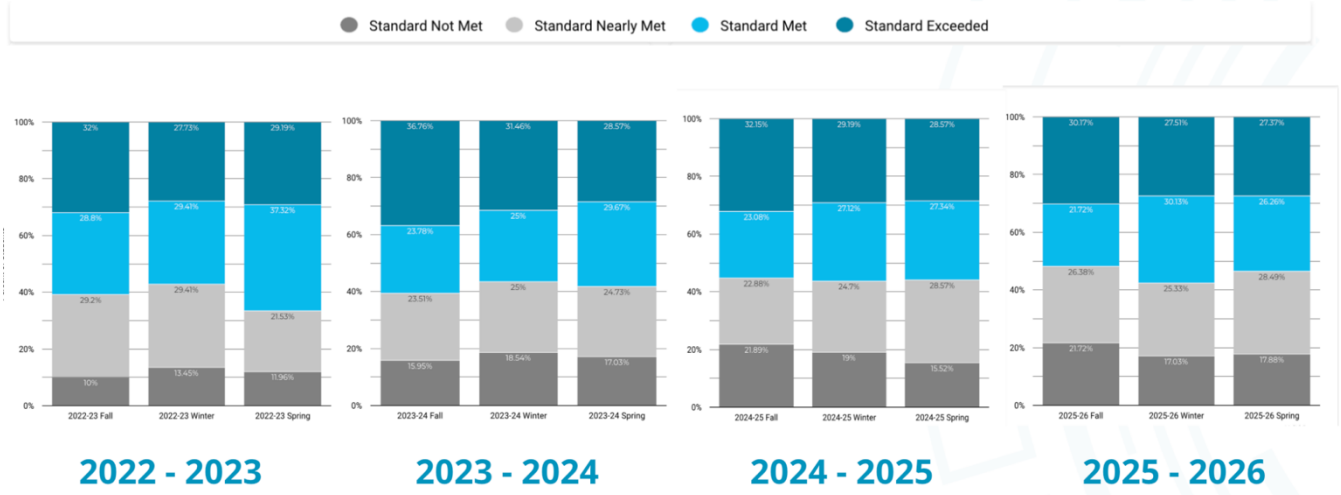
Star Math

The Star Math results show a more variable pattern than reading, but the most recent year provides particularly encouraging evidence of growth. In 2022–2023, the percentage of students meeting or exceeding standards increased from 60.8% in fall to 66.51% in spring, a gain of approximately 6 percentage points. In 2023–2024, however, the percentage declined slightly from 60.54% in fall to 58.24% in spring. This was followed by modest improvement in 2024–2025, when the percentage increased from 55.23% in fall to 55.91% in spring.

The 2025–2026 results represent the strongest recent fall-to-spring improvement in mathematics. The percentage of students meeting or exceeding standards increased from 52.0% in fall to 63.8% in spring, an improvement of nearly 12 percentage points. Importantly, this improvement was driven largely by growth in the “Standard Met” category, which increased from 21.7% to 36.2%, while the “Standard Not Met” category decreased from 21.7% to 17.8%. This most recent pattern is important when considered alongside the school's longitudinal CAASPP mathematics results.

What this tells us: Mathematics remains an area in which continued instructional attention is warranted, but the 2025–2026 school year Star results and preliminary CAASPP results provide evidence that recent efforts to strengthen mathematics instruction are translating into meaningful student progress. The positive fall-to-spring movement in students meeting or exceeding standards supports continued investment in curriculum coherence, mathematics coaching, collaborative planning, and targeted intervention.

Star Schoolwide Math Results (2023-2026)

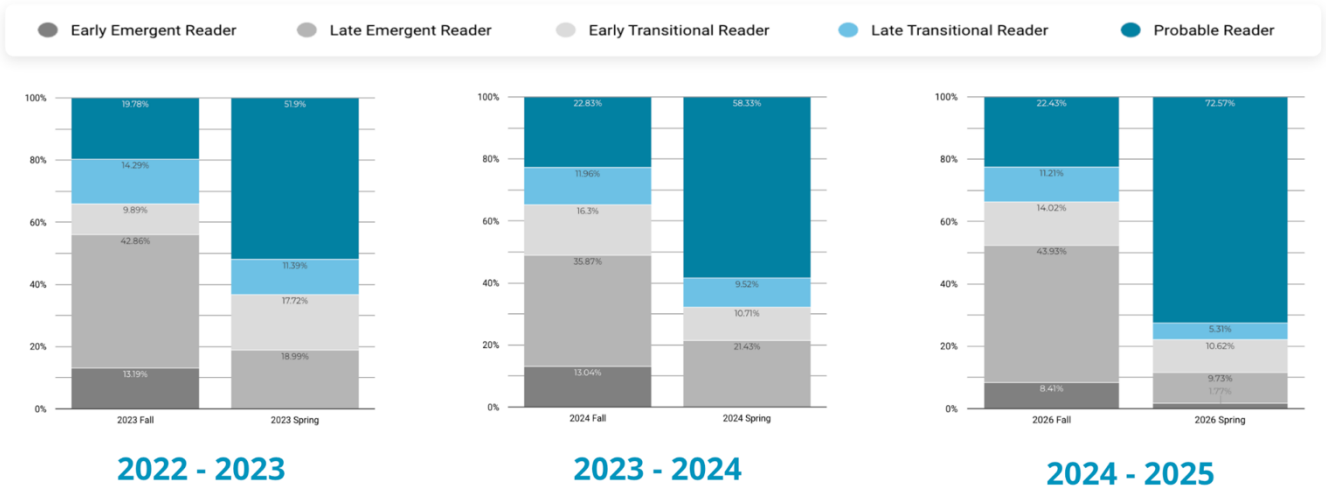


Star Early Literacy / DIBELS Analysis

The early literacy data provide some of the clearest evidence of fall-to-spring movement among students who begin the year below benchmark. In 2025–2026 Classical Academy Vista began using DIBELS alongside Star Early Literacy, so these results should be interpreted within the context of the different reporting frameworks rather than as a single uninterrupted trend.

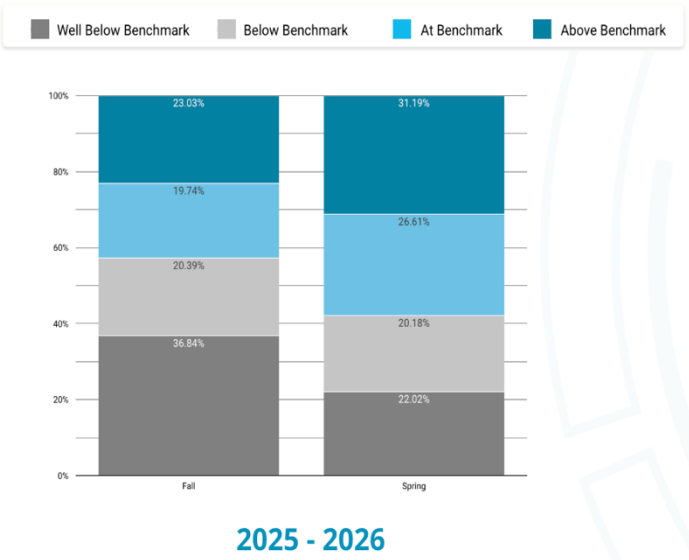
Across the earlier Star Early Literacy results, the most notable pattern is the substantial movement of students toward the Probable Reader category between fall and spring. For example, in 2022–2023, the percentage of students identified as Probable Readers increased from approximately 19.8% in fall to 51.9% in spring. In 2023–2024, the percentage increased from approximately 22.8% to 58.3%, and in 2024–2025, it increased from approximately 22.4% to 72.6%.

Star Early Literacy Results (2023-2025)



2025-2026 DIBELS Results

The 2025–2026 DIBELS results provide another encouraging picture of growth. Students at or above benchmark increased from approximately 43% in fall to 58% in spring, a gain of roughly 15 percentage points. At the same time, the percentage of students identified as well below benchmark declined from approximately 36.84% to 22.02%.



This represents an important instructional outcome: fewer students remained in the highest-need category by spring, while more students moved into the at- or above-benchmark ranges.

What this tells us: Early literacy results provide evidence that CAV's emphasis on early identification, foundational literacy instruction, and timely intervention is helping students make meaningful progress during the school year. These results reinforce the importance of maintaining strong early literacy systems while continuing to monitor individual student progress and provide additional support when students are not on track. The observed fall-to-spring growth patterns demonstrate that students are making meaningful academic progress throughout the school year. These trends provided school leaders with early confirmation that instructional improvements were positively influencing student learning and were later reflected in the preliminary Spring 2026 CAASPP results.

Dashboard Local Accountability Measures

Classical Academy Vista has met standard for all Dashboard local accountability measures, including Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study.

Reclassified Fluent English Proficient (RFEP) Designation

In mid-July 2026, the California Department of Education announced updates to how it calculates Reclassified Fluent English Proficient (RFEP) status for English learners, and released school year 2024-2025 data files. RFEP is the official designation for students who have transitioned out of English learner status after demonstrating language skills needed to succeed, without needing additional language support in their regular coursework. The Annual RFEP Rate is defined as the percentage of students who were last enrolled at a school as an EL student during academic year who were reclassified as fluent English proficient (RFEP) during that academic year. The Annual RFEP Rate is based on two data components: (1) the number of EL students enrolled during the academic year

(denominator) and (2) the number of those EL students who reclassify during the academic year (numerator). The rate is calculated by dividing the number of RFEP students (numerator) by the total number of EL students (denominator) for an academic year (July 1 to June 30).

For the 2024-2025 school year, Classical Academy Vista had a 37.5% RFEP designation rate. The average RFEP rate students statewide was 13.7%. 2025-2026 RFEP rates will be released in Fall 2026.

The number of English learner students at Classical Academy Vista remains small (and growing) but the school is successfully supporting students' acquisition of English skills and fluency, reflected by strong reclassification rates.

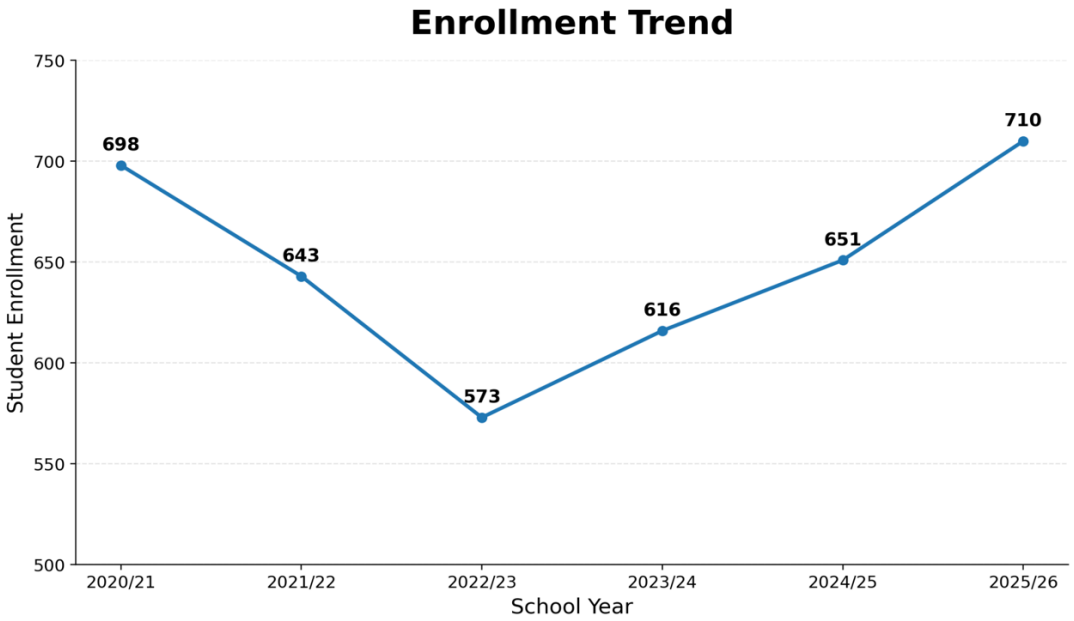
The current charter term has reinforced an important principle: meaningful improvement comes from continuously studying evidence, reflecting on practice, and making intentional instructional adjustments. Analysis of longitudinal achievement trends and ongoing instructional evidence has strengthened the school's understanding of what drives student success and where additional opportunities exist. The evidence presented throughout this section demonstrates that Classical Academy Vista has established a disciplined system for monitoring student learning, responding to evidence, and continuously improving instruction. Classical Academy Vista continues to build on these proven practices while remaining focused on ensuring every student realizes academic success.

As demonstrated by the evidence presented above, Classical Academy Vista meets the legal requirements for presumptive renewal as a high performing, or "high track" charter school, and is eligible to receive the maximum renewal term allowable of seven (7) years from July 1, 2027, to June 30, 2034.

Student Enrollment, Current Charter Term

Classical Academy Vista has maintained strong and stable enrollment throughout the current charter term, reflecting continued family interest in the school's educational programs. Enrollment was 643 students in the 2020–2021 school year, the first year of the current charter term. Following enrollment fluctuations during the pandemic years, Classical Academy Vista enrollment had modest year-over-year growth, increasing from 573 students in the 2022–2023 school year, to 710 in the 2025–2026 school year. As of the writing of this charter renewal petition, Classical Academy Vista anticipates enrolling 792 students in the 2026–2027 school year.

This sustained enrollment demonstrates Classical Academy Vista's ability to attract and retain families while providing educational options that continue to meet the needs of the community. Classical Academy Vista remains committed to maintaining responsible enrollment levels that support program quality, student services, staffing, and long-term organizational sustainability.



Cities of Residence of Enrolled Students, 2025-2026 School Year

Classical Academy Vista draws students primarily from North County San Diego. In the 2025-2026 school year, students came from 19 cities across the County, with 41.7% of students from Vista.

City	Count	City	Count	City	Count
Bonsall	7	La Jolla	1	San Diego	7
Cardiff	4	Menifee	1	San Marcos	132
Carlsbad	73	Newport Coast	1	Valley Center	3
Del Mar	2	Oceanside	96	Vista	289
Encinitas	8	Poway	4	Winchester	1
Escondido	40	Ramona	1		
Fallbrook	39	Ranchita	1		
				TOTAL	***710***

Classical Academy Vista Student Enrollment, Current Charter Term

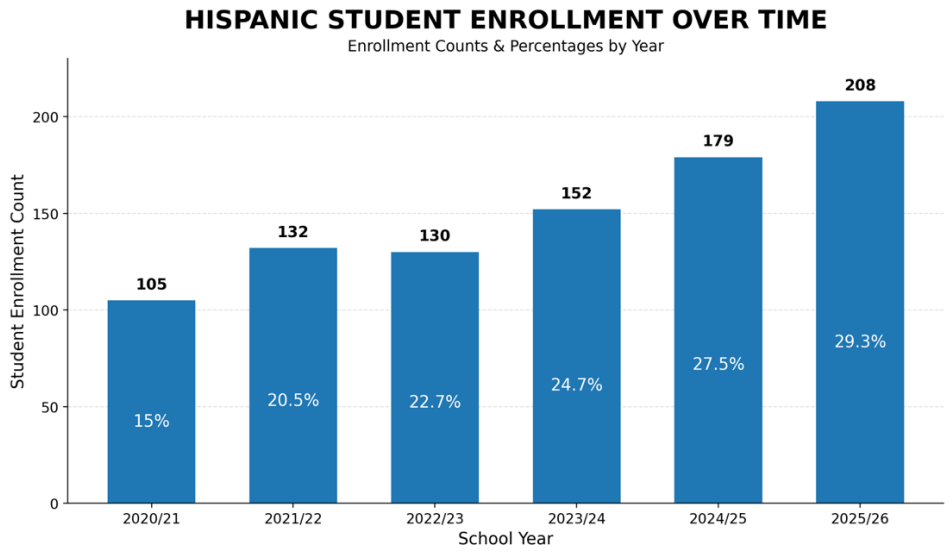
Grade Level	2021-2022 School Year Year 1	2022-2023 School Year Year 2	2023-2024 School Year Year 3	2024-2025 School Year Year 4	2025-2026 School Year Year 5	2026-2027* School Year Year 6
TK	-	-	11	24	28	23
K	82	69	53	56	67	71
1	55	64	66	56	61	89
2	77	44	68	65	61	70
3	65	63	46	67	72	77
4	72	64	61	47	76	85
5	81	63	71	73	55	85
6	74	75	66	83	100	92
7	67	66	87	87	92	100
8	70	65	87	93	98	100
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Totals	**643**	**573**	**616**	**651**	**710**	**792***

* 2026-2027 school year enrollment is projected

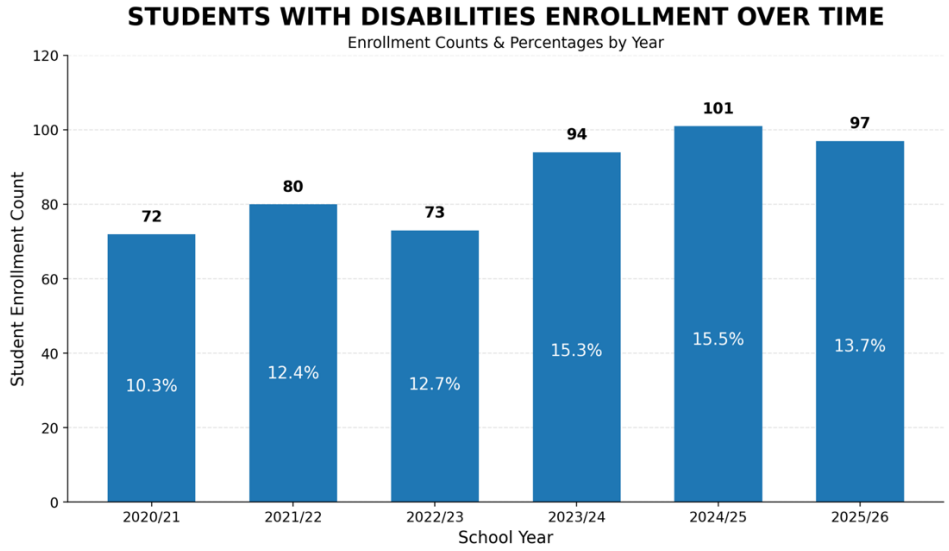
- TK count was included in kindergarten up until the start of the 2023-2024 school year

Special Population Student Enrollment, Current Charter Term

Classical Academy Vista has experienced significant growth in both Hispanic student enrollment and representation. In the 2020-2021 school year the school served 105 Hispanic students, representing 16.3% of total enrollment. By the 2025-2026 school year, Hispanic enrollment had increased to 208 students, representing 29.3% of enrollment. This represents an increase of 103 Hispanic students and a 13 percentage-point increase in representation during the current charter term.



The number and percentage of students with disabilities served by Classical Academy Vista have also increased overall. In the 2020-2021 school year, Classical Academy Vista enrolled 72 students with disabilities, representing 10.3% of enrollment. By the 2025-2026 school year, the school served 97 students with disabilities, or 13.7% of enrollment, a 3.4 percentage-point increase during the current charter term.



Together, these trends demonstrate that Classical Academy Vista is serving a growing and increasingly diverse student population. The school remains committed to equitable access, responsive student support, community outreach, and continued efforts to ensure families throughout the community are aware of the educational opportunities available at CAV. Please see the 2025-2026 Diversity and Recruitment Plan and Progress Report in Appendix II of the charter renewal petition, and Element H: Admissions Policies and Procedures for an expanded description of CAV's current student recruitment, enrollment and retention efforts.

Element A: Mission, Vision, and Educational Program

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

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

Mission

To partner with parents to inspire each student to think critically, communicate effectively, and achieve excellence by providing academic choice.

Organizational Vision

To passionately serve, respectfully communicate, and joyfully partner for student success.

Educational Vision

Classical Academy Vista is dedicated to developing self-motivated, competent, life-long learners who are thinkers, communicators, and achievers through this six-fold vision:

1. To pursue academic excellence with an emphasis on mastery of foundational content and skills through clearly delineated standards in all subjects and through employing a systematic instructional design that begins with the learning goals in mind and is constructed to transport the learner from the current state to mastery.
2. To give high priority to a literacy-rich curriculum focusing on effective speaking, reading, and writing in various genres, for multiple purposes, and to a variety of audiences.
3. To maximize the effectiveness and enjoyment of learning through multi-sensory, interactive methods of instruction inclusive of critical thinking skills and the use of innovative, research-based teaching methods and materials, including the effective use of technology and digital applications.
4. To provide a skills and content rich education that inspires excellence in the core curricular areas of English Language Arts, math, science, and history/social science by:
    - Incorporating classic examples of literature, art, and music
    - Integrating literacy skills and informational text across all subjects
    - Supporting the core curriculum with higher-level thinking skills
    - Providing lessons in digital literacy, character education, and growth mindset/resiliency

5. To foster the development of the whole child through strong parental/guardian involvement with an emphasis on positive character development and service-learning in the community at large.
6. To encourage individualized learning through programming options including, but not limited to, classroom instruction, participation in workshops, labs, electives, mentoring, and organized group discussions. Individual learning is also accomplished through the use of technology, curriculum, resources, and materials that credentialed teachers align to support student needs.

Basic Learning Environment
Classical Academy Vista provides a variety of flexible educational learning plans to meet student needs in grades TK-8. CAV offers its education program as an Independent Study public charter school, and follows California Education Code in the design and delivery of instruction to students. Students are expected to meet the same educational outcomes and objectives as students who enrolled in traditional, in-person, five-day-a-week programs.

Each Classical Academy Vista student is assigned to a credentialed teacher who oversees individualized learning plans; students' educational setting is a blend of traditional, in-person, classroom-based instruction, and learning from home. Student learning follows State Standards-aligned curricular materials, resources, and lesson plans supplied by The Classical Academies. Independent Study Personalized Learning Plans are built in collaboration with the student's credentialed general education teacher, who is sometimes referred to as an Educational Specialist, and the parent/guardian, ensuring full alignment with standards, and learning objectives and outcomes. Students in all programs conference with their teacher to review learning objectives, present work samples, and assess academic progress.

Note: a more detailed description of the school's academic program and curriculum starts on page 42 in the Curriculum section of this document.

Classical Academy Vista uses the terms Tracks A and B, Track M, and Track C when referring to the range of in-person and home-based learning for its students.

Tracks A and B – Students in grades TK through 5 meet on campus twice a week for in-person, classroom-based instruction (Tuesday/Wednesday for Track A and Thursday/Friday for Track B). Students are engaged in concept-based lessons in math, language arts and science. While at home, students complete assignments aligned with Common Core State Standards ("CCSS"), the California State History-Social Science Framework and English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively, "State Standards") in language arts, math, science, and history/social studies with parental instruction. Students also have traditional recess and lunch breaks and take full advantage of the school's outside play structures, playing fields, gardens, and snack/lunch areas. Students follow the school's curriculum, and work independently with a supervising adult on days they are not on-campus for in-person instruction / non-workshop days.

Track M - Students in grades 6 through 8 meet on campus three days per week, Tuesday through Thursday from 9:00 am until 3:30 pm. Similar to their TK through 5 counterparts, middle school students in M Track work on concept-based lessons in math, language arts, history, and science, while also taking full advantage of the school campus and resources. Monday and Friday instructional days for M Track students are non-campus instruction days, with students working independently with a supervising adult to complete assignments aligned with Common Core State Standards ("CCSS"), the California State History-Social Science Framework and English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively, "State Standards") in language

arts, math, science, and history/social studies. Teachers provide additional office hours throughout the week to provide support to students as needed and requested.

Track C is a full-time, five-day independent study option that is directed in collaboration with a student's parent or guardian, and supervised a credentialed general education teacher that we refer to as an Educational Specialist. The Educational Specialist serves as a coach, resource, and advocate, and closely monitors student academic progress, as well as student social-emotional progress.

The "Independent Study C-Track" label encompasses a range of distinct program variations and options. It is a menu of educational options and pathways that offer parents/guardians and students the choice to participate in a manner they choose, aligned to the Classical Academy Vista's charter and Independent Study regulations. This may include but is not limited to programs integrating more traditional homeschooling approaches, partnership homeschooling approaches, live virtual classes, the use of a Learning Management System to provide and track student work, independent assignments completed at home, and more. Track C students also have opportunities to engage in campus life at Classical Academy Vista by enrolling in elective classes, joining student clubs, participating in field trips, performing in musical theater, competing in athletics, and attending schoolwide events and celebrations. These experiences help students build friendships, feel connected, and become an active part of the school community.

Transitional Kindergarten – Students who are eligible for transitional kindergarten may enroll in CAV's TK program. Students are assigned to a Track C Educational Specialist and work with the student's parent/guardian to prepare students for kindergarten. Central to kindergarten preparation is CAV's TK Friday Friends program, an intentional, community-based initiative designed to ease the transition into school for CAV's youngest learners and their families. This optional program features regular on-campus, stay-and-play sessions where families and students learn and grow together. Through cooperative play, sharing, and teamwork, students begin practicing our school-wide culture, collaboration in a supportive environment, learning firsthand what it means to be a great friend and student. Simultaneously, the program provides a valuable network for parents and guardians to connect, collaborate, and build lasting partnerships with the school community from day one.

Specialists – Reading and Math Specialists are available to all students. Through collaboration between teachers and guardians, along with classroom performance and assessment data, students may be identified to receive targeted reading or math intervention. Specialists provide scheduled, individualized or small-group instruction outside of students' regular on-campus classroom time based on each student's identified needs. five days a week, on an appointment basis, to push into classrooms and provide additional support to students as needed. Specialists also provide targeted Tier 2 & 3 interventions to individual students and small groups of students. Additionally, teachers who provide in-person instruction to Track A, B, and M students are available to assist their students as needed outside when students are learning from home on their non-school based instruction days.

Electives: A rich variety of elective courses offered throughout the year provide students with opportunities to explore interests, develop new skills, build relationships, and discover areas of personal strength. Elective programming reflects the school's commitment to providing students with meaningful opportunities to explore, create, collaborate, and grow. Elective offerings may include:

1. Art: Multimedia & Mixed Media Exploration

CAV's art program encourages students to experiment with a vast array of mediums and techniques. Students dive into both traditional and contemporary forms, including sketching, 3-D drawing, weaving, and painting with watercolors and acrylics. Beyond the canvas, students engage in hands-on sculpting with clay, mask-making, and crafting cultural artifacts. Creativity meets sustainability in CAV's Recycled Materials Makerspace, where students collaborate on large-scale community projects—such as constructing a sculpture of the school's mascot, Riptide the Shark, entirely out of recycled bottle caps that are hidden and discovered on campus.

2. Music: Performance & Appreciation

The music elective is a high-energy, multi-instrumental experience where students discover the joy of rhythm, melody, and collaboration. Students gain hands-on experience with a diverse range of instruments, including recorders, keyboards, guitars, ukuleles, and high-impact percussion like bucket drumming and cajons. From exploring vocal harmony in choral music to experimenting with modern Boomwhackers, students develop a deep foundation in music theory and appreciation. The curriculum bridges tradition and modern media by allowing students to apply their musical talents to creative projects, including the concept and production of their own music videos which are showcased at the annual Spring Art Show.

3. 21st Century Skills: STEM, Robotics & Digital Media

This cutting-edge course prepares students for the future by transforming them from consumers of technology into creators and innovators. Through a dynamic, multi-disciplinary approach, students dive into coding with *Scratch*, master electronics with *Snap Circuits*, and bring ideas to life using 3-D printing and robotics.

Key highlights of this program include:

- Career Technical Education (CTE) & Robotics: Students engage in advanced engineering challenges, such as building and programming a Mars Rover.
- Riptide TV: Students run their own digital media studio, collaborating to write, film, and produce our campus student news program.
- Cross-Curricular Innovation: Students design and build physical and digital games to support and enhance their Humanities History Museum projects.
- Extended Learning: The innovation extends beyond the classroom with CAV's STEM Kit Lending Library, allowing students to check out specialized engineering and science kits to explore with their families at home.

Targeted Student Population/Whom the Charter School is Attempting to Educate

Over the past eight years, Classical Academy Vista has built a flexible Independent Study education program where students' educational setting is a blend of traditional, in-person, classroom-based instruction, and learning from home. Academic work is grounded in Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development ("ELD") standards, and the remaining State Content Standards, along with accountability for meeting those standards. Through CAV's unique approach to integrating parents/guardians and families as education partners, it thoughtfully creates Individualized Learning Plans for all students, and invests heavily in supporting parents/guardians and families in their roles as home educators.

Classical Academy Vista serves a diverse population of TK through Grade 8 students residing in San Diego County and its contiguous counties. Each student, along with their family, brings a unique set of needs, challenges, and assets to the CAV community. School leaders, network support teams, and educators seek out data and information to better anticipate and respond to those needs, challenges, and assets.

CAV collects information from families through surveys, focus group interviews, regular student academic conferences, and when families initially indicate interest in enrolling in the school and during student re-enrollment windows. The school also collects information through exit surveys, when students graduate or leave the school for any reason. Through these interactions, families have shared that they choose Classical Academy Vista because they are seeking:

- A small, relationship-centered school environment where students are known, supported, and encouraged to thrive.
- Flexible educational program options that allow families to select the instructional schedule that best fits their student's needs and circumstances.
- The ability to personalize learning to accommodate individual learning needs, including fully remote and hybrid independent study programs and schedules.
- Flexible educational options for students with medical conditions or other health-related circumstances that make a traditional in-person, five-day-per-week, daily classroom schedule challenging.
- A supportive learning environment for neurodiverse students who benefit from individualized instruction, smaller learning communities, and increased flexibility.

Classical Academy Vista regularly analyzes student enrollment data to thoughtfully prepare for the range of supports and services that students need to thrive and excel. Over the course of the current charter term, CAV has expanded supports for English Learners and students receiving Special Education services as the number and percentage of these students enrolling in, and continuing at, CAV is steadily increasing (please see Addressing the Needs of All Learners starting on page 53 for a detailed discussion of the Pathfinders Program and EL supports and services).

Attendance and Enrollment

School Days and Instructional Minutes

Classical Academy Vista's school calendar is 180 school days annually, and meets the following annual instructional minute minimums:

Kindergarten – 36,000 minutes
Grades 1-3 – 50,400 minutes
Grades 4-8 – 54,000 minutes

Academic Calendars

The Board of Directors' approved 2025-2026, and 2026-2027 academic calendars are included in Appendix I as an example of a typical school year schedule. Appendix II contains program track sample schedules.

Independent Study Legal Compliance

Appendix III includes Classical Academy Vista's Independent Study Policy (the IS Policy) and related documents including the Master Agreement and Acknowledgement of Responsibilities. The school's Board of Directors routinely reviews, approves, and adopts the Independent Study Policy and related documents, ensuring that Classical Academy Vista stays up-to-date and aligned with state law and regulation, and that the school clearly communicates student, family, and school accountability expectations. Each student has a properly executed written Master Agreement and Acknowledgement of Responsibilities. Classical Academy Vista files for a funding determination as a condition of funding.

Classical Academy Vista complies with all provisions of Education Code Section 51744, *et seq.* and all implementing regulations, including any changes and updates that may occur from time to time, including but not limited to:

- Students are expected to maintain regular check-ins with their teacher through in-person or online interactions, work completion, or phone conference as set forth in Education Code Section 51747(e).
- Students are supervised by an appropriately credentialed teacher per Education Code Section 51747.5(a).
- The Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher per Education Code Section 51747.5(b)(1), and students' daily engagement.
- The K-12 public school guidelines for independent study are evident in the annual audit per Education Code Section 47612.5(b).

- The Charter School meets the requirement related to the ratio of ADA to full-time equivalent ("FTE") certificated employees as prescribed under Education Code Section 51745.6(a)(1).

The IS policy includes a description of how the required written Master Agreement will be processed and maintained. The written Master Agreement minimally includes the manner, time, frequency and place for submitting a pupil's assignments and reporting progress; the objectives and methods of study for the pupil's work and the methods utilized to evaluate the work; the specific resources that are made available to pupils; the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed; the duration of the IS agreement; a statement of the number of course credits or academic accomplishment to be earned upon completion. The written Master Agreement also includes a statement that independent study is an optional educational alternative in which no pupil may be required to participate.

Classical Academy Vista maintains contemporaneous records that document all student attendance. An annual, independent audit of student records is, and will continue to be, conducted by a state-approved certified public accountant. These records are made available for audit and inspection.

Student Enrollment

Classical Academy Vista projects starting the 2026-2027 school year with 792 students enrolled in TK through Grade 8.

Consistent with the Memorandum of Understanding between CAV and the County, CAV will submit student enrollment projections by July 1 of the preceding school year, each year. These student enrollment projections will align with the CAV budget that is adopted and passed by The Classical Academy, Incorporated governing board annually before July 1. Any student enrollment variances from the projections used in the school's approved budget will trigger an automatic change to the budget and financial reports for CAV pursuant to financial accounting policies and procedures and best business practices at The Classical Academy, Incorporated.

Element G: Student Population Balance, starting on page 92 of this document, describes Classical Academy's student recruitment and outreach efforts.

<u>Grade Levels and Number of Students Served</u>

Based on steady enrollment trends over the current charter term, Classical Academy Vista does not anticipate significant student enrollment expansion over the course of the next charter term, should the charter be renewed. Estimated student enrollment aligns with Classical Academy Vista's budget adopted report, including near-term enrollment projections, submitted to the County.

Classical Academy Vista Projected Student Enrollment 2026-2027 to 2031-2032

Grade Level	2026-2027* School Year	2027-2028 School Year	2028-2029 School Year	2029-2030 School Year	2031-2031 School Year	2031-2032 School Year
TK	23	23	23	24	25	26
K	71	72	73	74	82	84
1	89	91	92	94	97	99
2	70	73	74	75	76	78
3	77	79	81	83	78	80
4	85	87	89	91	91	93
5	85	87	89	91	92	94
6	92	93	94	95	100	102
7	100	102	105	106	108	110
8	100	102	104	107	108	110
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Totals	**792**	**808**	**824**	**840**	**857**	**876**

* 2026-2027 school year enrollment projected

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

As we advance through the mid-21st century, defining the core characteristics of an educated person is critical to shaping an impactful educational program. The rapidly accelerating digital landscape and current and future evolution of employment and careers have created instability for educational institutions serving students at every age and at every grade level. At the same time, this rapid upheaval, combined with recent research has clarified many timeless aspects of humanity and education.

The Classical Academies' 2025-2030 Strategic Plan, called "Ever Ancient, Ever New," articulates the network and school-specific intent to design and deliver an educational approach that is both ancient and timeless in nature as well as innovative, modern, and cutting-edge.

> Ever Ancient: As a school organization, it is imperative to impart enduring wisdom to students, cultivate a strong sense of character and self, and ground students in what it means to be human and humane. By centering these key anchors of education within the bedrock and culture of The Classical Academies our direction is programmatic and cultural: it keeps The Classical Academies connected to the best of the past, the best of human character, and what it means to fill a full, human life.
>
> Ever New: The world is rapidly evolving, and the careers of the future may not exist today. Educators must equip our students with the skills, knowledge and capacity to navigate future opportunities and thrive in an unpredictable landscape. The "Ever New" direction is programmatic and cultural: it keeps The Classical Academies hungry, always learning, and always striving to give students what they will need to compete and excel.

With this frame, The Classical Academies seeks to educate students holistically, developing both excellent human beings and capable, forward-thinking learners. We want students who are equally comfortable engaging in music, art, athletics, and performance as they are exploring modern technologies, career pathways, and emerging skills. Most importantly, we aim to develop students who understand the timeless art and science of learning how to learn, while building a strong foundation in the core disciplines of literature, mathematics, science, and history.

The Classical Academies believe that an educated person in the 21st century must possess a robust combination of intellectual, social-emotional, and practical capabilities. CA's goal is to support and develop students in their progress towards becoming 21st-Century Learners, embodying the core characteristics below:

Core Characteristics of the 21st-Century Learner

To thrive in a rapidly changing world, our graduates are cultivated to be individuals who:

- **Demonstrate Lifelong Learning Habits:** Exhibit the internal habits of mind that lead to becoming self-motivated, self-directed, and highly competent lifelong learners.

- **Build Word and World Knowledge Constantly**: Critical thinking is dependent on deep domain knowledge, and a course of study and learning environment where knowledge is gained, built upon, and celebrated.
- **Think Critically & Solve Complex Problems:** Apply rigorous critical thinking to question assumptions, challenge conventional narratives, and creatively solve novel problems.
- **Navigate Diverse Disciplines:** Understand the unique nuances and methodologies inherent to different fields of knowledge—recognizing that a historian questions, interprets, and creates meaning in fundamentally different ways than a scientist or a mathematician.
- **Adapt & Acquire New Competencies:** Maintain the agility to rapidly acquire new skills and seek out emerging information to navigate an evolving workforce.
- **Become Virtuous Individuals of Strong Character**: With technology rapidly accelerating, an individual's greatest value in many ways is who they are as a person - their demonstration of virtue, of character, of humanity, of self - and how they treat and interact with people around them.
- **Engage with Global Perspectives:** Navigate and respect a variety of diverse cultures, viewpoints, and ideas while reasoning through the ethical complexities of an increasingly globalized society.
- **Utilize Media & Technology Effectively:** Leverage digital media and technology responsibly to express original ideas, represent complex knowledge, and collaborate with others.
- **Master Foundational Concepts Deeply:** Grasp essential academic concepts to a sufficient depth that they become useful, functional tools for gaining insight into real-world challenges.
- **Communicate with Precision:** Articulate knowledge, analytical reasoning, and evidence-based opinions confidently and effectively across verbal, written, and digital platforms.
- **Act with Integrity & Citizenship:** Relate to others with honesty, empathy, and kindness, resolving conflicts constructively while contributing to society as positive role models and productive citizens.
- **Prioritize Personal Wellness:** Maintain a balanced and healthy lifestyle through regular exercise, nutritious habits, and positive mental and physical health practices.
- **Appreciate & Express through the Arts:** Cultivate an understanding of the arts, communicating creatively through either the production or deep appreciation of visual and performing arts.

Defined 21st-Century Competencies

To develop these characteristics, The Classical Academies explicitly embed six core competencies across our instructional framework:

Competency	**Educational Definition**
Knowledge Creation	Moving students from passive consumers of information to active producers of original work and insights.
Systems Thinking	The ability to understand how individual parts interact within a larger, complex whole.
Cognitive Resilience & Persistence	Developing the stamina to wrestle with rigorous academic challenges and bounce back from failure.
Critical Thinking	Analyzing, evaluating, and synthesizing information objectively to form reasoned judgments.
Collaboration	Working effectively and respectfully across diverse teams to accomplish shared goals.
Communication	Conveying ideas clearly and purposefully across multiple modalities and audiences.

As The Classical Academies looks forward, this holistic picture of the 21st-century educated person and these six defining competencies remain at the absolute forefront of our organizational decision-making. They serve as the baseline criteria for designing our programming, selecting our curriculum, and refining our approach to instruction across all schools.

How Learning Best Occurs and Framework for Instructional Design

The Classical Academies believes that learning best occurs when instruction is holistic, purposeful, and deeply rooted in a strong school-home partnership. Our educational model is built upon the following core tenets:

- **Content and Skills Are Intentionally Scaffolded:** To prevent cognitive overload, complex concepts are broken down into digestible steps, allowing students to preview, inquire, read, reflect, participate, and review. This strategic scaffolding provides a coherent, logical progression of knowledge from lower to upper grade levels. By moving through a carefully planned continuum, students avoid academic fragmentation and learn instead to make meaningful observations, analyze complex data, synthesize information, and draw well-reasoned, independent conclusions.
- **Every Learning Activity Possesses Clear Intent and Purpose:** Establishing a transparent "why" behind every assignment creates optimal conditions for student growth. All learning activities and assessments are intentionally aligned with explicit learning intentions and clearly defined success criteria.
- **Learning Balances Direct Instruction with Inquiry-Based Experiences:** Students thrive when they can learn both through personal, first-hand discovery (direct instruction) and through active, experiential, student-centered experiences (inquiry-based learning). Rather than treating these modalities as mutually exclusive, our educators strategically employ both to provide a varied and comprehensive instructional experience.
- **Instruction is Grounded in Universal Design for Learning (UDL) Principles:** Lessons are intentionally designed to provide inclusive learning environments and proactively contain differentiation and supports for all learners. The learning environment is thoughtfully designed, removing typical and often overlooked barriers to learning. All learning spaces, including classrooms, are media and literacy rich, welcoming, and maintained with students in mind. Classrooms are resourced to support students' developmental age needs as well as their academic needs. This proactive approach sustains student interest, optimizes executive functioning, and offers flexible pathways for all learners to successfully perceive, comprehend, and engage with the instructional content.
- **Students Find Value and Meaning in Their Coursework:** Credentialed teachers and parent-educators work collaboratively to build student understanding of humanity's past, while equipping them with relevant skills to participate in its past, present, and future.
- **School Culture Cultivates a Genuine Love of Learning:** Finding joy in learning and intellectual curiosity is a central design element at The Classical Academies. We link academic enjoyment with critical thinking skills in the TK–8 curriculum, ensuring vibrant and dynamic learning environments that uphold academic rigor.
- **Students Feel Connected and Nurtured:** Social-emotional well-being is directly linked to a healthier school climate and superior academic outcomes. When students feel safe, known, and valued, their capacity for cognitive engagement increases.
- **Academic Excellence is Integrated with Character Education:** Developing positive character traits fosters a profound sense of school connectedness. A supportive, character-rich

environment increases positive behaviors and promotes empathy, self-reflection, and positive social interactions.

- **Parents and Guardians Are Actively Engaged in the Learning Process:** In our unique hybrid independent study programs, parents and guardians are essential collaborators who provide direct instruction, participate in learning activities, monitor academic progress, and offer consistent guidance and support.

Framework Guiding Instructional Design

As an independent study charter school, Classical Academy Vista's approach to learning and teaching, as well as the schedules and structures of support, are unique. CAV offers flexible school models for students, including hybrid, independent study, and virtual options. All students follow their independent study agreements and are also encouraged to take advantage of our in-person school-based options. While slightly different from traditional school settings, Classical Academy Vista shares many standard practices with our traditional K-12 public school colleagues. These standard practices include a rigorous curriculum, a strong school culture, robust extracurricular activities and athletics, effective school leadership, and exceptional teachers.

Classical Academy Vista implements individualized, structured learning pathways tailored to the unique strengths and needs of each student. Cultivating deep parent/guardian partnerships while maintaining diverse, flexible program options requires intentional, continuous collaboration among teachers, site leadership, and administration. CAV's educators proactively design instruction using a variety of pedagogical techniques to meet the diverse needs of all learners, including those requiring intensive academic interventions and advanced learners seeking accelerated pathways.

To ensure student mastery of core concepts and skills, both credentialed teachers and parent-educators maintain a strong command of the instructional material. The school develops and distributes comprehensive tools, resources, and training to empower parents as effective instructional partners.

<u>Core Instructional Requirements</u>
To maintain high academic standards, every unit of instruction is designed around the following criteria:

- **Rigorous Literacy Focus:** Integrates frequent opportunities to engage with multiple, varied texts and embeds explicit close reading strategies.
- **Comprehensive Writing Application**: Provides regular, diverse writing opportunities supported by clear writing samples and objective rubrics.
- **Academic Rigor & Real-World Relevance:** Establishes a clear, logical progression of ideas and skills while connecting subject matter to meaningful, real-life contexts.
- **Transparent Learning Expectations:** Articulates explicit goals for student learning and communicates clear performance expectations from the outset.

- **Data-Driven Assessment Framework**: Utilizes robust formative assessments throughout the unit to gauge ongoing mastery and adjust instruction in real-time, backed by valid summative assessments of learning.
- **Equitable Access & Student Engagement:** Supports all learners by promoting critical thinking through inquiry, problem-solving, and reflection. Content is organized in a clearly scaffolded manner—allowing students to master foundational skills before diving into deeper concepts—while providing integrated options for both additional academic support and advanced extension challenges.
- **Discussion within Academic Disciplines**: Across content areas and courses, students use domain-specific academic language to discuss content. For example, there are seminars and book talks in literature, conversations about how to solve complex problems in math, presentations in science, creation of narratives in history, and more.

CURRICULUM

Classical Academy Vista provides coursework for all students with content and academic experiences rooted in the belief that all students can learn and benefit from challenging, meaningful educational opportunities. State Standards are integrated into learning and teaching schoolwide to ensure equitable access to high-quality content and rigorous instruction. These standards establish clear, consistent guidelines for what every Classical Academy Vista student should know and be able to do in English Language Arts, mathematics, history/social science, science, the arts, and character education as they transition from grade to grade, and look forward to transitioning to high school.

Classical Academy Vista is committed to ensuring that Common Core Standards for Transitional Kindergarten through 8th grade (TK–8) are mastered, thoroughly preparing our students for high school, college, and future careers. To maintain academic excellence, the school utilizes a cyclical review system when adopting new curricula or evaluating existing programs. This process ensures comprehensive coverage of Common Core Standards within our scope and sequence. As part of this cyclical evaluation, leadership and staff analyze student data from the California Assessment of Student Performance and Progress (CAASPP) aligned with CCSS and Next Generation Science Standards, alongside local benchmark data from the Renaissance Star assessment platform. Our courses undergo regular review and revision to evaluate instruction, address areas of weakness, and build upon institutional strengths.

<u>English Language Arts</u>
The linguistic and literacy needs of our students are addressed through a comprehensive instructional program encompassing reading, writing, speaking, listening, language mechanics (grammar, vocabulary, and spelling), and literature. Classical Academy Vista emphasizes critical thinking and knowledge acquisition through a balanced study of content-rich informational and literary texts. We intentionally foster reading, writing, and speaking skills grounded firmly in textual evidence, developing students' abilities to construct careful analyses, defend claims, and articulate information clearly.

Our reading instruction and approach to literacy are grounded in evidence-based research aligned with the science of reading, structured literacy, multi-sensory education, and linguistics, underscoring the critical need for regular practice with complex texts and academic language. To support these core tenets, Classical Academy Vista utilizes high-quality, research-validated instructional programs.

California Common Core State Standards (CCSS) are explicitly taught at every grade level. We have identified key foundational knowledge, skills, and abilities in core areas necessary for all students— including English Learners (ELs) and native English speakers— to engage with and achieve grade-level mastery successfully.

In compliance with California state requirements, Classical Academy Vista administers a legally required universal reading screener, using Dynamic Indicators of Basic Early Literacy Skills (DIBELS), one of the four state-approved screeners for reading difficulties. CAV uses both DIBELS and Renaissance

Star for all TK–8 students twice per school year. These assessment data allow for the early identification of literacy difficulties and ensure immediate, targeted instructional intervention. These diagnostic metrics also directly inform the development and placement of our targeted intervention system, known as WIN Time (What I Need), ensuring every student receives personalized academic support.

Mathematics

The mathematics program at Classical Academy Vista is grounded in the belief that all students are capable of mastering rigorous, grade-level mathematics, guided by the California Common Core State Standards for Mathematics (CCCSSM) and the Standards for Mathematical Practice. At all grade levels, instruction supports and develops student conceptual understanding, procedural fluency, real-world application, and mathematical communication. Educators emphasize focus, coherence, and rigor to ensure students build deep understanding, make connections across domains, and progress toward algebraic thinking.

The Classical Academies instructional methodology for math is built on:

- **Universal Capability**: All students can engage in and master rigorous mathematics.
- **Productive Struggle**: Navigating mathematical challenges is essential to deep learning and conceptual sense-making.
- **Comprehensive Understanding**: True mathematical proficiency requires a balance of reasoning, representation, and communication.
- **Active Learning**: Students learn best through active problem-solving and structured mathematical discourse.

Classrooms are student-centered, ensuring students perform the majority of the cognitive lift. Teachers facilitate learning through tasks that require reasoning, modeling, and multiple representations. Math instruction is guided by the California Mathematics Framework, emphasizing coherence across grade levels and clear connections between concepts. Students regularly explain and justify their thinking, engage in collaborative discussions, and build on their peers' ideas. Classrooms value multiple solution strategies and treat mistakes as vital opportunities for learning. Procedural fluency is intentionally developed out of conceptual understanding, enabling flexible application across a variety of contexts.

As a hybrid homeschool partnership model, families are essential collaborators. Classical Academy Vista provides consistent guidance, training, and resources to support home educators in reinforcing conceptual understanding, mathematical communication, and productive struggle at home in alignment with on-campus classroom instruction.

Progression of Mathematical Learning (TK–8)

- **Grades TK–2**: Students develop a foundational understanding of place value and build fluency with addition and subtraction through hands-on reasoning, modeling, and concrete problem-solving.

- **Grades 3–5**: Instruction centers on the multiplication and division of whole numbers and fractions, emphasizing conceptual understanding, visual representation, and practical application.
- **Grades 6–7**: Students deepen their understanding of ratios, proportional relationships, expressions, equations, and rational numbers, effectively bridging elementary arithmetic to abstract algebraic thinking.
- **Grade 8**: Instruction focuses heavily on linear equations, functions, and geometric relationships, preparing students for high school mathematics through rigorous modeling, analysis, and algebraic reasoning.

History/Social Science

The History/Social Science curriculum provides a cohesive, inquiry-based course of study aligned with the California History-Social Science Framework and Content Standards. The program is designed to develop critical thinking, improve reading comprehension of complex informational texts, refine expository writing abilities, and cultivate an engaged, knowledgeable citizenry. Through a rich variety of primary source analyses, research projects, and creative expressions, students gain a deep understanding of geography, domestic and global economic systems, civil liberties, and democratic governance.

CAV's thematic and integrated approach is tailored explicitly to support our unique hybrid independent study population. Curriculum pathways are structured to empower the parent-educator at home while providing credentialed teachers with clear metrics to monitor student progress, ensuring all students learn to make reasoned, evidence-based decisions regarding historical and contemporary events.

Science

Classical Academy Vista's science curriculum is fully aligned to the Next Generation Science Standards (NGSS) and integrated via thematic units. All instructional units utilize a three-dimensional learning approach to ensure students master the core competencies required by the NGSS Performance Expectations:

1. Science and Engineering Practices: Asking questions, defining problems, developing models, and executing investigations.
2. Crosscutting Concepts: Identifying overarching patterns, cause-and-effect relationships, and systems across scientific disciplines.
3. Disciplinary Core Ideas: Building structural knowledge across the four primary domains: Physical Sciences; Life Sciences; Earth and Space Sciences; and Engineering, Technology, and Applications of Science.

This three-dimensional framework ensures students spiral through key concepts with increasing complexity from kindergarten through 8th grade. Content within each discipline builds logically upon prior knowledge, preparing students for cumulative mastery on the California Science Test (CAST) in the 5th and 8th grades. Furthermore, our science curriculum reinforces California Common Core State Standards in English Language Arts by embedding text-dependent reading, scientific technical writing, data-driven presentations, and structured scientific argumentation into daily lab work and home-study modules.

Assessment and Program Outcomes

A balanced assessment system is used to monitor progress and guide instruction, utilizing a blend of daily formative strategies, local benchmark assessments (Renaissance Star), and state assessments (CAASPP). Collaborative teams regularly analyze student data and adjust pacing to address student learning gaps, and to inform professional development. Program effectiveness is measured by:

- Increased proficiency and growth metrics on state and local assessments.
- Measurable growth in students' ability to reason, communicate, and solve non-routine problems.
- A measurable reduction of localized achievement gaps.
- Increased student confidence, agency, and engagement in mathematics.

An expanded description of CAV's assessment philosophy and use of multiple measures of student performance is in the Assessment section of this document, starting on page 71.

Access, Support, and Partnership

Ongoing formative assessment is embedded into daily instruction, allowing educators to adjust teaching practices and respond to student needs in real time. Through a Multi-Tiered System of Supports (MTSS), all students receive robust Tier 1 instruction, with targeted intervention and extension provided as needed. Dedicated "WIN" (What I Need) time allows for focused intervention, reinforcement, and enrichment aligned with current learning goals. Language development is seamlessly integrated into mathematics through structured discourse, visual models, and scaffolds that enable all students, including English Learners, to communicate their reasoning precisely.

Electives and Enriched Learning

To support the development of the whole child, Classical Academy Vista offers a diverse array of elective courses designed to foster creativity, critical thinking, physical well-being, and practical life skills. These programs enhance the core academic experience by encouraging students to explore their passions, build resilience, and develop well-rounded competencies. By participating in art, music, 21st-century skills, and physical education, students engage in dynamic learning environments that support their holistic growth and development.

Visual Arts

The Visual Arts program emphasizes creative expression, spatial awareness, and fine motor development. Through exploration of diverse media—such as drawing, painting, sculpting, and digital design—students learn to interpret visual information and communicate abstract ideas. Engaging with the visual arts cultivates critical problem-solving skills as students navigate artistic choices and learn to view mistakes as vital opportunities for learning. Additionally, art appreciation lessons expose students to historical and cultural perspectives, deepening their empathy and global awareness. One highlight of our arts program is our annual Art Show where students have the opportunity to showcase their hard work and creativity. This community-wide celebration features a wide variety of both visual and performing arts opportunities.

Music
CAV's Music curriculum supports cognitive, emotional, and social development through the study of rhythm, melody, harmony, and performance. Learning to read music and engage in musical expression stimulates areas of the brain associated with mathematical reasoning, memory, and language acquisition. Whether participating in vocal performances, instrumental practice, or rhythm exercises, students build collaborative skills and social-emotional awareness. The discipline required for musical practice fosters perseverance, patience, and personal accountability. The foundational work done in our daytime music classes directly supports and feeds into our thriving after-school Musical Theater program, giving students a seamless bridge from classroom instruction to the stage.

21st-Century Skills
Designed to prepare students for an evolving global landscape, the 21st-Century Skills curriculum focuses on digital literacy, technological fluency, and leadership development. Students engage with foundational concepts in computer science, media literacy, financial literacy, and communication tools. This coursework intentionally cultivates the "4 Cs" of modern education: critical thinking, creativity, collaboration, and communication. Activities include robotics, computer coding, Snap Circuits, 3D printing, makerspace, video editing, building models, career and technical education, and other project-based learning opportunities.

By working through these cutting-edge, project-based challenges, students develop strong problem-solving habits, learn to manage information responsibly, and build the agency required to navigate future high school, college, and career paths.

Physical Education
The Physical Education (PE) program is dedicated to developing healthy bodies and fostering lifelong wellness habits. Through structured games, fitness challenges, and cooperative sports, students build gross motor skills, cardiovascular health, coordination, and physical strength. Beyond physical fitness, PE serves as a vital arena for emotional and social growth. Students practice teamwork, sportsmanship, and conflict resolution, learning how to lead peers and handle both success and setbacks with resilience and respect.

<u>Character Education</u>
Classical Academy Vista has adopted the comprehensive, internationally recognized *Leader in Me* framework, which is rooted in the 7 Habits of Highly Effective People. This schoolwide leadership and character development model is seamlessly woven into the cultural, academic, and operational fabric of the charter school to foster self-reliance, goal-setting, accountability, and collaborative leadership skills in all students.

The 7 Habits and core leadership principles are explicitly taught and visually reinforced in every classroom, common area, and administrative office. Teachers introduce each habit through direct instruction, defining what the behavior looks like in practice—whether in the classroom, on the playground, at home, or within the broader community. To bridge the school-home partnership,

character lessons are integrated directly into home-day assignments, encouraging students to identify leadership traits in historical figures, scientific innovators, or literary characters.

Campus culture deliberately seeks out and celebrates authentic student leadership. Every charter school employee—including credentialed teachers, front office staff, and campus supervisors—actively participates in recognizing students who demonstrate leadership habits. Students are systematically praised using the specific language of the 7 Habits. To incentivize and celebrate growth, staff members nominate students who exemplify these leadership traits for a schoolwide recognition system. Celebrations are highlighted monthly during morning assemblies, reinforcing a positive, student-led environment across all instructional tracks.

Students are provided opportunities to participate in leadership roles including but not limited to: campus beautification (inside and outside), office support, tending the school garden, announcements, sunshine club, hallway monitors, and classroom aides. These leadership roles are designed to allow students the opportunity to cultivate the school culture in which they will spend the majority of their formative educational years.

Teaching Methods and Strategies

Classical Academy Vista utilizes a personalized, blended independent study model that pairs classroom instruction with home-based learning. To optimize student engagement and mastery, credentialed classroom teachers and home educators implement the following evidence-based instructional strategies:

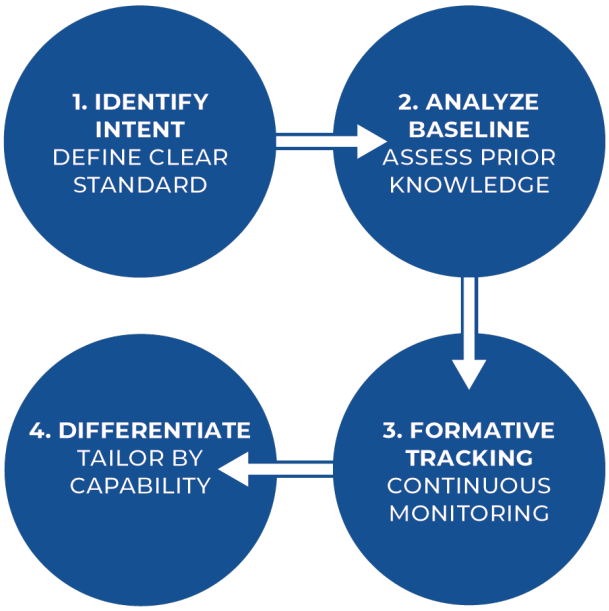
- **Cognitive Lift and Task-Based Instruction:** Certificated staff participate in collaborative, network-wide professional learning focused on maximizing cognitive lift—ensuring students, rather than teachers, do the heavy thinking during lessons. Teachers design and deliver task-based instruction that requires students to grapple with complex, real-world problems, formulate evidence-based defenses, and actively lead the academic discourse.
- **Scaffolding and Information Chunking:** To build deep conceptual understanding, complex tasks and extended projects are systematically sectioned into manageable, incremental components. Instructors introduce high-quality exemplars to students before they begin independent work, giving students explicit work product models. Key academic vocabulary is front-loaded before students encounter it in texts. Tiered reviews occur both immediately before and after instructional tasks to cement comprehension.
- **Classroom Learning Centers:** Center-based learning is utilized heavily in grades TK–2. During language arts and mathematics instruction blocks, students rotate through learning stations. To maintain high instructional quality, parent/guardian volunteers and specialized support staff—such as literacy specialists and instructional aides—are strategically deployed to provide direct, adult-led instruction and targeted differentiation at learning stations. Stations vary in set-up and learning tasks, and help students focus on independent mastery.
- **Inquiry-Based and Experiential Learning:** Contextual application is embedded across the curricula to cultivate student critical thinking. Standard inquiry pathways include:
    - **Annual Capstones:** Mandatory participation in rigorous research projects with public presentation of student learning, including, for example, Wax Museum (3rd grade), State Reports (5th grade), History Museum (6th grade), and the Science Fair or History Fair (7th and 8th grade).
    - **Primary Source Analysis:** Utilization of Document-Based Questions (DBQs) within the history curriculum to evaluate historical evidence and perspective.
    - **Writing Frameworks:** To support students in creating robust responses to open-ended reading comprehension and text-dependent questions, students are explicitly taught to utilize the RACES (Restate, Answer, Cite, Explain, Summarize) writing process.
    - **Cross-Curricular Simulations:** Experiential learning units that require students to apply cross-disciplinary skills to resolve multi-faceted, real-world problems.
- **Multi-Media and Digital Integration:** CAV operates a 1:1 Chromebook program, along with auxiliary digital devices, to enhance and assess student learning. Students in grades 3 through 8 routinely utilize collaborative platforms (e.g. Google Docs) for drafting, peer editing, and submitting student writing. Home-day lessons integrate interactive digital media, including instructional video lectures, curated database websites, and interactive virtual science laboratories.

- **Equitable Access Guarantee:** For families lacking adequate technology hardware or high-speed internet access at home, all digital curriculum components, devices, and connectivity resources are provided.
- **Interdisciplinary Literacy Cultivation:** Advanced literacy skills are integrated across all subject areas.
  Certificated staff engage in collaborative network professional learning where they receive support in using research-based strategies to embed academic reading, specialized writing, and technical discourse directly into mathematics, history, and science instruction. Complementing this framework, a specialized team of literacy specialists collaborates to develop targeted "Reading by 3rd Grade" initiatives, which the school site's Literacy Coordinator and Intervention Specialists actively implement at the classroom level.
- **Data-Driven Assessment and Actionable Feedback:** Continuous assessment is fundamental to tracking each student's progress towards proficiency. Formative assessments are embedded directly into lessons, serving as immediate checks for understanding that allow instructors to pivot instruction to meet student needs in real time. Formative assessments are ongoing throughout each unit of study, and are used to verify students' knowledge and skill before advancing through coursework. Additionally, students take standardized, network-wide benchmark assessments, and data from those assessments are used to monitor growth trends closely.

An expanded description of CAV's partnership with ANet and Parsec to support data analytics, data cycles, and visual representation of data for educator use is in the Use and Reporting of Data section of this document, starting on page 72.

Instructional Design Process

A core objective of Classical Academy Vista's instructional process is to engineer learning experiences that transition students from their current performance baselines to authentic standard mastery. CAV utilizes a structured, backward-design model consisting of four essential phases:



1. **Clear Identification of Learning Intentions**: Each lesson is anchored in an explicit learning objective that defines exactly what the student must know, understand, and achieve. These standard-aligned objectives are clearly communicated in both campus-based and home lesson plans.
2. **Diagnostic Baseline Analysis**: Teachers use baseline assessment results to make informed pacing and grouping decisions—identifying which foundational concepts require whole-group remediation, small-group intervention, or immediate academic acceleration. This allows teachers to address students' varying degrees of pre-existing knowledge and skill. Home-day lesson guides contain diagnostic questions to help evaluate student readiness.
3. **Continuous Formative Progress Tracking**: Teachers use a range of tools, including structured questioning, quick-writes, and digital exit tickets during live instruction, to check student learning and skill in real-time, and adjust instruction accordingly. By using these formative assessments, teachers identify precise gaps in student comprehension. This approach also provides students with transparent, ongoing feedback, encouraging them to self-assess, and actively participate in managing their own academic growth.
4. **Inclusive Instructional Design**: Guided by the principles of Universal Design for Learning, instruction is intentionally designed from the outset to ensure all students can meaningfully access and master core California standards. Rather than applying retrofitted accommodations,

teachers embed flexible pathways for representation, engagement, and expression directly into the curriculum, with challenges and supports for all learners.

All weekly home-study lesson plans feature written, integrated intervention tracks for struggling learners alongside explicit extension challenges for high-achieving students. Certified teachers guide parents through customizing these home-study lessons to match their individual student's needs.

Professional Development Framework

The Classical Academies offers a wide variety of specialized training to help administrators, teachers, and all team members improve their professional knowledge, competence, skill, and effectiveness. Classical Academy Vista utilizes professional learning communities (PLCs), bringing together teams of educators to, among other things, analyze teaching practice, daily and weekly student assignments, student work samples, student academic data, and engage in cycles of reflection, planning, and continuous improvement.

Every week, The Classical Academies network hosts targeted professional learning sessions tailored specifically by grade level and discipline—including Literacy, Math, Social Studies, and technology integration. The network currently partners with the Achievement Network (ANet) to deliver specialized professional learning for site-based leaders. This strategic collaboration equips leaders with the tools needed to drive instructional improvement, focusing heavily on executing high-impact coaching and teaching and learning cycles with collaboration around lesson design and effective classroom implementation.

Stakeholder Communication and Customer Service

As a public school of choice, Classical Academy Vista prioritizes high-quality customer service and engagement with its education partners. All incoming personnel receive training focusing on clear communication, responsive parent partnership, and organizational professionalism. Returning team members participate in annual summer back-to-school training prior to the start of the instructional year. This focus on values is also articulated in our Employee Handbook, which all staff members are required to review annually.

Independent Study Compliance and Audit Accountability

To safeguard institutional integrity and maintain strict regulatory compliance, all teachers of record participate in mandatory annual trainings on independent study. Training focuses specifically on general updates to law, accurate Master Agreement execution, standard attendance reporting, and audit file compilation. Compliance metrics are reviewed and verified annually by an independent external auditing firm.

Insight to Impact: Strategic Professional Development
The school calendar reserves dedicated professional development days to host "Insight to Impact" learning sessions, ensuring continuous, organization-wide growth. These certificated professional learning pathways are directly informed by student performance metrics, strategic organizational goals, and targets outlined within the school's Local Control and Accountability Plan (LCAP), directly translating data insights into classroom impact.

With administrative approval, individual team members are also sponsored to pursue advanced external growth paths, including:

- National and State educational technology and leadership convenings.
- San Diego County Office of Education (SDCOE) -specialized workshops and seminars.
- Research-based literacy, mathematics, and effective teaching seminars.
- Publisher-specific curriculum adoptions and Learning Management System (LMS) optimization workshops.
- Data-driven collaborative instructional decision-making labs.
- Professional learning community (PLC) literature reviews focusing on pedagogical trends and clinical research.

Home Educator Professional Learning
Recognizing that parents/guardians serve as vital instructional partners in our blended independent study model, Classical Academy Vista provides robust, structured professional development opportunities for home educators and families to ensure they feel confident and equipped from day one.

Classical Academy Vista acknowledges that stepping into the role of co-educator can be a significant transition for parents and guardians. Families are provided with customized support and practical, experience-based strategies to build a strong home learning environment. To foster immediate connection and technical capability, the school and teachers check-in with students and families throughout the week.

Additionally, each summer, The Classical Academies hosts JumpStart, a comprehensive, one-day parent education conference designed to equip and encourage families in their educational journey. The event features dozens of specialized breakout sessions covering practical teaching strategies, curriculum support, student wellness, and other topics that help parents confidently support their children's learning and development.

Addressing the Needs of All Learners

Serving All Students

Classical Academy Vista is committed to meeting the individual needs of all students. Our blended home and school educational model personalizes learning through a dynamic partnership between credentialed teachers, parents/guardians, support staff, and rigorous academic programming.

Our small school environment is explicitly designed to address the diverse needs of individual learners, including:

- Students achieving below grade level
- High-achieving and academically talented students
- English Learners (EL)
- Socio-economically disadvantaged students
- Students with targeted social-emotional needs
- Students with disabilities requiring Special Education services
- Students who receive accommodations or support through a Section 504 Plan.
- Medically fragile students

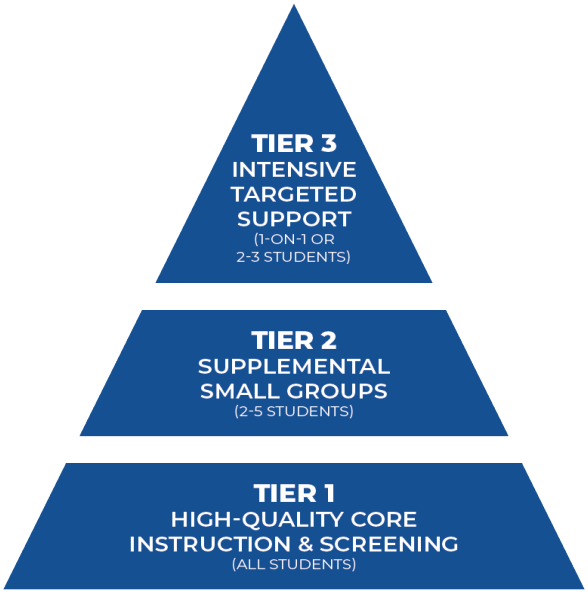
Multi-Tiered System of Supports (MTSS) Framework

To ensure equity and early intervention, Classical Academy Vista utilizes a comprehensive Multi-Tiered System of Supports (MTSS) framework. Built into this framework is our preventative Response to Intervention (RTI) model and Student Study Team (SST) process. This systematic approach is designed to identify and address student needs early, preventing achievement gaps from widening. Teachers, administrators, and parents regularly monitor all student subgroups using universal screenings, including DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Renaissance Star assessments, California Assessment of Student Performance and Progress (CAASPP) data, and ongoing formative and summative classroom assessments.

Serving Students Who Are Academically Low-Achieving

<u>Assessment, Identification, and Historical Success</u>
Classical Academy Vista implements structured academic supports through a data-driven Response to Intervention model. Over the past charter renewal term, this systematic approach has been designed to reduce achievement gaps by enabling early identification and providing targeted, immediate interventions. To maintain this trajectory, grade-level teams meet weekly during structured Professional Learning Community ("PLC") meetings alongside the site Intervention Coordinator, Math Specialists, Reading Specialists, and Special Education staff. At these meetings, educators bring current formative assessment data to actively identify students in need of additional support.

Based on this real-time data, students are dynamically assigned to targeted WIN ("What I Need") groups. These groups deliver precise, flexible interventions across all levels of care, ranging from Tier 1 differentiation within the general education classroom to Tier 2 and Tier 3 targeted interventions led directly by our Literacy and Math Specialists. Students receive these targeted supports in small group or one-on-one settings for a duration tailored to their specific learning gap, with the overall effectiveness of these interventions closely tracked and evaluated by the Intervention Coordinator and site administration. Building on these demonstrated results, Classical Academy Vista continues to refine its universal screenings, data-monitoring systems, Professional Learning Communities (PLC) process, and SST procedures to reinforce organizational strengths and address evolving student needs.



The Three-Tiered RTI Instructional Framework

Tier 1: Universal Screening & Core Classroom Instruction

High-quality, differentiated core classroom instruction forms the bedrock of our academic program, as typically 80% of students will have their needs met at this level.

- **Assessment Protocol & Tools:** CAV utilizes DIBELS and Renaissance Star as its primary universal screening tools across all grade levels. All students participate in standard universal screening administrations twice per school year.
- **Parent Collaboration:** Teachers explicitly share and analyze these screening results with parents/guardians during parent/teacher conferences immediately following each diagnostic window.
- **Tier Progression:** Students who demonstrate inadequate academic progress despite high-quality Tier 1 instruction are referred for advanced interventions. While Tier 1 WIN time occurs as part of the regularly scheduled school day for all students—regardless of their tier placement

within the RTI model—students who require Tier 2 support will attend additional small group or one-on-one intervention sessions. These Tier 2 sessions are strategically scheduled at a dedicated time determined through a collaboration between the student's parents/guardians and the intervention team.

Tier 2: Targeted Supplemental Intervention & Supports
Tier 2 provides specific, data-targeted interventions tailored to precise student deficiencies as identified by our universal screeners, specialized diagnostic tools, or ongoing formative classroom assessments.

- **Assessment Protocol:** Upon entry into Tier 2, students undergo specialized diagnostic testing based on their grade level and academic area of struggle to pinpoint exact skill gaps. Foundational reading deficiencies are further diagnosed using targeted tools such as the CORE Phonics. Mathematics gaps are isolated using math specialist-developed fluency screeners and chapter tests.
- **Instructional Grouping & Delivery:** Students are placed in small, skill-specific groups of 2 to 5 peers to receive explicit, targeted instruction from our Literacy and Math Specialists. These intervention sessions are scheduled dynamically in collaboration with the family.
- **Progress Monitoring & Parent Partnership:** Specialists monitor student progress toward their specific goals at least once per month. In close alignment with CAV's parent-partner educational model, parents/guardians actively participate in establishing these goals, receive a clear list of home-based alignment strategies to help close the achievement gap, and contribute vital feedback regarding the student's at-home progress. Students who do not demonstrate the intended growth after two monthly progress updates may be escalated to Tier 3 for more intensive support.

Tier 3: Intensive Targeted Intervention & Supports
Tier 3 delivers our most intensive, high-frequency interventions to address severe academic deficits.

- **Instructional Grouping:** Instruction is delivered one-on-one or in micro-groups of 2 to 3 students by literacy or math specialists, occurring 1 to 2 times per week.
- **Progress Monitoring:** Formative data is gathered by the instructing specialist to track specific skill acquisition.
- **Parent Partnership:** Parents/guardians receive explicit home-support strategies and consistent updates via email, phone, or in-person check-ins.
- **Tier Progression:** Students who do not achieve the desired level of progress within Tier 3 may be referred for a comprehensive evaluation to determine eligibility for special education services.

Family Notification and Communication
During the initial parent/guardian/teacher conference in October, teachers review Renaissance Star results with all families. For low-achieving students, this meeting serves to establish an individualized performance baseline and outline collaborative intervention strategies. Student performance metrics are formally communicated during parent/teacher conferences at least twice per year. Additionally,

parents/guardians are systematically invited and encouraged to participate as equal partners in all scheduled SST meetings.

Step-by-Step RTI and SST Procedures

1. **Initial Universal Screening: Month 1 of School Year:** Assess all students using Renaissance Star alongside teacher-selected classroom evaluations, including running records, observations, and benchmark English Language Arts (ELA) or mathematics assessments.
2. **Targeted Action Planning: By End of Unit 1:** Classroom teacher, in collaboration with Intervention Coordinator, identifies students tracking below grade level.
3. **PLC Review & Local Intervention: Weeks 7-10 of School Year:** If the student demonstrates insufficient progress, the teacher brings the data to their Professional Learning Community. The PLC team will either adjust and extend local interventions or formally initiate the Student Study Team (SST) process.
4. **Formal SST Convening & Tier Escalation: As Determined by Data:** Hold an official SST meeting with parents, general education teachers, specialists, and the student (when determined by parent). The team reviews historical and current data, outlines specific goals for the upcoming unit, and escalates the student to Tier 2 or Tier 3 specialist services.
5. **Multi-Disciplinary Review & Special Education Evaluation Referral: Ongoing Cycle:** If targeted specialist intervention fails to yield expected growth, a follow-up SST is assembled to brainstorm alternative interventions. If a referral for formal Special Education testing is deemed appropriate, a member of the Special Education team is added to the SST to initiate the evaluation process.

Serving Students Who Are Academically High-Achieving

Assessment and Identification

Classical Academy Vista values academic acceleration and works closely with families to ensure advanced learners remain highly challenged. Academically high-achieving students are identified using a multi-faceted approach that reviews performance checklists, rubrics, project-based outcomes, and classroom observations.

A student is formally identified as academically high-achieving under the following criteria:

- Attaining an "Advanced" score on the ELA and/or mathematics sections of the CAASPP.
- Scoring in or above the 90th percentile on the ELA and/or mathematics portions of the Renaissance Star assessment.
- Consistently performing significantly above grade-level peers across multiple formative indicators.

<u>Advanced Mathematics Placement Framework</u>

To ensure advanced learners are appropriately challenged, CAV utilizes a rigorous, data-driven selection framework for placement into 7th Grade Accelerated Math and 8th Grade Math 1. This multi-phase process balances family interest with an objective selection committee review of CAASPP scores, local Star benchmarks, and standardized teacher rubrics to identify students capable of managing the

accelerated pace. Data audits occur at the conclusion of initial instructional units to monitor student wellness, maintain academic integrity, and facilitate seamless schedule adjustments back to standard grade-level courses if a student requires additional foundational support.

Serving English Learners (EL)

Classical Academy Vista fully complies with all state and federal legal mandates regarding English Learners, including long-term English Learners (LTELs) and those at risk of becoming LTELs. The school maintains clear policies governing annual parent notifications, student identification, diagnostic placement, program variations, teacher qualifications, reclassification criteria including reclassification to fluent English proficient status (RFEP), standardized testing requirements, and program evaluation. Classical Academy Vista implements these policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents/guardians.

Classical Academy Vista has aligned EL programs and systems with the four interrelated principles in the California EL Roadmap Policy's four principles:

- Principle One: Assets-Oriented and Needs Responsive Schools
- Principle Two: Intellectual Quality of Instruction and Meaningful Access
- Principle Three: System Conditions That Support Effectiveness
- Principle Four: Alignment and Articulation Within and Across Systems

Initial Identification: Home Language Survey

To ensure timely access to support services, all parents/guardians must complete a standard Home Language Survey upon initial enrollment in a California public school (on enrollment forms).

English Language Proficiency Assessments and Testing

Students whose Home Language Survey indicates a primary home language other than English will be administered the English Language Proficiency Assessments for California (ELPAC). This computer-based assessment is aligned with the California English Language Development (ELD) Standards. It evaluates students across four proficiency tiers: Level 4 (Well Developed), Level 3 (Moderately Developed), Level 2 (Somewhat Developed), and Level 1 (Minimally Developed).

The ELPAC has two separate assessments, the Initial Assessment and the Summative Assessment. In Kindergarten and Grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC is used to fulfill the requirements under the ESSA for annual English proficiency testing.

ELPAC: Initial Assessment and Summative Assessment

Assessment Component	Purpose & Target Group	Testing Window
Initial Assessment (IA)	Administered once upon initial California public school entry (Grades TK–8) to determine English proficiency status: English learner or fluent in English.	Year-round (July 1 – June 30). Must be administered within 30 calendar days of initial enrollment. Administered based on results of the HLS.
Summative Assessment (SA)	Administered annually to all identified ELs to track English language acquisition across four core domains until official reclassification.	Annual four-month window (February 1 – May 31).

Note: For students in TK and Grade 1, all domains are administered individually. For grades 2 through 8, components are group-administered, except for the Speaking domain, which remains individual. The Writing domain for grades K–2 continues to be delivered via a paper-and-pencil format.

English Learner Advisory Committee (ELAC)

As of the writing of this document, Classical Academy Vista had not yet enrolled more than 21 English learner students, the threshold for required establishment of an English Learner Advisory Committee (ELAC). While not technically required to host an ELAC, Classical Academy Vista and The Classical Academies partnered to establish a shared English learner family advisory committee across all Classical Academies campuses, composed of parents/guardians of English Learners, school staff, and community members.

Whenever CAV's enrollment of English Learner students reaches 21 or more, the school will establish a formal school-specific ELAC to encourage stakeholder and education partner voice and advise on EL programming. That committee, when formally constituted, will continue to be responsible for advising the principal and staff in the development of a site plan for English Learners, assisting in the development of a schoolwide needs assessment, and identifying ways to help parents support their student's learning and engage with the school. The formal ELAC membership will consist of the same or greater percentage as their children/students' representation of the student body, and CAV will continue to provide appropriate training and support to enable members to fulfill their advisory responsibilities effectively.

Assessment of English Learners to Assess Proficiency Classifications and Content Scaffolding

CAV utilizes interview and baseline data to understand each student's complete linguistic background, acknowledging that home language literacy provides a strong foundation for English acquisition. Students are monitored across three standard proficiency bands:

- **Emerging:** Learning to use English for immediate, functional needs while beginning to acquire basic academic vocabulary.

- **Expanding:** Increasing English usage across diverse contexts, utilizing a broader vocabulary, and applying language structures in increasingly sophisticated ways.
- **Bridging:** Applying high-level English skills across complex academic environments, including comprehending and generating highly technical texts.

EL students fully participate in grade-level content tasks across all subject areas. Teachers embed specific instructional scaffolds based on the California ELD Standards to ensure simultaneous mastery of core academic content and English progression.

Family Notification

CAV notifies parents/guardians of its operational responsibility to conduct ELPAC evaluations and distributes official testing results within 30 calendar days of receiving scores. When a student meets reclassification metrics, the teacher schedules a formal consultation to review data and collect parental input.

Overarching Goals for English Learners

Aligned with the California ELA/ELD Framework and the Common Core State Standards (CCSS), Classical Academy Vista targets four systematic development goals to prepare ELs to use English effectively:

1. To develop readiness for college, career, and civic life.
2. To attain the full capacities of literate individuals.
3. To become broadly and critically literate.
4. To acquire vital skills for living and learning in the 21st century.

Achieving these goals will be part of students' development toward reclassification. School success requires that students acquire proficiency in interpersonal communication as well as in academic language development.

Instructional Strategies for EL Support and Intervention

EL students are fully integrated into the general education classroom with support for their language needs. The school implements research-based instructional programs and strategies to meet the specific needs of English Learners through both designated ELD instruction and integrated ELD instruction.

Classical Academy Vista hires teachers who can meet the needs of all students, including English learners. We prioritize hiring instructional staff who already hold explicit California Commission on Teacher Credentialing (CTC) English Learner Authorizations, such as Cross-cultural, Language and Academic Development (CLAD) or Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificates, or CTC-recognized EL Authorization, and ensure that all teachers assigned to teach students identified as EL hold the appropriate and required credentials.

Classical Academy Vista teachers recognize and appreciate the particular needs of EL students and continually evaluate the educational program with those needs in mind. They deliver both Integrated ELD (embedded across all core subjects) and Designated ELD (a protected time during the instructional day dedicated to targeted language development) using Specially Designed Academic Instruction in English (SDAIE) strategies:

1. **Vocabulary & Language Development:** Introducing target vocabulary prior to concept introduction, leveraging prior cultural background knowledge, and maintaining language-rich environments via prominent text displays, word walls, and language charts.
2. **Guided Interaction:** Structuring peer-to-peer collaborative text analysis, organizing flexible heterogeneous groupings, and facilitating interactive routines like think-pair-share and collaborative group projects. Teachers provide students with opportunities to negotiate meaning from language and text.
3. **Metacognition & Authentic Assessment:** Explicitly modeling thinking processes ("making thinking public"), instructing students in self-monitoring strategies, and using alternative assessments so students can demonstrate mastery independent of advanced English writing constraints.
4. **Explicit Instruction:** Utilizing direct instructional methods for decoding, text patterns, and academic structures while utilizing controlled vocabulary, clear gestures, and tailored visuals to guarantee comprehensibility.
5. **Meaning-Based Contexts & Universal Themes:** Connecting academic concepts directly to students' everyday lives, utilizing structured inquiry charts (e.g., "What We Know / What We Want to Know"), and anchoring units within universal themes.
6. **Modeling & Graphic Organizers:** Routinely deploying diagrams, visual aids, conceptual summaries, and graphic organizers to assist students in organizing, processing, and retaining complex information.

Four-Criterion Reclassification Process for English Learners

CAV teachers use the ELD Standards for designated ELD support. The ELD standards are aligned with, and amplify, the language knowledge, skills, and abilities of those state standards that are critical for ELs to be successful in school while they are also developing their English. Designated ELD support is protected time in the instructional day, both at home and at school, focused on developing critical English language skills. CAV utilizes four objective criteria to determine when an English Learner is ready to be reclassified as Fluent English Proficient (RFEP):

1. **Objective Language Assessment:** Attaining a proficient score on the state-adopted English language proficiency instrument (ELPAC).
2. **Teacher Evaluation:** Comprehensive review of classroom performance and curriculum mastery by credentialed staff with direct instructional responsibility for the student.
3. **Parent/Guardian Consultation:** Meaningful notification to, and formal consultation with, the student's parent or guardian regarding their student’s reclassification trajectory.
4. **Comparison of Basic Skills:** Demonstrating performance in foundational academic skills that matches the established range of English-proficient peers of the same age or grade level (e.g., via CAASPP or standard benchmarks).

Monitoring and Evaluation of Program Effectiveness

Classical Academy Vista evaluates the effectiveness of its education program for ELs by:

- Adhering to school-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring availability of adequate resources.
- Completing an annual review of assessment data disaggregated by student groups – EL, RFEP, and English Only students.
- Reviewing "Needs Assessment" data initiated by the informal ELAC to customize and improve our program for multilingual learners and families
- Classical Academy Vista complies with state and federal laws requiring LEAs to monitor students who have exited EL status for a period of four years after they have RFEP status.

Serving Students with Disabilities

Overview & Department Mission: The Classical Academy Vista Special Education Department operates under a clear, student-centered mission: "Our passion for special education compels us to partner with students and their parents, teaching them to envision their impact on the world both now and in the future."

Classical Academy Vista complies fully with all applicable state and federal mandates, including Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and the Individuals with Disabilities Education Act (IDEA). CAV operates as its own Local Educational Agency (LEA) for special education purposes and maintains active membership within the El Dorado County Charter SELPA in compliance with Education Code Section 47641(a). Classical Academy Vista complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures. It utilizes appropriate SELPA individualized education program ("IEP") forms. It utilizes standard SELPA Individualized Education Program (IEP) frameworks and adheres strictly to all SELPA policies.

Classical Academy Vista is responsible for hiring, training, and employing the qualified site staff and specialists required to implement each student's designated services. These services include, but are not limited to:

- Specialized Academic Instruction (SAI)
- Educationally Related Mental Health Services (ERMHS)
- Speech and Language Therapy (SL)
- Occupational Therapy (OT)
- Adapted Physical Education (APE)
- Visual impairment services (VI)
- Orientation and mobility services (O&M)
- Deaf, hard of hearing, and audiology services (DHH)
- Assistive Technology (AT) support
- Physical Therapy (PT)
- Assistive Technology (AT)
- School Nursing and health accommodations

Necessary related services may be delivered via directly employed credentialed staff or through certified Non-Public Agencies (NPAs) approved by the California Department of Education. CAV maintains sole legal responsibility for compliance with Section 504 and the ADA, ensuring all physical campus facilities are fully accessible.

Section 504 of the Rehabilitation Act

CAV recognizes its legal responsibility to ensure that no qualified individual with a disability, on the basis of that disability, is excluded from, denied the benefits of, or subjected to discrimination within

any school program. Students are eligible for Section 504 protections if they possess a physical or mental impairment that substantially limits one or more major life activities.

The Section 504 evaluation and placement process operates under strict procedural parameters:

- **Team Composition:** The campus 504 Coordinator assembles a balanced team consisting of the parent or guardian, the student (when age-appropriate), general education teachers, and qualified professionals capable of interpreting evaluation data and accommodation options.
- **Evaluation and Referral Pipeline:** The 504 team reviews the student's complete academic, social, and behavioral records. If a student was previously evaluated under the IDEA but found ineligible for an IEP, that data may be leveraged to determine 504 eligibility. If, at any point during the Section 504 process, the team suspects that a student may have a disability requiring special education and related services under the Individuals with Disabilities Education Act (IDEA), the school will fulfill its Child Find obligations by initiating a referral for a comprehensive special education evaluation in accordance with applicable federal and state law. The Section 504 process does not replace or delay the school's obligation to identify, locate, and evaluate students who may be eligible for special education services under IDEA. The 504 team may also consider the following information in its evaluation:
    - Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by qualified personnel.
    - Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
    - Assessment tools and procedures are selected and administered to assure that evaluation results accurately reflect the student's aptitude, achievement, or other factors the assessment is intended to measure, rather than the effects of a sensory, manual, speaking, or other disability, except where those skills are the factors the assessment is specifically designed to measure.
- **Consensus and Notification:** Eligibility is determined as a collective student support team decision. Written notice of the decision, accompanied by formal procedural safeguards, is delivered directly to the parent or guardian in their primary language.
- **Plan Development and Accountability:** If the 504 team finds the student to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives a free and appropriate public education. In developing the 504 Plan, the 504 team shall consider all relevant information used during the student's evaluation, drawing upon a variety of sources, including, but not limited to, assessments conducted by Classical Academy Vista's professional staff. The structured 504 Plan will detail the exact accommodations, supports, and adjustments necessary to provide the student with equal access to educational programs and activities. The plan describes the Section 504 disability and any program accommodations that may be necessary.
- **Distribution and Annual Review:** All participating educators, general education teachers, specialists, and substitutes (both short-term and long-term) must have access to the student's 504 Plan. Site administration monitors that active 504 plans are embedded within teacher

lesson plans to ensure continuity of care. Every active 504 Plan is formally reviewed at least once per school year to ensure continued efficacy and accurate accommodation alignment.

Services for Students under the "IDEA"

Classical Academy Vista provides special education instruction and related services in accordance with the IDEA, Education Code requirements, state and federal laws, and applicable policies and practices of the SELPA.

Classical Academy Vista provides services for special education students enrolled in the school. CAV follows SELPA policies and procedures, and utilizes SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services, as well as responding to record requests, parent complaints, and maintaining the confidentiality of pupil records.

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

Confidentiality/FERPA/Parent Consent

Classical Academy Vista abides by 34 CFR Section 300.622(a) which states: "Parental consent must be obtained before personally identifiable information is disclosed to parties, other than lawful disclosure to officials of participating agencies [who ensure compliance with this law], or where disclosure is otherwise required by law."

Classical Academy Vista complies with the FERPA and provides parents/guardians with notice of their right to inspect and review their child's educational records. Classical Academy Vista understands that student records are confidential and may not be released to a third party without the written consent of the parent/guardian, except where otherwise allowed or required by law.

Staffing

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

Classical Academy Vista is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, educational specialists (special education teachers), paraprofessionals, and specialists, e.g., speech/language pathologist, occupational therapist, school psychologist, and adapted physical education specialist. Classical Academy Vista ensures that all special education staff hired or contracted are qualified pursuant to state and federal laws, as well as SELPA policies.

If additional services are needed outside Classical Academy Vista staff, it is solely responsible for selecting, contracting with, and overseeing all Non-Public Schools and Non-Public Agencies used to serve special education students.

Notification and Coordination

Classical Academy Vista follows state and federal laws, as well as SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Classical Academy Vista has adopted and implemented policies relating to all special education issues and referrals.

Identification and Referral

Classical Academy Vista is responsible for Child Find: identifying, referring and working cooperatively to locate students who have or may have exceptional needs that qualify them to receive special education services or supports. Classical Academy Vista implements state and federal laws, as well as SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil is referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

Classical Academy Vista follows SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services if the general education interventions do not provide a free appropriate public education to the student in question.

Procedural Safeguards

Classical Academy Vista understands parents/guardians of children with disabilities have specific education rights under the IDEA—Procedural Safeguards. Individuals serving as surrogate parents and adult students aged eighteen and over who receive special education services are also entitled to these Procedural Safeguards. It will provide a copy of the "Notice of Procedural Safeguards and Parents' Rights" to the parent at least once each year. It will offer the parent/guardian a review at the start of every IEP meeting. Classical Academy Vista ensures the parent/guardian understands the notice by asking whether the parent/guardian has any questions or would like further clarification and will document the parent's/guardian's receipt on the signature page of the IEP.

Timelines

The Special Education Timelines that Classical Academy Vista follows are included in Appendix IV.

Assessments

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

Assessments shall include, but are not limited to, initial, triennial, and exit assessments. In addition, assessments will be conducted to determine if additional services are needed. Assessments will be completed in all areas of suspected disability, to complete a thorough evaluation of each student.

IEP Meetings

Classical Academy Vista arranges and provides notice of the necessary IEP meetings. IEP team members comply with state and federal law. Classical Academy Vista is responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the CAV-designated representative with appropriate administrative authority as required by the IDEA; the student's Education Specialist (special education teacher); the student's general education teacher; the student, if appropriate; the student's parent/guardian; and other school representatives who are knowledgeable about the general education program at Classical Academy Vista and/or about the student. Classical Academy Vista arranges for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a School Psychologist, Speech/Language Pathologist, Occupational Therapist, Adapted Physical Education Specialist, Credential School Nurse, and Assistive Technology Specialist; and shall document the IEP meeting and provide notice of the Procedural Safeguards and any other parental rights.

IEP Development

Classical Academy Vista understands that the decisions regarding eligibility, present levels, goals/objectives, program, services, placement, and exit from special education is the decision of the IEP team, pursuant to the IEP process. Programs, services, and placements are provided to all eligible students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law. Classical Academy Vista complies with all applicable state and federal laws, and applicable timelines for IEP documents, assessment results and IEP meetings. Students will be provided with the least restrictive environment as agreed upon in the IEP.

Referral for Assessment by Parent/Guardian

If/when Classical Academy Vista receives a written assessment request or parent/guardian notification requesting assessment, within fifteen (15) business days, Classical Academy Vista will either provide the parent/guardian with a proposed Assessment Plan or provide Prior Written Notice (PWN) explaining the reasons for refusing the request. If the parties are unable to resolve the disagreement regarding the refusal to assess, either party may exercise their procedural safeguards including requesting mediation and/or filing a due process complaint. Please see Special Education Timelines in Appendix IV.

IEP Implementation

Classical Academy Vista is responsible for the implementation of each student's Individualized Education Program (IEP) at the school site level. As part of this responsibility, Classical Academy Vista provides parents/guardians with timely reports on the student's progress toward meeting the annual IEP goals at least as frequently as progress is reported for CAV's general education students. Classical Academy Vista is also responsible for providing all curriculum, classroom materials, classroom accommodations/modifications, assistive technology, and other supports identified in the student's IEP that are necessary for the student to access and participate in the educational program.

Interim and Initial Placements of New Charter School Students

Classical Academy Vista complies with Education Code Section 56325 with regard to students transferring into Classical Academy Vista within the academic school year, in accordance with Education Code Section 56325(a)(1). For students who enroll in Classical Academy Vista from another California school district outside of the Charter SELPA with a current, implemented Individualized Education Program (IEP) during the same academic year, Classical Academy Vista will, in consultation with the parent/guardian, provide a free appropriate public education (FAPE), including services comparable to those described in the student's previously implemented IEP. Within thirty (30) days of enrollment, Classical Academy Vista will either adopt the student's previously implemented IEP or develop, adopt, and implement a new IEP that is consistent with applicable federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Classical Academy Vista from a district operated program under the same Special Education Local Plan area of CAV within the same academic year, CAV continues, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent/guardian and Classical Academy Vista agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students who transfer to Classical Academy Vista from a school outside the State of California with a current, implemented Individualized Education Program (IEP) during the same academic year, Classical Academy Vista will, in consultation with the parent/guardian, provide a free appropriate public education (FAPE), including services comparable to those described in the student's previously implemented IEP. Classical Academy Vista will conduct an evaluation, if determined to be necessary, in accordance with 20 U.S.C. § 1414(a)(1) and applicable federal and state law. It will develop, adopt, and implement a new IEP, if the student is determined to be eligible for special education and related services in California.

Non-discrimination

It is understood and agreed that all children will have access to Classical Academy Vista. No student shall be denied admission nor counseled out of CAV due to the nature, extent, or severity of that student’s disability or due to the student’s request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Classical Academy Vista responds to parental/guardian concerns or complaints related to special education services. If or when Classical Academy Vista receives any concerns raised by parents/guardians regarding related services and rights, Classical Academy Vista’s designated representative investigates as necessary, responds to, and addresses the parent/guardian concern or complaint.

Due Process Hearings, Mediation, and/or Alternative Dispute Resolution

Classical Academy Vista may initiate a request for mediation or a due process hearing regarding an enrolled student when such action is determined to be legally necessary or appropriate. If a parent/guardian requests mediation, Alternative Dispute Resolution (ADR), or files a due process

complaint, Classical Academy Vista will participate in the applicable process and respond in accordance with federal and state law.

Classical Academy Vista is committed to resolving disagreements collaboratively and at the earliest appropriate stage. When appropriate and with the mutual agreement of the parties, the school may participate in voluntary Alternative Dispute Resolution (ADR) to facilitate communication and seek mutually acceptable resolutions. Participation in ADR is voluntary and does not limit or replace the procedural safeguards or rights afforded to parents/guardians under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

If a dispute is not resolved through informal discussions, ADR, or mediation, Classical Academy Vista will participate in the due process procedures established under applicable federal and state law. It will make all reasonable efforts to resolve the dispute in a timely and collaborative manner.

SELPA Representation
Classical Academy Vista understands that it represents itself at all meetings.

Funding
Classical Academy Vista understands that it will be subject to the SELPA allocation plan.

TK–8 Pathfinders Program
The Pathfinders Program at Classical Academy Vista is a specialized instructional program designed to meet the unique academic, functional, behavioral, communication, and adaptive needs of students with extensive support needs who qualify for special education services through the Individualized Education Program (IEP) process. The program provides specially designed instruction through a structured learning environment utilizing research-based curriculum, individualized supports, and evidence-based instructional practices aligned with each student's IEP goals. Instruction is delivered by credentialed special education teachers and trained instructional staff with an emphasis on developing academic achievement, communication, social-emotional skills, independence, and functional life skills while promoting meaningful participation in the general education environment to the maximum extent appropriate.

The Pathfinders Program is founded on the principles of individualized programming, inclusion, and collaborative educational planning. The primary goal of the program is to increase student access to the Least Restrictive Environment (LRE) by providing intentional opportunities for participation in general education settings while equipping students with the skills necessary for greater independence and success. Students participate in general education classes and/or electives, as determined appropriate by the IEP team, with supplementary aids, services, and supports designed to meet their individual needs. Ongoing progress monitoring, positive behavioral supports, assistive technology when appropriate, and collaboration among families, general education teachers, special education staff, and related service providers ensure that each student receives a Free Appropriate Public Education (FAPE) in accordance with federal and state law.

The program maintains a low student-to-adult ratio to provide intensive individualized instruction and incorporates modified curriculum, differentiated instructional strategies, visual supports, sensory accommodations, augmentative and alternative communication (AAC) systems, dedicated IEP goal instruction, and digital learning tools to support student access and engagement. Family partnership is an integral component of the program. Pathfinders follows Classical Academy Vista's C-Track calendar and utilizes opportunities to provide continued learning through the home instructional environment while offering parent education and training focused on supporting student/parent success. Training topics may include communication strategies, behavioral supports, occupational therapy and adaptive physical education strategies, and instructional accommodations. Through this comprehensive and collaborative model, the Pathfinders Program prepares students for increased independence, meaningful participation in school and community settings, and successful transition to future educational and postsecondary opportunities while fostering authentic inclusion within the school community.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in the next section of this document for a description of Classical Academy Vista's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Element B and Element C: Measurable Student Outcomes and Methods of Measurement

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

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

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of Classical Academy Vista's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the school's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending Classical Academy Vista, including numerically significant student subgroups. The metrics associated with these goals help Classical Academy Vista ensure that all student subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the County and is also attached as Appendix V of this document. Classical Academy Vista annually updates and develops the LCAP in accordance with Education Code Section 47606.5 and uses the LCAP template adopted by the State Board of Education. Classical Academy Vista reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. Classical Academy Vista submits the LCAP to the County annually on or before July 1, as required by Education Code Section 47604.33. Classical Academy Vista also presents a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter. They are maintained by Classical Academy Vista at the school site.

Classical Academy Vista's expectations for student outcomes are aligned with the school's mission, curriculum, and assessments, and the State Standards. CAV believes outcomes and assessments should inform curriculum and instruction; it is critical to regularly examine formative, interim and benchmark,

and summative assessment results. Classical Academy Vista will continue to examine and refine expectations for student and school outcomes to incorporate any changes to state or local standards.

Student Progress Measurement

Use of Multiple Assessments

Classical Academy Vista's approach to assessment is designed to measure student achievement, monitor academic growth, and evaluate the effectiveness of its educational program. The school utilizes multiple measures of student performance, including formative, interim, and summative assessments, to provide timely and actionable data for students, teachers, school leaders, and families. Assessment results are routinely analyzed to identify instructional strengths and areas for improvement, monitor progress toward state academic standards, inform instructional and programmatic decisions, provide targeted intervention and enrichment, and ensure all students have the support necessary to achieve grade-level proficiency and long-term academic success. This systematic approach to assessment fosters a culture of continuous improvement and accountability while supporting the school's mission of maximizing student achievement.

Formative Assessments

Formative assessments are frequent and include formal and informal performance-based assessments in the context of classroom activities, home activities and daily learning. These assessments help students better understand their strengths and areas in which they may be struggling. The information provided by the assessments is used to guide instruction and to identify students who may need additional support and/or challenge.

Summative Assessments

The California Assessment of Student Performance and Progress (CAASPP) serves as the school's annual summative assessment. Administered each spring, CAASPP provides data on student achievement and proficiency relative to California's academic standards and informs instructional and programmatic decision-making.

In addition to state assessments, students demonstrate mastery through classroom-based summative assessments, including end-of-unit and end-of-chapter assessments, writing assessments, and performance-based projects. Extended learning experiences, such as Science Fair projects and National History Day research papers, provide authentic opportunities for students to apply their learning and demonstrate mastery of grade-level standards.

State-mandated Assessments

CAASPP testing takes place each spring, and Classical Academy Vista assesses students in grades 3 through 8 in English language arts and Mathematics. The California Science Test (CAST) is administered in the spring for students in grades 5 and 8. Students in grades 5 and 7 take the Physical Fitness Test ("PFT") in the spring. The ELPAC IA and/or SA is administered to English Learners annually.

Early Literacy Screener
The Dynamic Indicators of Basic Early Literacy Skills ("DIBELS") Assessment is used by teachers to identify students at-risk for reading difficulties, including dyslexia, and helps teachers monitor student progress. Teachers also use DIBELS results to inform planning, guide instructional decisionmaking, and provide feedback to ensure program effectiveness.

Universal Screener
The school utilizes Renaissance Star Early Literacy, Star Reading, and Star Math as universal screening assessments administered multiple times annually. Screening results are used to identify students' instructional needs, monitor academic growth, inform instructional decisions, and provide timely intervention or enrichment to support student success.

Report cards
Classical Academy Vista uses report cards as a tool to communicate how students are progressing towards grade-level expectations in both the home and school settings. Teachers and parents/guardians complete report cards for their students twice per year, and discuss them at the student, parent/guardian, and teacher conferences.

Student, Parent, Teacher Conferences
Students, parents/guardians, and teachers meet for conferences a minimum of four times each year. These conferences provide an important opportunity to collaborate on each student's academic growth, progress, and individual needs.

During conferences, teachers review work completed at home with the student and parent/guardian and engage the student in discussion based on the learning intentions and objectives for each unit. Teachers and parents/guardians share observations and discuss the student's progress toward academic goals across both the home and school learning environments.

Conferences also provide an opportunity to review multiple measures of student progress, including Star and CAASPP scores, common benchmark assessments, writing assignments, and other relevant student work and data. Together, these conversations provide a more complete picture of student learning and help teachers and families identify strengths, areas for growth, and appropriate next steps.

Use and Reporting of Data

Classical Academy Vista uses School Pathways as its Student Information System (SIS) to maintain student data. School Pathways is used to provide data for all mandated reporting requirements at the local, county, state, and federal levels.

Classical Academy Vista currently partners with Achievement Network (ANet) to build the instructional capacity of school leaders and teachers through ongoing coaching, professional learning, and data-informed instructional practices. This partnership supports a continuous improvement model in which

educators analyze student assessment data, identify instructional priorities, and implement evidence-based strategies to improve student learning.

Classical Academy Vista currently partners with Parsec to provide comprehensive data dashboard and analytics services that support data-informed decision-making at the school and organizational levels. Through Parsec's interactive dashboards, school leaders and educators have access to timely, visual reports that integrate results from multiple assessments, enabling them to monitor student achievement, identify trends, and evaluate progress toward academic goals.

The dashboards consolidate data from state and local assessments, allowing leaders to analyze student performance across grade levels, student groups, and longitudinal trends. This centralized reporting system supports continuous improvement by helping educators identify areas of strength, prioritize instructional needs, and monitor the effectiveness of interventions over time.

By leveraging Parsec's data visualization and reporting tools, Classical Academy Vista strengthens its culture of evidence-based decision-making. It ensures that accurate and actionable student performance data inform instructional, programmatic, and leadership decisions. This partnership enhances the school's ability to monitor progress toward charter goals, Local Control and Accountability Plan (LCAP) priorities, and overall student achievement outcomes.

CAV teachers are engaged in an ongoing process of data review and evaluation in connection to student learning outcomes. They analyze individual data to review performance for students in their classrooms and work in collaborative teams to review class performance. Teachers identify patterns of underperformance or high performance, and identify students who are not making adequate progress.

Additionally, assessment data is used to judge the effectiveness of curriculum units and teaching. This information is then used to refine or change future units and instruction. Collaborative grade-level teams use these opportunities to formulate questions that arise from the data, develop hypotheses to guide them, and pursue different strategies or actions to improve student outcomes.

Teachers review the CAASPP test data at the beginning of each school year, including evaluation of:

- Percentage of students below, at, or above grade level in reading and math as defined by the CCSS.
- Subgroup analysis of all State-defined subgroups – ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth – if those subgroups are statistically significant by statute, by the State Superintendent, or by the school itself.

Reporting to Parents/Guardians

Frequent communication between parents/guardians and teachers is a hallmark of Classical Academy Vista. Regular student, parent/guardian, and teacher conferences are held throughout the year with

two report cards issued annually. Teachers also meet with parents/guardians at any time during the school year to discuss student progress, including any changes or concerns.

Reporting to the Authorizer and Other Stakeholders

Classical Academy Vista will promptly meet all reasonable inquiries for data from the County and ensure timely scheduled data reporting in compliance with the law. In accordance with Title III, CAV will adhere to all mandated reporting guidelines for English Learners, including notifying parents of ELPAC results and reclassification. In accordance with IDEA, CAV will comply with all state and federal laws regarding reporting requirements for children with IEPs, including, at a minimum, semester reports to a special education student's parents on progress towards goals stated within the IEP.

School Accountability Report Card ("SARC")

Classical Academy Vista compiles the necessary data and creates a SARC at the end of each school year. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). CAV's Board of Directors reviews the annual SARC report.

Communicating student academic performance, including assessment results, with students, parents, staff, and the community is a valuable part of the school improvement process, and public accountability and transparency.

Element D: Governance Structure

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

Non-Profit Public Benefit Corporation

Classical Academy Vista is a directly funded independent charter school and is operated by The Classical Academy, Incorporated, a California non-profit public benefit corporation, pursuant to California law.

Classical Academy Vista operates autonomously from the San Diego County Board of Education, its authorizer, and the Vista Unified School District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the County and Classical Academy Vista. Pursuant to Education Code Section 47604(d), the San Diego County Board of Education shall not be liable for the debts and obligations of Classical Academy Vista, which is operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Classical Academy Vista, as long as the County has complied with all oversight responsibilities required by law.

Attached to this charter renewal petition, please find:

- Appendix VI: The Classical Academy, Incorporated's Bylaws
- Appendix VII: Articles of Incorporation
- Appendix VIII: Conflict of Interest Code, County Board of Supervisors approved
- Appendix IX: Classical Academy Vista's Organizational Chart

Board of Directors

Classical Academy Vista is governed by The Classical Academy, Incorporated Board of Directors ("Board" or "Board of Directors") in accordance with its adopted Bylaws (Appendix VI), which are consistent with the terms of this charter renewal petition. The Board of Directors complies with all applicable laws that guide charter school board governance, conflict-of-interest, and open meeting requirements, including the following: The Brown Act, the Political Reform Act, Government Code Section 1090 and the California Public Records Act (EC 47604.1).

The Board's Bylaws set out, among other things, the principal office and purpose of the Corporation; definition of members of the Corporation; general and specific powers of the Board and its members and directors; definition of meetings, quorum and voting; oversight of the Chief Executive Officer; oversight of contracts, transactions and financial commitments; and indemnification of members and corporate insurance coverage limits.

The Board shall have no fewer than five (5) and no more than seven (7) directors. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation's annual September meeting of the Board of Directors. Each director shall hold office for four years unless otherwise removed from office in accordance with the Bylaws until a successor director has been appointed or elected. Directors will serve as described in the Bylaws.

When a member resigns, steps down, or is removed by a majority vote of the Board, an announcement will be shared with The Classical Academies' school community, including at Classical Academy Vista's education partners, to solicit nominations for people interested in serving on the Board. The recruitment and selection process for new Board members is posted on the school's website, and is evergreen. Interested applicants fill out a Board member interest application, are interviewed by current members of the Board, Classical Academies network and school leadership, and other members of the school community. Current sitting Board members hold the authority to accept Board member nominations and to vote to accept new and returning Board members to serve on the Board.

Preferably, Board members will have experience in one or more of the following areas: non-profit governance, education, law, finance and accounting, real estate, fundraising and development, government and/or politics, performance management and strategic planning, operations, or community development.

In accordance with Education Code Section 47604(d), the County may appoint a representative to sit on the Board of Directors. If the County chooses to do so, the Board may appoint an additional member to ensure that the Board is maintained with an odd number of directors. Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Board Members
As of September 2026, the Classical Academy, Incorporated Board members are:

- Mark Donar, Board Chair: is a retired U.S. Marine veteran and former Defense Logistics Analyst who brings decades of leadership and experience to The Classical Academies Board of Directors. Mark's deep knowledge of systems, analytics, performance management, and accountability, has helped strengthen TCA's governance and operations. As a parent of children who attended The Classical Academies, he has a firsthand understanding of the organization's mission and the impact of its educational programs. Mark is committed to supporting student success, strengthening governance, and helping ensure the continued excellence of The Classical Academies.

- Chris Clark, Member at Large: is a Vista business owner and a proud Coastal Academy parent who brings both community and entrepreneurial perspectives to the Board of Directors. His experience as a local business leader, combined with his investment in the success of Classical

Academies students and families, helps guide thoughtful decision-making that supports the organization's mission and stability.

- Carlos Colorado, Member at Large: is a licensed attorney who brings valuable legal expertise and a thoughtful, analytical perspective to the Board of Directors. His experience navigating complex legal matters helps support strong governance and informed decision-making while advancing the mission of The Classical Academies.

- Valerie Jauregui, Secretary: is a licensed attorney and a Classical Academies parent. Drawing on both her legal background and her firsthand experience with the schools, she brings a thoughtful perspective to Board governance and decision-making. Valerie and her family are deeply rooted in the community of Escondido; Valerie is committed to supporting policies and initiatives that help students and families thrive across North County. Committed to the organization since day one, Valerie holds the honor of signing the original 1999 petition to start The Classical Academies.

- Angie Mosteller, Treasurer: is a business owner and an instructor at California Baptist University who brings experience in both entrepreneurship and higher education to the Board of Directors. As the parent of children who attended The Classical Academies, she brings the unique perspective of an educator committed to student excellence from early childhood through postsecondary education and beyond.

- Bret Schanzenbach, Member at Large: is the President and CEO of the Carlsbad Chamber of Commerce, bringing extensive leadership experience in business, community partnerships, and economic development to the Board of Directors. Brett is the parent of children who attended The Classical Academies. His perspectives help guide the organization, understanding the organization's benefits to students and families, and the impact that has on community well-being and success.

Board Meetings and Duties

The Board of Directors meets at least four times annually and meets in accordance with the Brown Act and Education Code Section 47604.1(c).

The Board of Directors is a policymaking Board that is fully responsible for the oversight and operation of fiscal, academic, and operational affairs of Classical Academy Vista including but not limited to the following:

- Hire, supervise, evaluate, discipline, and/or dismiss the Chief Executive Officer of The Classical Academies. Please see the essential duties of the CEO in Appendix X.
- Delegate decisions to hire, promote, discipline and/or dismiss all employees of Classical Academy Vista to the Chief Executive Officer
- Approve and monitor the implementation of general policies of The Classical Academies, and Classical Academy Vista. This includes effective human resource policies for career growth and compensation of the staff

- Approve and monitor Classical Academy Vista's annual budget and budget revisions
- Approve annual independent fiscal audit
- Approve any contract that would cause the Classical Academy Vista to compensate an individual contractor more than one hundred thousand dollars ($100,000) in a fiscal year
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Classical Academy Vista in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Classical Academy Vista
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish operational committees as needed
- Regularly measure progress of both student and staff performance
- Involve parents and the community in school-related programs
- Execute all applicable responsibilities provided for in the California Corporations Code
- Engage in ongoing strategic planning
- Approve the school calendar and schedule of Board meetings
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the County for consideration
- Act as an appeals body for student expulsions

The Board may initiate and carry out any program or activity or may otherwise act in a manner that is not in conflict with or inconsistent with, or preempted by any law and that is not in conflict with this charter or the purposes for which schools are established.

The Classical Academy, Incorporated complies with the Brown Act.

The Classical Academy, Incorporated has adopted a Conflict of Interest Code that complies with the Political Reform Act and complies with Government Code Section 1090, *et seq.,* as outlined in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict of Interest Code is submitted to the County Board of Supervisors for approval.

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

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

The Board may initiate and carry out any program or activity that is not in conflict with, or inconsistent with, any law and which is not in conflict with the purposes for which charter schools are established.

The Board of Directors attends in-service professional learning for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest, the Brown Act, and school finance (AB 640), and general best practices for individual board members as well as the Board of Directors as a whole. The design, content and format of the training are informed by best practices in non-profit and school board governance, focused on charter school governance. During these in-service trainings, staff and outside legal counsel support the Board in reviewing, reflecting on, and action planning around:

- key duties of the Board of Directors as fiduciaries, including: best practices in budgeting, financial reporting, procurement, debt management, and accountability;
- the core board member responsibilities of duty of trust and duty of care;
- individual Board member roles and responsibilities as well as the Board's collective role and responsibility for accountability and oversight;
- the balance between board oversight and organizational management;
- their relationship with the Chief Executive Officer, including the schedule for regular review and evaluation of the CEO; and
- the status and current practices of the Board, and engagement in improving individual board members and overall board performance.

Senior staff at The Classical Academies, including the cabinet, department heads, and school leadership routinely engage in learning and training on their roles and responsibilities as school and network leaders in the areas of legal compliance, conflict of interest, budgeting, financial reporting, procurement, debt management, accountability, and in their relationship with the Board of Directors.

In the 2025-2026 school year, The Classical Academy, Incorporated Board of Directors implemented OnBoard, a board portal and management software, to support their work. The Board and senior staff are using OnBoard for meeting lifecycle management, director prep and engagement, as a governance system of record, and to support Board compliance. Use of OnBoard is one demonstrated way The Classical Academies and Classical Academy Vista are prioritizing continuous improvement and the use of data and information to drive operational decisionmaking. Using OnBoard as a platform and dedicated governance management portal has also made the work of the Board more accessible, transparent, and timely. With the portal, the Board and senior staff are able to maintain and update board meeting agendas and supporting materials in real-time, provide publicly accessible direct links to Board agendas and content, easily publish accurate Board meeting minutes, and maintain secure documents and records.

Parent/Guardian Involvement in Governance

Parent/guardian and employee surveys are administered annually to solicit feedback on all aspects of Classical Academy' Vista's educational programs, operation, and management. Survey data are used

to identify areas of strength and areas of growth and school leadership strategically plans next steps to continue developing a community centered on trust, collaboration, and accountability. These community input and survey data are regularly synthesized and shared with the Board of Directors, ensuring that family, parent, and guardian perspectives directly guide board-level oversight, strategic priorities, and long-term institutional decisionmaking. As of the writing of this charter renewal petition, several of TCA's board members are parents of current or former students, bringing that rich perspective to their governance work.

To support this governance framework, Classical Academy Vista actively partners with parents and guardians, and encourages involvement by offering various workshops, events and opportunities that promote engagement. These operational and community touchpoints serve as the foundation of parent/guardian and family involvement in governance, ensuring board policies remain informed by and aligned with family needs. Administrators, teachers, counselors, and operations staff have an open-door policy to allow parents and guardians to share ideas and concerns. All staff can be accessed via email, through Classical Academy Vista's online learning management system, by phone and in person. Parent/Guardian-Teacher conferences intentionally provide parents and guardians one-on-one time to discuss their student's academic, social, and emotional progress and goals.

An electronic newsletter is delivered to the school community on Mondays weekly to inform parents and guardians of important dates, events and opportunities.

While not technically required to host an English Learner Advisory Council, Classical Academy Vista, Classical Academy High, Coastal Academy, and Classical Academy partnered to establish a shared English learner family advisory committee across all Classical Academies campuses, comprised of parents/guardians of English Learners, school staff, and community members. Please see Element A: Serving English Learners on page 58 for more information about this aspect of family involvement in governance at CAV.

Annually, The Classical Academies hosts JumpStart, a parent education conference designed to equip parents and guardians with the knowledge, tools, and strategies they need to actively partner in their student's education. The conference includes a general session, breakout sessions, and opportunities for collaboration and connection. JumpStart sessions address a wide range of topics to support families in their role as at-home educators, including grade-level expectations, strategies for supporting students with learning challenges, student motivation, middle school math, building habits for success, reading comprehension, and math literacy. Through practical training and resources, JumpStart helps parents and guardians begin the school year prepared and confident in supporting their student's learning.

CAV employs a full-time Parent/Guardian Volunteer and Events Coordinator dedicated to fostering active parent involvement. By supporting the Riptide Parent Alliance, organizing schoolwide events, managing communications, and coordinating volunteers, the Parent/Guardian Volunteer and Events Coordinator ensures families have a direct voice and active stake in shaping the school's culture and success.

Parents and guardians are invited to, and encouraged to participate in, events and activities planned throughout the school year such as morning assembly, monthly Student Recognition ceremonies, Back to School Night, Coffee Chats with the Principal, All Family Field Trips, and family Science and History Fairs. Through these large and small group events, families have ample opportunity to be immersed in the school culture, speak to administrators, teachers and counselors, and be involved at Classical Academy Vista. No child will be excluded from the school or from Classical Academy Vista's school activities due to the failure of their parent or guardian to volunteer or participate in engagement and enrichment activities that the school provides.

Element E: Employee Qualifications

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

Through The Classical Academies, Classical Academy Vista recruits, hires, and employs professional, effective, and qualified personnel who are aligned with the school's mission and vision, as well as the educational philosophy of CAV for all administrative, instructional, instructional support, and non-instructional support capacities. Classical Academy Vista is nonsectarian in employment practices and all other operations and does not discriminate against any employee or potential employee based on the characteristics listed in Education Code Section 220, (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics) or any other actual or perceived characteristics protected by federal or state law.

Classical Academy Vista is a school of choice and no employee will be required to work at the school. Most employees of CAV work under an at-will employment agreement. Classical Academy Vista complies with state and federal laws regarding employee records, background checks and clearance of personnel, and complies with applicable legal requirements.

Teachers

Teachers at Classical Academy Vista meet all requirements (qualifications) for employment as set forth in applicable provisions of law, including credential requirements as outlined in the Charter Schools Act. Teachers and paraprofessionals will meet the requirements for employment applicable to charter schools under the Education Code and any applicable provisions of federal law, including Education Code Section 47605(l)(1), which states:

> *Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.*

Teachers in TK classrooms and programs shall meet the qualifications in Education Code Section 48000(g).

The educational and skill level qualifications of teachers to be employed at CAV meet the educational goals as outlined by this charter renewal petition. The Human Resources department for The Classical Academies verifies all credentials prior to hiring any certificated person.

Instructional Support Staff
Classical Academy Vista also employs and retains non-certificated instructional support staff. These staff members have an appropriate mix of subject matter expertise, professional experience, and the demonstrated capability to work successfully in an instructional support capacity. All non-instructional staff will possess experience and expertise appropriate for their position at Classical Academy Vista.

All Other Employees
All other employees have the necessary qualifications, skills, experience, and credentials to fulfill the requirements described in their job descriptions.

Key Positions
Classical Academy Vista considers the school principal and assistant principal as key employees. General and specific qualifications and accountability for these positions are included in Appendix X.

In addition, The Classical Academies provides collective and targeted supports to Classical Academy Vista through a home-office network team. The following positions make up the cabinet team at The Classical Academies:

- Chief Executive Officer, The Classical Academies
- Chief of Staff, The Classical Academies
- Chief Financial Officer, The Classical Academies
- Chief Operating Officer, The Classical Academies
- Chief Schools Officer, The Classical Academies
- Chief Academic Officer, The Classical Academies
- Chief Human Resources Officer, The Classical Academies
- Chief Communications Officer, The Classical Academies

Recruitment, Hiring, Support and Professional Learning, and Evaluation
Please see Attachment XI for the organization's approach to employee recruitment, hiring, support, and evaluation

Element F: Health & Safety Procedures

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

i. That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

ii. The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.

Education Code Section 47605(c)(5)(F).

To provide safety for all students and staff, Classical Academy Vista has adopted and implemented full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. To ensure awareness and understanding, students and staff are informed of these policies and procedures through multiple channels. These multiple channels may include in-person and on-line training sessions, inclusion in the Employee Handbook and the Parent and Student Handbook, the staff intranet, email communications, bulletin board notices, and/or dedicated discussions during staff meetings and student assemblies. Additionally, refresher training and periodic reminders are provided to reinforce key policies and procedures.

The California School Safety Plan (CSSP) and other procedures are reviewed on an ongoing basis and maintained by the Director of Safety and Security and Title IX Coordinator, with the support and oversight of the network senior cabinet. The Board of Directors regularly reviews updates to the School Safety Plan and other health and safety procedures as fiduciaries, with an orientation to ensuring the protection, health and safety of all students, staff, and facilities. Updates to the CSSP are made at least annually by March 1st of each year, along with updates to required staff trainings and informational sessions.

The following is a summary of Classical Academy Vista's health and safety policies:

Procedures for Background Checks

Employees and contractors with potential contact with students of Classical Academy Vista are required to submit to a criminal background check resulting in criminal record summary as required by Education Code Sections 44237 and 45125.1. Classical Academy Vista does not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.

The Chief Human Resources Officer of The Classical Academies monitors compliance with this policy regularly. The Board Chair monitors the fingerprinting and background clearance of the Chief Executive Officer (CEO).

Volunteers who will volunteer outside of the direct supervision of a cleared employee, or who have frequent or prolonged contact with students, will receive required background clearance prior to volunteering.

Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Classical Academy Vista will be mandated child abuse reporters and will follow all applicable reporting laws. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Classical Academy Vista or Classical Academies employee. Classical Academy Vista provides training to all mandated reporters in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

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

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students who receive classroom-based instruction must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, Classical Academy Vista shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

Classical Academy Vista will adhere to Education Code Section 49423 regarding administration of medication in school. Classical Academy Vista will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members. Per AB 1651 (2023), CAV stores emergency epinephrine auto-injectors in an accessible location for emergency use and include that location in annual notices required by law. To the extent the school maintains a stock of albuterol inhalers to respond to respiratory distress in students, the school shall comply with the requirements of Education Code Section 4914.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

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

Diabetes

Classical Academy Vista shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. CAV provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but is not limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

In accordance with Education Code 215, Classical Academy Vista has adopted and actively maintains a suicide prevention policy. Classical Academy Vista, at minimum every fifth year, reviews its policy on pupil suicide prevention and, if necessary, update the policy. Pursuant to AB 58 (2021-22), Classical Academy Vista also reviews and updates its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

Classical Academy Vista identifies and implements the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

All Gender Restrooms

The Classical Academies provides and maintains at least one (1) all-gender restroom for voluntary student use at each of its school sites that has more than one (1) female restroom and more than one (1) male restroom designated exclusively for student use. The restroom has signage identifying the bathroom as being open to all genders, remains unlocked, unobstructed, and easily accessible by any student, and is available during school hours and school functions when students are present. Classical Academy Vista has designated a staff member to serve as a point of contact and to post a notice regarding these requirements.

Menstrual Products

Classical Academy Vista stocks the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The school posts a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice includes the text of Education Code

Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

School Meals

Classical Academy Vista provides breakfast and lunch free of charge during each school day any student who requests a meal, regardless of the student's eligibility for federally funded free or reduced-price meals. Students may receive one free meal during each meal service period. All meals meet applicable nutritional requirements and qualify for federal reimbursement.

Classical Academy Vista also provides each student adequate time to eat, consistent with applicable guidance and school scheduling considerations.

Recess

Except where a field or other educational program is taking place, if Classical Academy Vista provides recess to students in grades TK through 6, to the extent required by Education Code Section 49056, it provides supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Classical Academy Vista does not restrict a student's recess in alignment with Education Code Section 49056 unless there is an immediate threat to the physical safety of the student or one or more of their peers, and staff will make reasonable efforts to resolve such threats and minimize exclusion.

California Healthy Youth Act

Classical Academy Vista teaches sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.).*

Mental Health Education

If Classical Academy Vista offers one or more courses in health education to students in middle school, it shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

Classical Academy Vista creates and displays a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster is displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster is prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster is also digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

Classical Academy Vista's Comprehensive School Safety Plan (CSSP), is reviewed and updated by March 1 of every year. The CSSP includes identification of appropriate strategies and programs that will

provide or maintain a high level of school safety and address CAV's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(T):

a. child abuse reporting procedures
b. routine and emergency disaster procedures
c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e. a discrimination and harassment policy consistent with Education Code Section 200
f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h. a safe and orderly environment conducive to learning
i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
j. procedures for conducting tactical responses to criminal incidents
k. procedures to prepare for active shooters or other armed assailants by conducting a drill (Lockdown Drills)
l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school in alignment with SB 671.
m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds in alignment with AB 2887
n. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose (Narcan Program in alignment with SB 10)
o. special needs accommodations, as needed, in alignment with SB 323
p. instructional continuity plan
q. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site, in alignment with AB 49, SB 98, and AB 495
r. rules and procedures for student cell phone use on campus, in alignment with AB 962
s. procedures for supervision and protecting from child abuse and sex offenses, in alignment with SB 848
t. identifying refuge shelters for schools, in alignment with AB 2968

The Comprehensive School Safety Plan is drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the Comprehensive School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Chief Executive Officer and, if there is merit to the concern, the CEO shall direct the School Safety Plan to be modified accordingly.

Classical Academy Vista has developed an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

Classical Academy Vista has established, implemented, and maintains, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

Classical Academy Vista meets state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board approved a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including HIV and hepatitis B virus ("HBV").

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

Drug-, Alcohol-, and Smoke-Free Environment

Classical Academy Vista is a drug-, alcohol-, and smoke-free environment.

Facility Safety

Classical Academy Vista is committed to providing safe and accessible facilities for all students, staff and visitors. School facilities comply with applicable requirements of the California Building Standards Code, the Field Act when applicable and Education Code Section 47610. Classical Academy Vista maintains required local approvals, including a City of Vista business license and Conditional Use Permit (CUP) as applicable.

Fire alarm systems, sprinkler systems, fire extinguishers, and other life safety equipment are inspected, tested and maintained in accordance with applicable fire and safety requirements. Classical Academy Vista also conducts fire drills in accordance with Education Code Section 32001 and maintains emergency preparedness procedures for its school facilities.

Classical Academy Vista maintains its facilities in compliance with applicable accessibility requirements, including the Americans with Disabilities Act (ADA).

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

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

Bullying Prevention

Classical Academy Vista has adopted procedures for preventing acts of bullying, including cyberbullying. CAV annually makes available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Classical Academy Vista has adopted procedures for preventing acts of bullying, including cyberbullying. CAV annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with students.

SAFETY Act

Pursuant to AB 1955 (2024), employees of Classical Academy Vista shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

Classical Academy Vista complies with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to, or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester annually, Classical Academy Vista distributes a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

Classical Academy Vista complies with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

Classical Academy Vista has developed, adopted, and implements a weather policy that includes protocols for extreme weather conditions, and incorporates the standardized guidelines developed by the CDE.

Element G: Student Population Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).

Student Recruitment and Outreach

Classical Academy Vista is committed to providing equitable access to a high-quality public education for all students and families residing within Vista Unified School District and surrounding communities. As a tuition-free public charter school, CAV actively recruits students from diverse racial, ethnic, linguistic, socioeconomic, and educational backgrounds and continually evaluates outreach efforts to improve access for historically underrepresented populations.

Each year, CAV reviews its student enrollment demographics and recruitment strategies to better reach underrepresented students and their families, with particular emphasis on Hispanic/Latino families, English learners, multilingual households, students with disabilities, foster and homeless youth, and families who may be unfamiliar with charter school options.

CAV has become a regional educational option for families seeking a personalized, student-centered learning environment. Classical Academy Vista draws students primarily from North County San Diego, and in the 2025-2026 school year, students came from 19 cities across the County, reflecting the broad appeal of its educational model and the value families place on having high-quality public school choices. This geographic diversity enriches the school community by bringing together students with a wide range of experiences and perspectives while reinforcing CAV's commitment to creating an inclusive environment where every student is known, supported, and encouraged to thrive.

At the same time, CAV remains committed to ensuring that families within the Vista Unified School District are aware of and have equitable access to the school's programs. Recognizing that the school's enrolled student demographics have not yet fully reflected those of Vista Unified School District, CAV has expanded outreach strategies to increase awareness of its educational opportunities, strengthen relationships with historically underrepresented communities throughout Vista, and simplify how information about the school and the enrollment process is disseminated so that all interested families can build meaningful connections to the school.

Multilingual Communication and Marketing

CAV is committed to ensuring that information about the school is accessible to families whose primary language is not English, as well as for families and students who are learning English.
Current efforts include:

- Maintaining a school website that can be translated into more than 95 languages.

- Providing enrollment materials, brochures, postcards, and other marketing collateral in both English and Spanish.
- Offering enrollment assistance and family communication in English and Spanish whenever possible.
- Employing a Spanish-speaking front office manager who is available to communicate with Spanish-speaking families, answer questions, and share information about the school's programs, enrollment process, and available resources, helping ensure families have meaningful access to the information they need.
- Expanding Spanish-language marketing through Frontera Radio, including radio advertisements and promotional segments.
- Utilizing social media platforms, digital advertising, email marketing, and the school's website to communicate with prospective families throughout the enrollment season.

Community Outreach and Partnerships

Classical Academy Vista actively participates in community events that serve diverse populations and increase awareness among families throughout Vista and surrounding communities. These outreach efforts provide opportunities for bilingual staff and school representatives to engage directly with prospective families, answer questions, and distribute enrollment information. For more detailed information and analysis, please see Appendix XII, Classical Academy Vista's Student Diversity Plan and Progress Report for the 2025-2026 school year, submitted to the County's Charter Schools Services Division.

Community outreach includes participation in:

- City of Vista Fiestas Patrias Celebration
- Farmers Market events
- North County homeschool expos
- Community resource fairs and family festivals
- The Vista Holiday Parade
- Annual New Student Open House
- Super STEM Saturday in partnership with California State University San Marcos, serving approximately 18,000 attendees annually
- Musical theater productions, Spring Art Show, and other events open to the community

To further expand connections with Hispanic and multilingual families, CAV distributes Spanish-language promotional materials at youth soccer fields, community gathering spaces, libraries, local businesses, and family-centered events throughout Vista.

Community Partnerships

Classical Academy Vista recognizes that trusted community partnerships are essential to reaching families who may not otherwise be aware of public charter school opportunities.
Current partnerships include:

- Tierra Caliente Academy for the Arts to provide Ballet Folklórico instruction and culturally relevant enrichment opportunities for students

- California State University San Marcos through the annual Super STEM Saturday event
- Camp Pendleton School Liaison Program to connect military families with enrollment opportunities
- Active participation in the Vista Chamber of Commerce
- North County Economic Development Council
- Community organizations, preschools, childcare providers, and local businesses throughout North County

These partnerships strengthen the school's visibility while creating meaningful connections with families representing a broad range of cultural, linguistic, and socioeconomic backgrounds.

Recruitment Practices Designed to Increase Enrollment Diversity

Classical Academy Vista implements recruitment practices intended to increase awareness and access among underrepresented student groups by:

- Regularly reviewing enrollment demographics and using data to inform recruitment priorities.
- Increasing outreach and community events serving Hispanic and multilingual families.
- Expanding Spanish-language advertising and printed materials.
- Building relationships with community organizations serving diverse populations.
- Ensuring recruitment materials reflect the diversity of the community and student body.
- Maintaining a nondiscriminatory admissions process consistent with California Education Code.
- Providing accessible enrollment information across multiple communication platforms and languages.
- Monitoring recruitment outcomes and adjusting outreach efforts annually to improve equitable access.

Commitment to Continuous Improvement

Classical Academy Vista acknowledges that its enrollment demographics do not yet fully mirror those of Vista Unified School District and remains committed to continuous improvement in this area. The school annually evaluates recruitment outcomes, expands community partnerships, increases multilingual outreach, and invests resources in strategies designed to improve awareness among historically underrepresented families.

While CAV served students from more than 30 communities in 19 cities in the 2025-2026 school year, and is not bound by traditional attendance boundaries or transportation zones, the school remains focused on increasing enrollment opportunities for families residing within Vista Unified School District. CAV recognizes the importance of ensuring that all families, regardless of race, ethnicity, primary language, disability status, or socioeconomic background, are aware of the educational opportunities available and have equitable access to enrollment. Classical Academy Vista will continue to engage in ongoing outreach efforts with the continued development of marketing materials, advertising, online and social media presence, hosting and attending community events, and continued efforts to establish community partnerships and ensure that all students are aware of the public, tuition-free educational options CAV provides.

Classical Academy Vista will maintain an accurate accounting of the ethnic and racial balance, including special education and English learner pupils, enrolled in the school and will use this information to determine where additional outreach efforts are needed.

In the 2025-2026 school year, The Classical Academies launched a new Customer Relationship Management (CRM) system to provide a consistent way to organize inquiries from families, to document outreach, and ensure families requesting information about enrolling their student at Classical Academy Vista receive timely follow-up. The CRM also provides data that helps the school evaluate the effectiveness of different outreach efforts and approaches, and make informed adjustments as part of its continuous improvement process.

The CRM provides greater visibility into recruitment activity, including the number of prospective students and applications in the enrollment pipeline, and the manner and frequency with which school Registrars engage prospective families. This visibility allows CAV to monitor outreach efforts, identify gaps in follow-up, and ensure that families who express interest in the school receive appropriate and timely communication.

The CRM directly supports Classical Academy Vista's Student Diversity Plan by creating a more intentional, consistent, and equitable recruitment process. Providing multiple opportunities and methods for engagement, communicating with families in their preferred language, as well as answering specific questions families may have about the school, helps reduce barriers that could otherwise prevent a family from fully exploring the option of enrolling their student at CAV.

Please see "Student Enrollment, Current Charter Term" starting on page 23 of this document for data tables and analysis, including enrollment trends for CAV's student special populations, and student demographic enrollment trends in the current charter term.

Element H: Admission Policies and Procedures

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

Classical Academy Vista is nonsectarian in its programs, admission policies, and all other operations. It does not charge tuition or discriminate against any student on the basis of disability, gender, gender identity, gender expression, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutes of the state.

Following its Admissions Policy, Classical Academy Vista admits all pupils who wish to attend, subject to the capacity of facilities and lottery procedures (see "Admission" section of this charter renewal petition). No test or assessment is administered to students prior to acceptance and enrollment into Classical Academy Vista. CAV complies with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, is not determined by the place of residence of the pupil or their parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences do not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Enrollment Procedures

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

Pursuant to Education Code Section 47605(e)(4)(D), Classical Academy Vista posts a notice developed by the CDE on the school's website, outlining the requirements of Section 47605(e)(4), and makes this notice available to parents at the school's front desk and by email and postal mail, as requested. In addition, Classical Academy Vista provides the public with information about the school, its programs, and the application and enrollment process on its website. The website is updated regularly and contains information about open house opportunities, campus tours, and frequently asked questions.

Classical Academy Vista requires students who wish to attend to complete an application form. After admission, students will be required to submit an enrollment packet, which includes the following:

- Student Registration Form and Registration Confirmation
- Program Selection Cover Form
- Proof of minimum age requirements
- Proof of required immunization
- Proof of Residency in the County or adjacent counties
- Multi-Purpose Release Forms, Consent to Medical Treatment Form, and Audio/Visual Recording Release Form
- Release of records[1]

Currently enrolled students are guaranteed admission for the following year, upon timely submission of their re-enrollment application during the open enrollment period.

Public Random Drawing

Following the re-enrollment period each year, Classical Academy Vista compares the number of returning students against enrollment capacity for each grade level and for each program. This allows the school to determine the number of seats that are available for new applicants to the school. Next, applications from new students are counted to determine if any grade level has more applications than availability. In the event that this happens, Classical Academy Vista will hold a public random drawing (or "lottery") to determine admission for the impacted grade level or program. As noted above, the lottery admission process does not apply to existing/current students who submit a re-enrollment application, as they are exempt from any lottery. The parent/guardian of new students selected through the lottery are notified by phone and email and asked to submit enrollment forms to secure and confirm their spot for the following school year. All students not chosen in the lottery are also notified by email and invited to enroll in Classical Academy Vista's fully independent study program, which is open for enrollment until capacity is reached.

Preferences in the case of a public random drawing for an opening in a specific grade are given to the following students in the following order:

1. Current employees of the Classical Academies, or current Board members child, niece, nephew, and grandchild
2. Siblings of students admitted to or attending Classical Academy Vista
3. Residents of the Vista Unified School District
4. All other applicants.

Preferences, as given, are not to negatively impact the racial, ethnic, and unduplicated balance Classical Academy Vista strives to reflect. CAV and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

[1] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

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

At the conclusion of the public random drawing, all students who were not granted admission due to capacity, including students who opted to enroll in the school's fully home program, are given the option to put their name on a wait list according to their draw in the lottery or pursuant to CAV's admission policy.

Public random drawing rules, deadlines, dates and times will be communicated on the lottery slip and on Classical Academy Vista's website. Public notice for the date and time of the public random drawing are posted on the website once the application deadline has passed. Classical Academy Vista will also inform all interested parties of the rules to be followed during the public random drawing process via mail or email prior to the lottery date. All lottery slips will be retained securely on site and remain available for review if requested.

Public Outreach and Reflecting the Enrollment of the District

Classical Academy Vista is committed to providing equitable access to its educational program and conducting meaningful outreach to families throughout Vista Unified School District and the surrounding communities it serves. CAV recognizes its responsibility to make deliberate and sustained efforts to recruit a student population that reflects the diversity of the community, including students who have historically been underrepresented in charter school enrollment.

CAV conducts outreach through a variety of channels designed to reach families from diverse racial, ethnic, socioeconomic, linguistic, and educational backgrounds. Outreach efforts include participation in community events, partnerships with local organizations, digital and social media advertising, community-based advertising, informational materials in English and Spanish, direct outreach to families, school tours and information sessions, and other opportunities for prospective families to learn about the school and its educational program.

Particular attention is given to reaching populations that may be underrepresented in CAV's enrollment, including Hispanic/Latino families, English learners and multilingual households, socioeconomically disadvantaged students, students with disabilities, foster and homeless youth, and families who may be less familiar with charter school or personalized-learning options. CAV regularly evaluates enrollment and demographic data to identify disparities and inform its outreach priorities and strategies.

The school also reviews the effectiveness of its recruitment efforts through available enrollment, inquiry, application, and demographic data. This information is used to assess which outreach strategies are generating family interest, identify areas where additional outreach may be needed, and adjust future recruitment efforts accordingly.

CAV's outreach strategy is an ongoing process of evaluation and continuous improvement. The school will continue to monitor its enrollment, evaluate the effectiveness of its outreach activities, and refine its strategies to increase awareness and access among families who are underrepresented in the school's enrollment.

Through these efforts, Classical Academy Vista seeks to ensure that families throughout the community are informed about the educational opportunities available at CAV and have equitable access to the school's enrollment process.

Please see Section G: Student Population Balance starting on page 92 for further description of student recruitment and enrollment efforts.

(Formerly) Element I: Annual Independent Financial Audits

Summer 2026 – California AB 126 and the Governor's Omnibus Education Bill

In July 2026, the Governor signed AB 126, which added and amended several Education Code provisions impacting charter school operations, oversight and audits. Classical Academy Vista is aware of these statutory updates, and shall comply with Education Code 41020 and all related provisions for this purpose.

Pursuant to AB 126, former Element I (Financial Audits) was statutory-deleted from Education Code Section 47605(c)(5), as charter school audit standards are now directly governed by Education Code Section 41020. However, as of the submission of this charter renewal petition, the California Department of Education and charter school authorizers in California have not yet updated guidance documents to reflect this statutory change, including re-titling required elements of charter petitions and related evaluation rubrics, including for charter renewal petitions.

In compiling this charter renewal petition, Classical Academy Vista has retained this placeholder page, and indicated updates to the sequencing of Elements formally in Ed Code as Elements J (Pupil Suspension and Expulsion Procedures) through Element O (Closure Procedures), to ensure transparency and alignment during authorizer review.

The Classical Academy, Incorporated, and Classical Academy Vista remain committed to maintaining rigorous financial oversight and full legal compliance. To the extent that updated auditing standards, administrative reporting workflows, or oversight procedures require specific operational practices, Classical Academy Vista will collaborate with the County to formalize these mutual protocols within the post-charter approval Memorandum of Understanding (MOU).

Element I: Pupil Suspension and Expulsion Procedures

(Formerly Element J: Pupil Suspension and Expulsion Procedures)

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

i. *For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*

ii. *For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
    a. *Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
    b. *Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

iii. *Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

iv. *A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent of a guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.*

Education Code Section 47605(c)(5)(I).

Policy

The Suspension and Expulsion Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Classical Academy Vista ("Charter School"). Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled, and the procedures governing those suspensions and expulsions, in order to establish its list of offenses for suspensions and expulsions. The provisions that follow are largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School will periodically review its policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures associated therewith, so long as not materially different from this charter renewal petition.

Similarly, the procedures for student suspension, expulsion, and involuntary removal, and may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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

Classical Academy Vista's administration shall ensure that students and their parents/guardians[2] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

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

A student identified as an individual with disabilities or for whom Classical Academy Vista has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion

[2] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. Classical Academy Vista will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by Classical Academy Vista for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, Classical Academy Vista shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(g).

Procedures

A. Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Principal or designee may, whenever practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of Charter School's attendance expectations shall be addressed in accordance with Charter School's Independent Study and Missed Assignments Policies, as applicable.

Students may not be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal or designee shall:

1) Document the actions taken and save the document to the student's record

2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racial bullying, harassment, or intimidation, Charter School may require all students associated with the incident(s) to engage in restorative justice practices and/or cultural sensitivity programs.

Charter School may utilize the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

a) while on school grounds;
b) while going to or coming from school;
c) during the lunch period, whether on or off the school campus; or
d) during, going to, or coming from a school-sponsored activity.

C. Enumerated Offenses

1) Discretionary Suspension and Expulsion Offenses. Students may be suspended and/or recommended for expulsion when the Principal or designee determines the student:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force or violence upon the person of another, except self-defense.
c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e. Committed or attempted to commit robbery or extortion.
f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g. Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a

reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
s. Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
t. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device,

computer, or pager, of a communication, including, but not limited to, any of the following:

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

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury on another person may be subject to suspension,

but not expulsion. However, if a juvenile court finds that the student committed a crime of physical violence as an aider or abettor, and the victim suffered great bodily injury or serious bodily injury, the student may be subject to suspension and/or expulsion for causing, attempting to cause, or threatening to cause physical injury to another person, and/or willfully using force or violence upon the person of another, except self-defense.

Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

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

If the Hearing Officer or Expulsion Panel determines that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School applies the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four

ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce;(E) mine; or (F) device similar to any of the devices described in the preceding clauses.

D. Suspension Procedure

A student may be suspended by the Charter School Principal or designee. Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if practicable, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee. The conference may be held in-person, telephonically, or via other electronic means.

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to recount their version of the incident and provide any evidence in their defense. This conference should be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall include:

a) the specific offense(s) committed by the student,
b) duration and dates of the suspension,
c) the date the student may return to school following the suspension, and
d) an explanation of the evidence that supports the charges.

If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

E. Authority to Expel

A student may be recommended for expulsion by the Charter School Chief Executive Officer or designee. The Charter School may expel a student following a hearing adjudicated by a neutral Hearing Officer or Expulsion Panel ("Panel") selected by the Chief Executive Officer to determine whether the student shall be expelled. The procedures herein provide for such hearing and notice.
If a Panel conducts the hearing it should consist of at least three (3) members who do not have an instructional or supervisory relationship with the student and are not a member of the Charter School Board of Directors. The Panel shall be presided over by a member of the Panel, whom the Panel designates as the chairperson.

The Hearing Officer or Panel shall make the determination regarding the expulsion of any student subject to appeal by the Board of Directors.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Chief Executive Officer or designee determines that the student has committed an expellable offense and recommends the student for expulsion. If postponed for good cause, the expulsion hearing may be extended an additional thirty (30) calendar days from the date of the original hearing, unless otherwise agreed upon in writing by the Chief Executive Officer or designee and student's parent/guardian.

The hearing shall be held in a confidential setting, complying with all student confidentiality rules under FERPA.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to present evidence on the student's behalf.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Hearing Officer or Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Signed and dated written statements/declarations may be admitted as testimony.

I. Expulsion Decision

The determination of the Hearing Officer or Panel shall be in the form of written findings of fact and a decision. The decision of the Hearing Officer or Panel shall be final, subject to an appeal to the Board of Directors

If the Hearing Officer, Panel or Board of Directors ultimately decides not to expel, the student shall be returned to their educational program at Charter School.

The Hearing Officer or Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's educational program at the Charter School under a probationary status and rehabilitation plan issued by the Hearing Officer or Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Chief Executive Officer may revoke the suspension of an expulsion order if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Chief Executive Officer revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order.

J. Notice of Expulsion Decision

The Principal or designee shall send written notice of the expulsion decision to the student and student's parent/guardian, within five (5) school days of the expulsion hearing.

This notice shall include the following:

a. The findings of fact, including the student's name, the specific offense(s) committed by the student, as well as the duration and term of the student's expulsion; and
b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Chief Executive Officer or designee shall send a copy of the written notice of the decision to expel to the chartering authority (if required), upon finality of the expulsion. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

In accordance with Education Code Section 47605(e)(3), the Charter School shall send notice of the expulsion to the student's district of residence within 30 calendar days.

K. Disciplinary Records

Classical Academy Vista shall maintain records of all student suspensions and expulsions at the school site. Such records shall be made available to the chartering authority upon request.

L. Appeals

A student or parent/guardian may appeal the Hearing Officer or Panel's expulsion decision by submitting a written appeal request to the Chief Executive Officer within five (5) calendar days of the date Charter School issues the written notice of expulsion.

If no appeal is requested, the expulsion becomes final on the sixth (6^{th}) calendar day after the notice of expulsion is issued to the student and student's parent/guardian.

If an appeal is requested, the Board of Directors ("Board") or a committee thereof, will review the appeal as soon as practicable, but no later than its next regularly scheduled meeting.

The Board will not hold a new hearing or reconsider the case facts. Instead, the Board will limit its review to the following questions:

- Did the hearing entity act without authority or exceed its jurisdiction?
- Was the hearing fair and conducted in accordance with the Charter School's Suspension and Expulsion policy and procedures?
- Did the hearing entity abuse its discretion in a way that caused harm?

The Board will hold the appeal review in a closed session to comply with FERPA and all applicable provisions of the Brown Act. The student and/or parent/guardian may address the Board prior to any closed session.

The Board may overturn or uphold the decision of the Hearing Officer or Panel. The Board will issue its written decision on appeal to the student and student's parent/guardian within five (5) school days of the appeal review, or as soon as practicable. If the Board overturns the expulsion decision, the student will immediately return to their educational placement at the Charter School. The Board's decision regarding the expulsion appeal is final; there is no further appeal.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Classical Academy Vista will work cooperatively with student and/or student's parent/guardian as requested, or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Hearing Officer or Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Chief Executive Officer or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Chief Executive Officer or designee shall make a recommendation to the Board of Directors following the meeting regarding the Chief Executive Officer's or designee's determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

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

Q. Involuntary Removal for Missed Assignments

In accordance with Education Code Section 51747, the Charter School will evaluate whether it is in the best interest of the student to remain in independent study if the student fails to complete the requisite number of assignments or make satisfactory educational progress as delineated in the student's independent study written agreement and Charter School's independent study policy. If the Charter School determines that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after it follows the requirements of the

Missed Assignment providing notice and an opportunity for the parent/guardian to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to receive reasonable advance notice of their scheduled testimony; and have up to two adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel .

2. The Charter School will provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the Hearing Officer or Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The Hearing Officer or Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Hearing Officer or Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons will be reminded that the hearing is confidential. The Hearing Officer or Panel may remove a support person whom Hearing Officer or Panel finds is disrupting the hearing. The Hearing Officer or Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to

the Charter School. The Hearing Officer or Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Hearing Officer or Panel will remind the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer or Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person should be presented before the testimony of the complaining witness when practicable, and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, complaining witness may have their testimony heard via alternative means that may include but are not limited to, videotaped testimony or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer or Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

1. Notification of SELPA

The Charter School shall immediately notify the SELPA (and/or the chartering authority if required) and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services documented in their IEP so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and

the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

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

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

4. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

6. Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

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

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

Element J: Employee Retirement Systems

(Formerly Element K: Employee Retirement Systems)

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

Classical Academy Vista will make all contributions that are legally required of an employer to all employee retirement systems it participates in, including California State Teachers' Retirement System ("CalSTRS"), California Public Employees' Retirement System ("CalPERS"), and federal social security.

Eligible employees will participate in CalSTRS. Employees will contribute the required employee percentage and Classical Academy Vista will contribute the employer's portion. All withholdings from employees and from CAV will be forwarded to the CalSTRS fund as required. Employees will accumulate service credit years in the same manner as all other members of CalSTRS.

Employees who are not participating in CalSTRS will participate in federal social security, and may participate in CalPERS, if eligible based on CalPERS membership guidelines and requirements. Classical Academy Vista and the employee will make the necessary contributions based on the federal social security's and/or CalPERS' schedule of contributions.

Additionally, all employees are given the opportunity to participate in a 403(b) through the San Diego County Office of Education's Fringe Benefits Consortium. The Chief Executive Officer or their designee is responsible for ensuring that appropriate arrangements for coverage are made.

Element K: Public School Attendance Alternatives

(Formerly Element L: Public School Attendance Alternatives)

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

No student may be required to attend Classical Academy Vista. Students who reside within Vista Unified School District who choose not to attend Classical Academy Vista may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies.

Parents and guardians of each student enrolled at Classical Academy Vista are informed on admission forms that students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in Classical Academy Vista, except to the extent that such a right is extended by the local educational agency.

Element L: Employee Return Rights

(Formerly Element M: Employee Return Rights)

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

No public school district or County employee shall be required to work at Classical Academy Vista. Employees of a school district or the County who choose to leave the employment of the school district to work at Classical Academy Vista will have no automatic rights of return to that district or the County after employment by Classical Academy Vista unless specifically granted by the school district or the County through a leave of absence or other agreement.

Charter School employees shall not have any right upon leaving a district or the County to work in Classical Academy Vista that the school district or the County may specify, any rights of return to employment in a school district after employment in Classical Academy Vista that the school district or the County may specify, and any other rights upon leaving employment to work in Classical Academy Vista that the school district or the County determines to be reasonable and not in conflict with any law.

Vacation leave from any school district or the County will not be transferred to Classical Academy Vista. Employment by Classical Academy Vista provides no rights of employment at any other entity, including any rights in the case of closure of the school.

Element M: Dispute Resolution

(Formerly Element N: Dispute Resolution)

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

Disputes Between Classical Academy Vista and the County

Classical Academy Vista agrees to abide by the dispute resolution provisions pursuant to the memorandum of understanding ("MOU") between the school and the County, and as may be amended from time to time:

Classical Academy Vista and the County will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. All timelines and procedures in this section may be revised upon mutual written agreement of authorized representatives of the County and Classical Academy Vista.

If either Classical Academy Vista or the County determines that a violation of the Charter or the MOU or any other applicable law may have occurred or a problem has arisen related to the operation of Classical Academy Vista and/or the County's oversight obligations, or a dispute otherwise arises between the County and the school, the following procedures shall be followed to resolve the dispute:

a. Should either party determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and the County may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations, or take action as it deems necessary.

b. In the event that the County believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 46707, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a prerequisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the County may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing regulations or may choose to participate in all or part of the dispute resolution procedures set forth below.

c. If the violation or issue in question does not constitute a severe and imminent threat and the County has not decided to commence revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue ("the Dispute Statement") and refer the issue to the County Superintendent and Classical Academy Vista's Chief Executive Officer, or their respective designees. The date that this written notice is provided or sent shall be the "Notice Date." Upon issuance of the Dispute Statement, a meeting will be scheduled to

discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within five (5) calendar days after the Notice Date, or as mutually agreed upon by both parties. The County representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be Classical Academy Vista's Chief Executive Officer, or their designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties may proceed to Step (d) or take any other action they deem appropriate in response to the dispute.

d. If the dispute is not resolved in accordance with the procedures through Step (c), either Party will have been deemed to have exhausted the administrative remedies within the Charter and this MOU and may pursue any alternative legal options for resolution, including, the County may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

Internal Disputes

Except those disputes between the County and Classical Academy Vista relating to provisions of this charter, all other internal disputes involving Classical Academy Vista and related to its operations, including all disputes among and between students, staff, parents/guardians, volunteers, advisors, partner organizations, and Board members shall be resolved pursuant to policies and processes developed by the school. Classical Academy Vista has an internal dispute resolution process and also maintains a Uniform Complaint Policy and Procedures and Title IX complaint procedures as required by state and federal law, respectively law (See Appendix XIII for Uniform Complaint Policy.) These Policies are posted on the school's website, in the front office of each school site, and included in both the Employee Handbook and the Parent and Student Handbook.

The County will refer all disputes or complaints it receives not related to a possible violation of the Charter, the MOU or law or the County's oversight obligations to Classical Academy Vista's Chief Executive Officer or designee for resolution according to the school's internal dispute resolution process. Should the County receive a complaint regarding Classical Academy Vista that is referred to the school for investigation and/or resolution, Classical Academy Vista shall provide the County with updates regarding the school's investigation and resolution of the matter upon request from the County and upon resolution of the complaint or issue. In the event that Classical Academy Vista's adopted policies and processes fail to resolve the dispute, the County agrees not to intervene in the dispute without the consent of the school's Board unless the matter relates to a possible violation of the Charter the MOU or law or to the operation of Classical Academy Vista's or the County's oversight obligations.

Element N: Closure Procedures

(Formerly Element O: Closure Procedures)

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

Closure of Classical Academy Vista will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

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

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

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

As applicable, Classical Academy Vista will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. Classical Academy Vista will ask the County to store original records of the school's students. All student records of Classical Academy Vista shall be transferred to the County upon school closure. If the County will not or cannot store the records, Classical Academy Vista shall work with the County to determine a suitable alternative location for storage.

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

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

Classical Academy Vista will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Classical Academy Vista, all assets of Classical Academy Vista, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Classical Academy Vista, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County or County property will be promptly returned upon Classical Academy Vista's closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Classical Academy Vista shall remain solely responsible for all liabilities arising from the operation of Classical Academy Vista.

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

As specified in the budget, Classical Academy Vista will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

Governing Law: The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(h).

Facilities

Classical Academy Vista shall operate within the geographic boundaries of the County pursuant to Education Code Section 47605(a)(5). Classical Academy Vista leases its facilities from Partnering with Parents LLC (the "LLC"), which is the sole member of The Classical Academy, Incorporated. These facilities are held for the sole use and benefit of Classical Academy Vista.

The school is currently located at 2022 University Drive, Vista, CA 92083; the facility is approximately 25,000 square feet. This address is within the County's boundaries and houses the administrative offices, meeting spaces, classrooms, student support areas (including counseling and special education), specialty spaces for art/music and tech learning labs, outdoor play/recreation space, and parking. Classical Academy Vista includes the costs of leasing, utilities, technology, facilities maintenance, and other operating expenses in its annual budget and multi-year budgets. The school's financial plans are actively managed to ensure sufficient resources to cover all anticipated costs, while maintaining along with strategic reserves to respond to unanticipated expenses.

These facilities are clean, orderly, safe and secure. They comply with all health and safety measures, the Americans with Disabilities Act, and applicable building codes as outlined in the Comprehensive School Safety Plan and in Element F of the charter renewal petition. Classical Academy Vista routinely monitors facility conditions using the State Facilities Inspection Tool (FIT), and the facilities are maintained in good repair.

Classical Academy Vista agrees to comply with all applicable facilities-related obligations consistent with the terms of the MOU between the County and the Charter School, as may be amended from time to time.

Administrative Services

Classical Academy Vista provides or procures its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development through its own staff or through an appropriately qualified third-party contractor. Classical

Academy Vista's provision of administrative services shall be consistent with the terms of the MOU between the County and the Charter School, as may be amended from time to time.

Potential Civil and Liability Effects and Insurance

Classical Academy Vista is, and at all times will be, operated by or as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authorizing entity has complied with all oversight responsibilities required by law. The Classical Academy, Incorporated shall have no authority to enter into contracts for or on behalf of the County. Classical Academy Vista shall work diligently to assist the County in meeting any and all oversight obligations under the law, to ensure the County shall not be liable for the operation of Classical Academy Vista.

Further, Classical Academy Vista shall indemnify the County for the actions of Classical Academy Vista under this charter as provided by the MOU between the County and the Charter School, as may be amended from time to time

The Classical Academy, Incorporated provides broad indemnification for the Board and its officers, agents, and employees. The corporation also maintains comprehensive insurance coverage. This includes general liability insurance, board members and officers protection, employee benefits, property, commercial auto, workers' compensation, professional liability (errors and omissions), crime, cyber liability, and fidelity bonds to protect against financial risk.

Insurance amounts and types are determined by recommendation of Classical Academy Vista's insurer for schools/districts of similar size, location, and student population, as may be amended from time to time. The County shall be named as an additional insured on policies of Classical Academy Vista.

The Board has instituted appropriate risk management and safety practices as discussed in this document, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Budgets and Financial Reporting

Classical Academy Vista shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County from time to time:

1. A preliminary budget, on or before July 1 of each year.
2. By July 1, a Local Control and Accountability Plan (LCAP) and an annual update to the LCAP required pursuant to Education Code Section 47606.5.

3. By December 15, a first interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on or before January 31, a copy of Classical Academy Vista's annual independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all Classical Academy Vista's receipts and expenditures for the preceding fiscal year.

Classical Academy Vista shall provide reporting to the County Office of Education as required by law and as requested by the County, including but not limited to California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Section 47604.33, the School Accountability Report Card, and the LCAP.

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

Pursuant to Education Code Section 47604.3, Classical Academy Vista shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County. Classical Academy Vista agrees to comply with all applicable financial operations and reporting obligations as provided by terms of the MOU between the County and the school, as may be amended from time to time.

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

- 2026-2027 school year budget – FY2027 Board approved budget
- 2026-2027 budget narrative
- Financial projections and cash flow for three years of operation (multi-year financial projections)

Attendance Accounting

Classical Academy Vista implements an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

Oversight

Pursuant to California law and as provided in the MOU, the County will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code

Section 47613(a), the County may charge for the actual costs of supervisorial oversight of Classical Academy Vista not to exceed one (1) percent of the revenue of Classical Academy Vista. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Renewals shall be governed by the process and procedures set forth in Education Section 47607(a)(b) and the California Code of Regulations, Title 5, Section 11966.4.

Amendments

Material revisions and amendments to the charter shall be made by mutual agreement of the County and Classical Academy Vista's governing board pursuant to standards, criteria, and timelines in Education Code Sections 47607 and 47605.

Transportation

Classical Academy Vista will not provide transportation to and from school, except as required by law for students with IEPs.

All responsibility for transportation services, if offered, will be provided by Classical Academy Vista, including transportation for field trips. If parents will transport students, all parents must comply with criminal background check provisions as provided in Education Code section 45125.1 and submit to a tuberculosis risk assessment and evaluation, and if tuberculosis risk factors are identified, be determined to be free of infectious tuberculosis, as provided in Education Code section 49406.

CONCLUSION

By renewing Classical Academy Vista's charter, the County will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. Classical Academy Vista is eager to continue working independently, yet cooperatively with the County to establish the highest bar for what a charter school can and should be. To this end, the Charter School pledges to continue working cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible charter petition seeking renewal for a seven-year term from July 1, 2027 - June 30, 2034.

Appendices

I. Board of Directors approved 2025-2026, and 2026-2027 Academic Calendars
II. Sample program track calendars Tracks A and B, Track M, and Track C
III. Board of Directors approved Independent Study Policy & Master Agreement and Acknowledgement of Responsibilities (SAMPLE)
IV. Special Education Timelines
V. Classical Academy Vista's Board approved LCAP
VI. The Classical Academy, Incorporated's Bylaws
VII. Articles of Incorporation
VIII. Conflict of Interest Code, County Board of Supervisors approved
IX. Classical Academy Vista's Organization Chart
X. Job Descriptions for Key Employees:
    a. Principal
    b. Assistant Principal
    c. TK-8 Teacher
    d. Chief Executive Officer
    e. Chief of Staff
    f. Chief Financial Officer
    g. Chief Operations Officer
    h. Chief Human Resources Officer
    i. Chief of Schools
    j. Chief Academic and Innovation Officer
    k. Chief Communications Officer

XI. TCA's approach to employee recruitment, hiring, support, and evaluation
XII. Classical Academy Vista's Student Diversity Plan and Progress Report for the 2025-2026 school year
XIII. Board approved Uniform Complaint Procedure
XIV. Classical Academy Vista's Financial Projections, including
    a. 2026-2027 school year budget (FY2027 Board approved budget)
    b. 2026-2027 budget narrative with assumptions
    c. Financial projections and cash flow for three years of operation (multi-year financial projections) FY28, FY29, and FY30

APPENDIX I

Board of Directors approved 2025-2026, and
2026-2027 Academic Calendars

Board approved academic calendars for the 2025–2026 and 2026–2027 school years, with instructional start and end dates, holidays, school breaks, unit milestones, and quarter end dates.



THE CLASSICAL ACADEMIES

2025 - 2026 School Year Board Approval on Sept 8, 2025

August 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
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December 2025

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January 2026

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February 2026

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March 2026

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April 2026

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May 2026

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June 2026

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July 2026

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- First & Last day of School
- Holidays & School Breaks
- End of Units TK-8
- End of Quarters 9-12

Updated
6/20/25

The Classical Academies

2026 - 2027 School Year Board Approval on Sept 8, 2025

August 2026

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September 2026

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October 2026

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November 2026

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December 2026

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January 2027

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February 2027

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March 2027

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April 2027

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May 2027

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June 2027

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July 2027

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- First & Last day of School
- Holidays & School Breaks
- End of Units TK-8
- End of Quarters 9-12

Updated
6/20/25

APPENDIX II

Sample Program Track Calendars: Tracks A and B, Track M, and Track C

Classical Academy Vista Sample A/B Track Daily Schedule

Serving Kindergarten through 5th grade, A/B Track students attend campus two days a week (A Track on Tuesdays and Wednesdays; B Track on Thursdays and Fridays). On non-campus days, students work at home on teacher-assigned lessons. All daily activities, curriculum, and resources needed for home learning are detailed on a shared assignment calendar for teachers, students, and parents.

Time	Day 1 on Campus	Time	Day 2 on Campus
8:45-9:30	Leader In Me Lessons	8:45-9:30	Leader In Me Student Service Project
9:35-10:35	Math Centers	9:35-10:35	Math Centers
10:35-10:50	Math Fact Tactics & Vocabulary	10:35-10:50	Math Fact Tactics & Vocabulary
10:50-11:30	Lunch	10:50-11:30	Lunch
11:35-12:45	Writing	11:35-12:25	Reading Lesson IXL Readers Choice
		12:25-12:45	Math/ELA WIN
12:50-1:35	21st Century INT	12:50-1:35	Art
1:40-2:10	Recess	1:40-2:10	Recess
2:15-3:00	Science	2:15-2:45	History
3:00-3:20	Reader's Choice		
3:20-3:30	Pack Up & Pick Up	2:45-3:30	Music

While daily schedules vary to maintain manageable playground capacity, all A/B Track students receive a daily 30-minute recess and 40-minute lunch. Additionally, depending on the schedule, all A/B Track students participate in three electives: Music, Art, and 21st Century Skills.

Classical Academy Vista Sample M Track Daily Schedule

Serving 6th through 8th grade, M Track students attend campus three days a week (Tuesday through Thursday). On non-campus days, students work at home on teacher-assigned lessons. All daily activities, curriculum, and resources needed for home learning are detailed on a shared assignment calendar for teachers, students, and parents.

Time	6th Grade Schedule	Time	7th / 8th Grade Schedule
8:45-9:30	Leader In Me Lessons	8:45-9:30	Leader In Me Student Service Project
9:35-10:25	Period 1	9:30 - 10:30	Period 1
10:25-10:45	Recess	10:30 - 11:30	Period 2
10:45-11:15	Math/ELA WIN	11:30 - 12:10	Lunch
11:15-12:10	Period 2	12:10 - 1:10	Period 3
12:10-12:50	Lunch	1:10 - 2:10	Period 4
1:50-1:45	Period 3	2:10-2:30	Recess
1:45-2:30	Period 4 (Electives)	2:30 - 3:30	Period 5
2:30-3:30	Period 5		

While course rotations vary from student to student, all M Track students will have Math, English, Social Studies, and Science during one of their 5 periods throughout the day. 6th Grade students participate in 3 electives (Music, Art, and 21st Century Skills). 7th & 8th Grade students select two electives from the following (Music, Art, 21st Century Skills, and PE).

Classical Academy Vista Sample C Track Daily Schedule

Serving Kindergarten through 8th grade, C Track students learn from home five days a week. Families may also choose to participate in on-campus learning opportunities through our C'lectives program. C'lectives are organized by grade bands (K–1, 2–3, 4–5, and 6–8), and a sample schedule is included below.

Time	K-1	2-3	Time	4-5	6-8
8:45-9:00	Morning Assembly	Morning Assembly	8:45-9:00	Morning Assembly	Morning Assembly
9:00-9:20	Leader In Me	Leader In Me	9:00-9:20	Leader In Me	Leader In Me
9:20-10:20	Physical Education	Physical Education	9:20-10:20	Physical Education	Physical Education
10:25-11:25	Course 1	Course 1	10:25-11:25	Course 1	Course 1
11:30-12:10	Lunch	Lunch	11:30-12:25	Course 2	Course 2
12:15-1:10	Course 2	Course 2	12:30-1:10	Lunch	Lunch
1:15-2:15	Academic Lab	Academic Lab	1:15-2:15	Academic Lab	Academic Lab

APPENDIX III

Board of Directors approved Independent Study Policy & Master Agreement and Acknowledgement of Responsibilities (SAMPLE)

Board approved 2026–2027 school year Independent Study Policy, which includes compliance requirements, assignment completion timelines, evaluation criteria, and student and family Independent Study agreement documentation.

The Classical Academy, Incorporated
Board Policy for Independent Study (SY 2026-27)

As independent study charter schools, the charter schools operated by The Classical Academy, Incorporated ("The Classical Academy" or the "Charter School") will comply with the legal requirements and meet the same conditions of apportionment of Education Code Sections 51745-51749.3.

The Classical Academy offers students a personalized learning education through a unique 5-day independent study program. Independent study content is aligned to grade level standards and is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction; each student is assigned a full day's worth of work equivalent to that which he/she would be assigned in a classroom setting.

Board Policy - Independent Study

The Classical Academy ("Charter School") shall offer independent study to meet the educational needs of students enrolled in the Charter School. Independent study is an optional educational alternative in which no student may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable students to complete their independent study successfully. The following written policies are in alignment with applicable laws and have been adopted by The Classical Academy Board of Directors for implementation at The Classical Academy:

1. Maximum Length of Time

1.1 For students in all grade levels and programs offered by The Classical Academy, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

(a) The maximum length of time, for grades TK through 8, that may elapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is six (6) weeks.

(b) The maximum length of time, for grades 9 through 12, that may elapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is nine (9) weeks.

2. Evaluation and Continuation in Independent Study

2.1 The Principal or designee shall conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study upon the following triggers:

(a) When any student fails to complete 80% of assignments during any period of six (6) weeks for grades TK through 8, and nine (9) weeks for grades 9 through 12.

(b) In the event a student's educational progress falls below satisfactory levels as determined by The Classical Academy's Accountability Plan process, which considers ALL of the following indicators:

(i) Student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and student engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).

(ii) Completion of assignments, assessments, or other indicators that evidence that the student is working on assignments.

(iii) Learning required concepts, as determined by the supervising teacher.

(iv) Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher.

(v) Attending scheduled appointments for example,meetings with teachers or other school employees, tutoring sessions, or student support services, including services offered in accordance with an Individualized Education Plan ("IEP") or Section 504 Plan.

2.2 If the evaluation determines that the student's educational progress falls below satisfactory levels, despite efforts by the Charter School to support the student's academic success, the student may be involuntarily removed from the Charter School, in accordance with Education Code Section 47605(c)(5)(J)(iii). The involuntary removal procedures shall follow legal and Charter School policy requirements as set forth immediately below, and may indicate that it is not in the best interest of the student to remain in independent study at the Charter School.

2.3 No student shall be involuntarily removed by the Charter School for any reason, unless the parent, guardian or caregiver of the student has been provided written notice of the intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent, guardian or caregiver or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The notice shall inform him or her of the right to initiate, before the effective date of the action, an involuntary removal hearing, which will follow the same procedures as a hearing for an expulsion.

2.4 A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim student record. The record shall be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school.

The notice shall include the following:

(a) The school's intent to remove the student, as it is not in their best interest to remain in the independent study in the Charter School.

(b) The opportunity of the parent, guardian, caregiver, or educational rights holder or adult student to request a hearing that follows the same procedures as an expulsion.

(c) The parent, guardian, caregiver, educational rights holder or adult student must submit a request for an appeal hearing within five (5) school days from the date of the notice.

(d) If the parent, guardian, caregiver, educational rights holder or adult student requests a hearing:

(i) It will be scheduled and conducted in accordance with the Charter School's expulsion hearing procedures as set forth in the Charter School's charter.

(ii) The student shall remain enrolled and shall not be removed until the Charter School issues a final decision.

2.5 If no hearing is requested, the student shall be involuntarily removed from the Charter School on the date listed on the notice.

2.6 If a student is involuntarily removed from the Charter School, a notice will be sent to the district of residence within 30 school days.

3. Alignment of Content to Standards

3.1 The Classical Academy shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by The Classical Academy for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

4. Tiered Reengagement

4.1 The Classical Academy has adopted tiered reengagement strategies for the following students:

(a) All students who are not generating attendance for more than 10 percent of the required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;

(b) Students found not participatory in synchronous instruction offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or

(c) Students who are in violation of the written agreement pursuant to Education Code Section 51747(g).

4.2 These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

(a) Verification of current contact information for each enrolled student;

(b) Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation;

(c) A plan for outreach from The Classical Academy to determine student needs including connection with health and social services as necessary;

(d) A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

(e) Teachers will track attendance and participation through a combination of the following:

(i) Attendance in on-campus instructional workshops

(ii) Learning management system

(iii) Assignments

(iv) Grade book

5. Synchronous Instruction and Live Interaction

5.1 The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

(a) For students in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all students throughout the school year by each student's assigned supervising teacher shall be as follows: students will be given the opportunity to participate in in-person or virtual daily synchronous instruction.

(b) For students in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the student and a certificated or non-certificated employee of The Classical Academy and at least weekly synchronous instruction for all students throughout the school year by each student's assigned supervising teacher shall be as follows: students will be given the opportunity to participate in in-person or virtual weekly synchronous instruction, and in-person or virtual daily live interaction.

(c) For students in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all students throughout the school year by each student's assigned supervising teacher shall be as follows: students will be given the opportunity to participate in in-person or virtual weekly synchronous instruction.

5.2 Participation in these opportunities will be tracked through a combination of the following:

(a) Attendance in on-campus instructional workshops

(b) Learning management system

(c) Assignments

(d) Grade book

6. Transition Plan for Return to In-Person Instruction

6.1 The following plan shall be utilized to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days:

(a) When parents express their desire to leave independent study, The Classical Academy will assist parents by providing resources and contact information for the local districts and charter schools in their geographic area.

(b) When parents express their desire to switch between the various programming options within independent study offered at The Classical Academy, the Charter School will honor that request based on availability in the program option requested, and in accordance with established priorities, policies and procedures.

7. Written Independent Study Agreement Requirements

7.1 A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:

(a) The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.

(b) The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.

(c) The specific resources, including materials and personnel, which will be made available to the student. These resources shall include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.

(d) A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the student should be allowed to continue in independent study.

(e) The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.

(f) A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.

(g) A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.

(h) The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.

(i) For a student participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

(i) Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

7.2 A signed written agreement may be maintained on file electronically.

Summary and Implementation

It is the expressed written policy of The Classical Academy in compliance with Education Code 51747, to set the appropriate guidelines for students assigned to independent study and the number of allowable missed assignments.

The Classical Academy maintains residency requirements as specified in applicable law that allow attendance of students who reside within the county where the Charter School is authorized, or an adjacent county in compliance with Education Code 51747.3(c).

This policy regarding Independent Study was discussed and adopted at the May 18, 2026 governing board meeting for The Classical Academy, Incorporated.

Motion to accept: _____ Second to the motion: _____

Vote: Ayes _____ Nays _____ Abstain _____ Absent _____

Motion Passes: Yes No

lc_id
Master Agreement for Independent Study

Student: student_name
Student Number: st_number
Address: street1
Location: citystatezip
1st Phone Number: homephone
DOB: 09/04/2026
Program Placement: tr_gradtypes_id

Contract Term: contractterm
Beginning Date: 09/04/2026
End Date: 09/04/2026
Year: schoolyear
2nd Phone Number: cellphone
Grade Level:
School for Classroom Option: altschool

Objectives:
• The major objective for the duration of this agreement is to enable the student to progress at their ability level with assigned work in order to meet Classical Academy Vista's grade level standards and advance to the following grade level. The student shall engage in content provided by the Charter School which is aligned to grade level standards that is substantially equivalent to in-person instruction.

Methods of Study:
• Student Assignment and Work Record Forms and online resources will include additional descriptions of the major objectives and activities of the course of study covered by the agreement and the methods for evaluating student work.

Methods of Evaluation:
• Academic evaluations of the work will be made on the same basis as is utilized in the regular classroom for similar work.
• Academic evaluations of the work will be made by student conferences, work samples and/or tests. The Classical Academies do not teach sectarian or denominational doctrine directly or indirectly to students attending the charter school.

Resources:
• Classical Academy Vista will provide appropriate instructional materials and personnel to enable the student(s) to complete the assigned work.
• Resources include those reasonably necessary to the achievement of the objectives and resources that are normally available to all students on the same terms as the terms on which they are available to all.
• Classical Academy Vista will confirm or provide access to all students to the connectivity and devices adequate to participate in the education program and complete the assigned work.

Assignments:
• The supervising teacher will employ best practices to evaluate and review student work. The maximum length of time that may elapse between the date an assignment is made by the supervising teacher and the completion of the student's work is 6 weeks. If the student's meeting date changes, temporarily or permanently, the new day will be recorded on the Student Assignment and Work Record Form.
• All work assigned in relation to this Independent Study agreement, is detailedonline as a subsidiary agreement to the Student Assignment and Work Record Form and will be available one week prior to beginning instruction. It is the parents' responsibility to obtain the work assignments either online or by arranging with the supervising teacher prior to the start date of assignments.
• Failure to complete 80% of assignments in a core subject area shall result in an evaluation to determine whether it is in the best interest of the student to remain in Independent Study. A written record (Accountability Plan/Alert) of the supports being implemented to increase student success will be prepared by the teacher. If the evaluation determines that the student's educational progress falls below satisfactory levels as determined by the Accountability Plan, this may result in involuntary removal from Independent Study.
• The student is to complete the subjects listed below. Subject objectives reflect the curriculum adopted by the Charter School and are consistent with the school standards as outlined online, or in the subject/course descriptions. The specific objectives, methods of study, methods of evaluation, and resources for each assignment covered by this agreement will be described in the online course management system, which is part of this agreement. Any subsidiary agreement(s) are also part of this contract (i.e., Student Assignment and Work Record Form).
• Based on teacher recommendation, multi-tiered supports will be implemented to address the academic and social emotional needs of all students including all sub groups performing below grade level. Supports may include differentiated instruction, small group instruction or one-on-one targeted intervention.

Voluntary Statement:
• It is understood that Independent Study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.

Grades TK-8:
• All students are enrolled in English Language Arts, Social Studies, Mathematics, and Science.

SAMPLE

Additional Classes:

• If the student satisfactorily completes all of the above subjects before the ending date of the agreement, one or more subjects may be added to the agreement if the contract is re-signed and re-dated by the student and the teacher.

Independent Study Agreement Meeting Dates (Manner, Time, Frequency and Place):

• Supervising teacher will employ best practices to evaluate and review student work submitted. The following prescribes the manner, time, frequency and place for submitting a student's assignments and reporting student progress:

2-Day A Track or B Track Program:

• 2-day workshop attendance at school site.
• Submission of assigned work every 6 weeks unless otherwise noted.
• Minimum of 4 evaluation conferences unless prior arrangements have been made in accordance with Classical Academy Vista's policy. Evaluation will include but is not limited to: projects, written work, oral quizzes, and written assessments depending on the assignment. Paper and electronic documents may be presented. The conference will take place on the school campus unless otherwise noted.
Time: Between the hours of 8:00am-4:00pm, unless otherwise noted.
Place: 2022 University Avenue, Vista, CA, 92083, unless otherwise noted.

3-Day Middle School M Track Program:

• 3-day workshop attendance at school site.
• Weekly submission of assigned work unless otherwise noted.
• Minimum of 4 evaluation conferences unless prior arrangements have been made in accordance with Classical Academy Vista's policy. Evaluation will include but is not limited to: projects, written work, oral quizzes, and written assessments depending on the assignment. Paper and electronic documents may be presented. The conference will take place on the school campus unless otherwise noted.
Time: Between the hours of 8:00am-4:00pm, unless otherwise noted.
Place: 2022 University Avenue, Vista, CA, 92083, unless otherwise noted.

5-Day C Track Program or Independent Study Program:

• Unit meetings with teachers.
• Submission of assigned work every 6 weeks unless otherwise noted.
• Minimum of 4 evaluation conferences unless prior arrangements have been made in accordance with Classical Academy Vista's policy. Evaluation will include but is not limited to: projects, written work, oral quizzes, and written assessments depending on the assignment. Paper and electronic documents may be presented. The conference will take place on the school campus unless otherwise noted.
Time: Between the hours of 8:00am-4:00pm, unless otherwise noted.
Place: 2022 University Avenue, Vista, CA, 92083, unless otherwise noted.

SAMPLE

Board Policies Pursuant to Education Code Section 51747(a) and (b):

1. The maximum length of time that may elapse between the date an assignment is made by the supervising teacher and the completion of the student's work is 6 weeks for grades TK-8 or 9 weeks for high school level programs.
2. The Principal or designee shall conduct an evaluation to determine whether it is in the best interests of the student to remain in Independent Study upon the following triggers:
    a. When any student fails to complete 80% of assignments during any period of six (6) weeks for grades TK through 8, and nine (9) weeks for grades 9 through 12.
    b. In the event student's educational progress falls below satisfactory levels as determined by the Classical Academy Vista's Accountability Plan process, which considers ALL of the following indicators:
        i. Student's achievement and engagement in the Independent Study program, as indicated by the student's performance on applicable student-level measures of student achievement and student engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
        ii. Completion of assignments, assessments, or other indicators that evidence that the student is working on assignments.
        iii. Learning required concepts, as determined by the supervising teacher.
        iv. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher.
        v. Attending scheduled appointments, for example, meetings with teachers or other school employees, tutoring sessions, or student support services, including services offered in accordance with an Individualized Education Plan ("IEP") or Section 504 Plan.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim student record. The record shall be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school.

Statement of the Measures of Academic Achievement to be Earned by the Student Upon Completion:

Students will meet California State Standards in all courses. All students, grades TK-8, take benchmark assessments throughout the school year, which measure both proficiency and individualized growth.

Student-Parent-Educator Conference:
Before signing this written agreement, the parent or guardian of a student may request that the Charter School conduct a telephone, videoconference, or in-person student-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Statement of Academic and Other Supports for Special Populations:
Classical Academy Vista shall utilize its Response to Intervention process to address the needs of students who are not performing at grade level, or who need support in other areas, such as English Learners, students in foster care or students who are experiencing homelessness, and/or students requiring mental health support. Classical Academy Vista complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the student's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that students are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Dispute Resolution:
It is the policy of the Charter School to maintain a positive and productive working and educational environment. In the event that a parent or student believes an alleged violation of a school policy or law governing educational programs has occurred, you agree to follow each step of the conflict resolution protocol articulated below before engaging in formal complaint procedures, up to and including litigation:

(a) First, send the teacher or supervising employee a written request delineating the issues and desired outcome. If a satisfactory resolution is not reached within a reasonable time frame, then
(b) Second, send the site Principal or supervising leader a written request delineating the issues and desired outcome. If a satisfactory resolution is not reached within a reasonable time frame, then
(c) Third, send the CEO or his/her designee (with CEO copied) a written request delineating the issues and desired outcome.

You voluntarily agree to allow appropriate, reasonable, and commensurate time periods for the issue to be resolved, and to engage in good faith efforts to arrive at a mutually agreeable resolution of the dispute before engaging in formal complaint procedures.
You further agree to pursue litigation only as a means of last resort, having exhausted all other conflict resolution avenues.

Independent Study is Optional:
Independent Study is an optional educational alternative in which no student may be required to participate. Instruction may be provided for Section 48915 (expelled) or 48917 (suspended expulsion) students through Independent Study only if the student has the alternative of classroom instruction. Our signatures below indicate that we voluntarily participated in the establishment of this agreement and that we understand and accept our responsibilities in relation to this agreement as detailed above.
The student's supervising teacher and/or the employee responsible for the special education programming of the student may change over the course of the year. If a change occurs, the new signature will be added by a Master Agreement Addendum.

I have read and I understand the terms of this agreement, and agree to all provisions set forth.
Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

SAMPLE

Student Signature	Date
Parent/Guardian/Caregiver Signature	Date
Supervising Teacher Signature	Date
Certificated employee designated as having responsibility for the special education programming of the student (as applicable) Signature	Date
Other Signature	Date

SAMPLE

lc_id
Acknowledgement of Responsibilities

Student: student_name
Student Number: st_number
Address: street1
Location: citystatezip
1st Phone Number: homephone
DOB: 09/04/2026
Program Placement: tr_gradtypes_id

Contract Term: contractterm
Beginning Date: 09/04/2026
End Date: 09/04/2026
Year: schoolyear
2nd Phone Number: cellphone
Grade Level:
School for Classroom Option: altschool

Objective:

This agreement is to enable the student to successfully reach the objectives and complete the assignments identified in the Assignment and Work Record Form. With the support of the parent, the student will complete assignments on or before the due date.

Commitments:
Student - I understand that:

- I voluntarily request participation in this independent study program and have read and understand the terms of the Master Agreement.
- I agree to be supervised by and meet regularly with my teacher.
- I will complete all course work by its due date, as explained by my teacher and described in my written agreement.
- If I do not complete all work products, my incomplete work will result in an evaluation as specified in the Master Agreement and I may not be allowed to continue in independent study at the Charter School.
- If I fail to attend three or more agreed to services, including meeting with teachers or other school employees, tutoring sessions, or student support services, it may result in an evaluation as specified in the Master Agreement and I may not be allowed to continue in independent study at the Charter School.
- I have read the online Parent and Student Handbook, and I understand that I am responsible for knowing and abiding by the policies, expectations, and procedures that are outlined in the Parent and Student Handbook (NOTE: The Parent and Student Handbook includes a summary of the more important guidelines at the time of publication and is not intended to be all-inclusive.)

Parent/Guardian:

I agree to the above conditions listed under student. I also understand and acknowledge that:

- I am responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the Supervising Teacher.
- My student must be actively engaged in assigned work or reading every school day and that it is the responsibility of all students/parents to regularly log into the learning platforms and stay current with all assignments.
- Each student will be asked to participate in all state tests.
- Each student is required to take benchmark assessments throughout the school year (i.e., STAR, DIBELS).
- It is the parent's responsibility to provide any needed transportation for the student's scheduled meetings, field trips, athletic events, and any other travel that is related to school events.
- I agree to meet with the Supervising Teacher in all requested conferences. During these meetings, I agree to submit learning records that document the course of study covered during that learning period. I understand that one missed conference with the Supervising Teacher may initiate an evaluation of whether the program is in the best interests of the student.
- The school does not endorse or support the sectarian teaching of students as part of the charter school program.
- I am liable for the cost of replacement or repair for lost, damaged, incomplete kits or unusable books and other school property checked out to my child.
- The school is a closed campus and students are not allowed to come and go during the school day unless they have parent permission and have signed out in the front office.
- I have read the school's Parent and Student Handbook, either online or in the school office, and agree to abide by all school-wide expectations, policies, and procedures. (NOTE: The Parent and Student Handbook includes a summary of the more important guidelines at the time of publication and is not intended to be all inclusive.)
- I have read the "Acceptable Use Policy for School Computers and Internet" listed in the Parent and Student Handbook and I agree to follow the rules and regulations of this policy to ensure the safe and appropriate use of computers, the Internet, and all school technology.

SAMPLE

- I agree that all school curriculum materials, including digital content, are to be used in our school lessons only and shall not be sold, re-distributed in any way, or posted in any other digital venue. I understand that all Teacher Edition materials are property of the school and I agree to return all Teacher Edition materials to the school at the completion of the academic year.

We the undersigned, understand and voluntarily agree to the terms and conditions of this Acknowledgement of Responsibilities. Our signature below indicates that we understand and accept our responsibilities in relation to this document.

Student Signature	Date
Parent/Guardian/Caregiver Signature	Date
Supervising Teacher Signature	Date
Certificated employee designated as having responsibility for the special education programming of the student (as applicable) Signature	Date
Other Signature	Date

SAMPLE

APPENDIX IV

Special Education Timelines

Procedural guidelines detailing statutory state and federal timelines for initial assessments, IEP team meetings, eligibility evaluations, transition plans, and student records requests. Classical Academy Vista operates as its own Local Educational Agency (LEA) for special education purposes and maintains active membership within the El Dorado County Charter SELPA in compliance with Education Code Section 47641(a). Classical Academy Vista complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures, including the following general timelines for Special Education Services.

El Dorado County Charter SELPA: Special Education Local Plan Area
General Timelines for Special Education

Classical Academy Vista operates as its own Local Educational Agency (LEA) for special education purposes and maintains active membership within the El Dorado County Charter SELPA in compliance with Education Code Section 47641(a). Classical Academy Vista complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures, including following the below general timelines for Special Education Services.

Initial Assessment and Individualized Education Program (IEP) Development			
Service	**Timeline**	**Considerations & Supporting Guidance**	**Regulation**
Proposal of Assessment Plan (AP) for Initial Assessment	15 calendar days from the date of referral	Exceptions may include: *School breaks in excess of 5 school days *If a referral is received 10 days or fewer before the end of the school year, then the AP must be sent to the parent/guardian within the first 10 days of the following school year See the "Assessment Plan" section of this Procedural Guide for more information on the content of the assessment plan and accompanying documents.	EDC §56043(a) EDC §56321(a)
IEP team meeting to review initial assessments	60 calendar days from the receipt of parent/guardian consent on the Assessment Plan, to determine eligibility and areas of need	Exceptions may include: *Student enrolls in another LEA *Student is not made available *School breaks in excess of 5 school days *If the referral is received 30 days or fewer before the end of the school year, the IEP meeting must be held within the first 30 calendar days of the next school year.	EDC §56043(c) EDC §56302.1 EDC §56344(a)

IEP Team Meetings			
Service	**Timeline**	**Considerations & Supporting Guidance**	**Regulation**
Plan Review	Not to exceed 12 months (365 days) from the date of the last IEP	IDEA makes parents/guardians mandatory members of the IEP team. See the "Parent Participation" section of this Procedural Guide for more information on parent participation and conducting an IEP meeting without a parent in attendance.	EDC §56043(d), (j) EDC §56343(d) EDC §56380
IEP team meeting to review reassessments including eligibility evaluations	60 calendar days after the receipt of parent/guardian consent on the Assessment Plan	Exceptions may include: * School breaks in excess of 5 school days *If the referral is received 30 days or fewer before the end of the school year, the IEP is due within the first 30 calendar days of the next school year	EDC §56043 (f) (1) EDC §56343 (a) EDC §56344 (a)
Parent/guardian requests an IEP meeting for a student with an existing IEP	30 calendar days after a written request is received	Exceptions may include: *School breaks in excess of 5 school days If a verbal request is made by the parent/guardian, the LEA must direct and/or assist the parent/guardian in making the request in writing.	EDC §56043 (I) EDC §56343.5
IEP to review student's lack of progress toward IEP goals	No specific timeline	Consideration: Convene the IEP team within 30 days of determining that a student is demonstrating a lack of progress. See the "Annual Review and Re-Evaluation" section of this Procedural Guide for more information regarding steps the IEP team may take when considering a lack of progress towards IEP goals.	EDC §56343(b)
Notify parents of the IEP team meeting and send the IEP Notice of Meeting	Early enough to ensure an opportunity to attend the meeting	Consideration: At least 10 school days before the meeting date. See the "Individualized Education Program Meeting" section of this Procedural Guide for more information on parent notification of IEP team meetings.	EDC §56043(e) EDC §56341.5(b)

El Dorado County Charter SELPA: Special Education Local Plan Area
General Timelines for Special Education

IEP Team Meetings			
Service	**Timeline**	**Considerations & Supporting Guidance**	**Regulation**
Notice of Procedural Safeguards	Give a copy of procedural safeguards at each IEP meeting and at least once each year	See the "Procedural Safeguards" section of this Procedural Guide for other instances where a copy of the procedural safeguards must be provided to parents/guardians. "Notice of Procedural Safeguards and Parent's Rights" can be found in many languages in the SEIS Document Library or in the Parent's Rights section of the **Parent Resources** page.	EDC §56500.1 34 CFR §300.504
Implement the signed IEP	As soon as possible after receiving the signed IEP from the parent/guardian	See the "Parental Consent and Parental Revocation of Consent" section of this Procedural Guide for the definition of parental consent.	EDC §56043(i) EDC §56344(b)
Progress reports on IEP goals provided to the parent(s) /guardian(s)	Frequency is determined by the IEP team and should be provided at least in concurrence with the issuance of report cards at the LEA		EDC §56345(a)(3)

El Dorado County Charter SELPA: Special Education Local Plan Area
General Timelines for Special Education

Eligibility Evaluations			
Service	**Timeline**	**Considerations & Supporting Guidance**	**Regulation**
Eligibility Evaluation	Every 3 years based on the date of the last eligibility evaluation	May occur more often if needed, but no more than once per year, unless the IEP team agrees Parent/guardian and LEA may agree in writing that eligibility evaluations are not necessary and may also agree to limit the scope of the review. See the "Annual Review and Re-Evaluation" section of this Procedural Guide for more information regarding Eligibility Evaluations, circumstances warranting more frequent eligibility evaluations, and instances in which the team may consider a review of records.	EDC §56043(k) EDC §56381
Proposal for re-assessment	15 calendar days from the date of referral	Exceptions may include: *School breaks in excess of 5 school days *If a referral is received 10 days or fewer before the end of the school year, then the AP would be due within the first 10 days of the following school year. See the "Assessment Plan" section of this Procedural Guide for more information on the content of the assessment plan and accompanying documents.	EDC §56043(a) EDC §56321(a)

Individual Transition Plans (ITP)			
Service	**Timeline**	**Considerations & Supporting Guidance**	**Regulation**
Individual Transition Plan (ITP)	Must be in the IEP when the student turns 16 ITPs must be updated at least annually	See the "Transition Planning" section of this Procedural Guide for considerations of transition planning.	EDC §56043 (g)(1), (h) EDC §56341.5(e) EDC §56345(a)(8)
Students are informed of the transfer of rights at the age of 18, known as the "age of majority"	LEA must inform the parent(s)/guardian(s) and special education student before the student turns 17	See the "Age of Majority" section of this Procedural Guide for more information on the age of majority timeline and IEP requirements.	EDC §56041.5 EDC §56043(g)(3) EDC §56345(g)
Notice to parent(s) /guardian(s) of student's graduation from high school with a diploma	No specific statutory timeline, "reasonable" Prior Written Notice must be given	See the "Graduation Options for Students with Disabilities" and "Age Out Timelines" sections of this Procedural Guide for information on the termination of special education services.	EDC §56500.5

Independent Educational Evaluation (IEE)			
Service	**Timeline**	**Considerations & Supporting Guidance**	**Regulation**
Respond to a request for an IEE	No specific statutory timeline, but should respond without unnecessary delay	Consideration: Respond within 15 days of parent/guardian request for IEE. See the "Independent Educational Evaluations" section of this Procedural Guide and the "**Independent Educational Evaluations Guidelines**" resource for IEE policy and procedure recommendations.	34 CFR §300.502(b)

Discipline			
Service	**Timeline**	**Considerations & Supporting Guidance**	**Regulation**
Provide parent(s) /guardian(s) with notice of change of placement if a student has been removed from current placement as well as a copy of procedural safeguards	The day a decision is made to remove a student for disciplinary purposes for more than 10 school days	See the "Suspension, Expulsion and Manifestation Determination" section of this Procedural Guide for information on discipline procedures.	34 CFR §300.530(h)
Conduct a manifestation review	Within 10 school days of the decision to remove the student for disciplinary purposes that result in the removal of the student for more than 10 days within the same school year	See the "Suspension, Expulsion and Manifestation Determination" and "**Manifestation Determination Flowchart**" sections of this Procedural Guide for information on the process of a Manifestation Determination.	34 CFR §300.530(e)

Student Records/Records Request			
Service	**Timeline**	**Considerations & Supporting Guidance**	**Regulation**
Provide parent(s)/guardian(s) with copies of student records	After an oral or written request from the parent(s) /guardian(s); the records should be provided within 5 business days and before any IEP meeting or resolution session, if applicable	See the "Student Records" section of this Procedural Guide for guidelines that apply to each type of student record and access to records.	EDC §56043(n) EDC §56504
Provide a receiving LEA with special education records for students that have transferred	5 business days after a request for records from the receiving LEA is received	See the "Student Records" section of this Procedural Guide for information on transferring records.	EDC §56043(o)
Notification to the District of Residence when a student leaves a charter school	A charter school must notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the charter school without graduating	See the "Student Records" section of this Procedural Guide for details on what records must also be provided upon request.	EDC §47605(d)(3)

APPENDIX V

Classical Academy Vista's Board approved LCAP

Board-approved Local Control and Accountability Plan (LCAP) and LCFF Budget Overview for Classical Academy Vista.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Classical Academy Vista

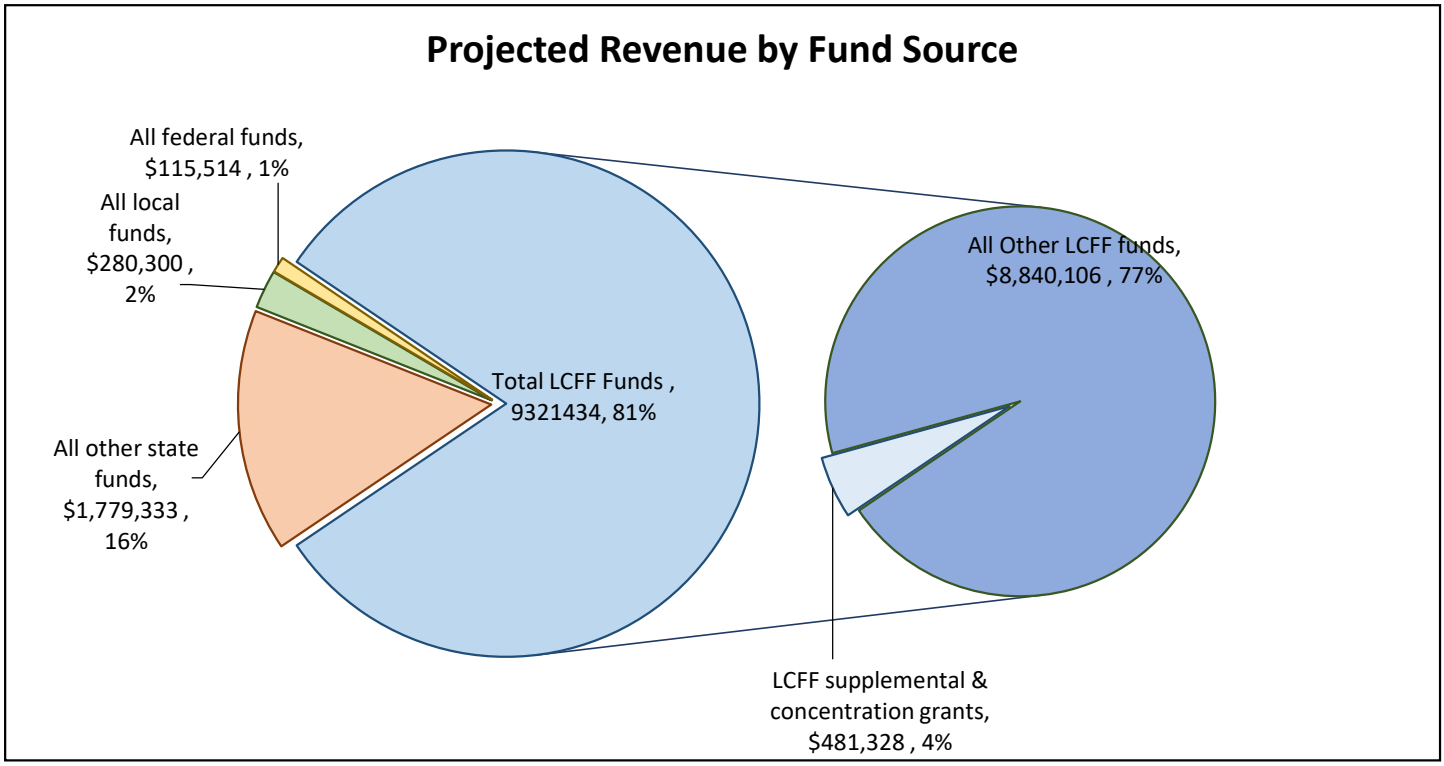
CDS Code: 37103710138404

School Year: 2026-27

LEA contact information: Carmen Coniglio 760-520-6733 cconiglio@classicalacademy.com

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

Budget Overview for the 2026-27 School Year

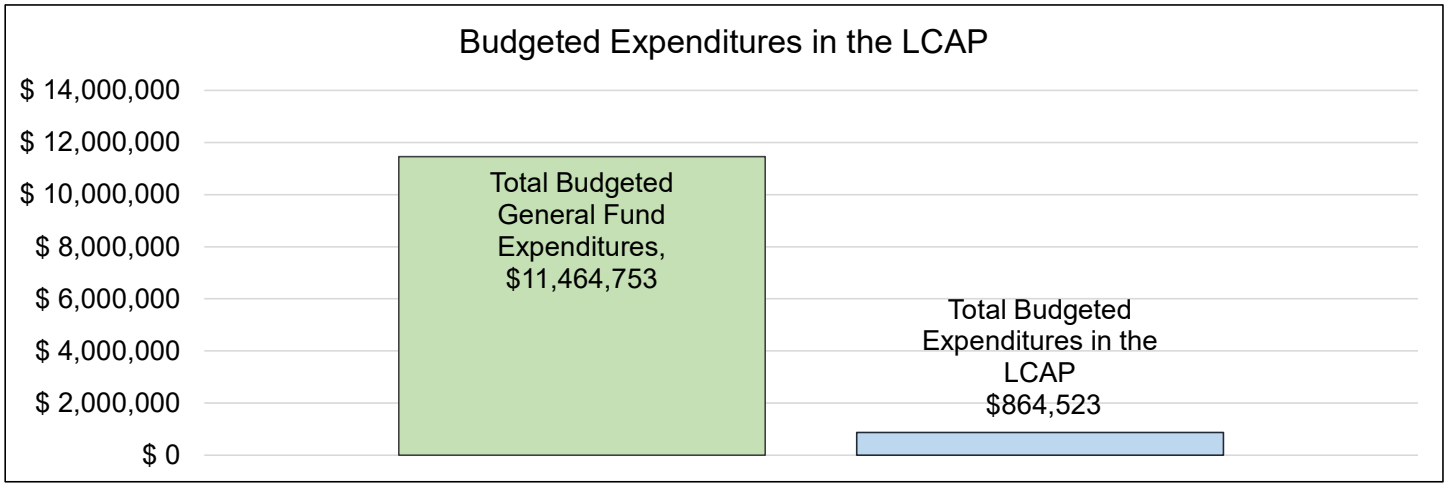


This chart shows the total general purpose revenue Classical Academy Vista expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Classical Academy Vista is $11,496,581.00, of which $9,321,434.00 is Local Control Funding Formula (LCFF), $1,779,333.00 is other state funds, $280,300.00 is local funds, and $115,514.00 is federal funds. Of the $9,321,434.00 in LCFF Funds, $481,328.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

The text description of the above chart is as follows: Classical Academy Vista plans to spend $11,464,753.00 for the 2026-27 school year. Of that amount, $864,523.00 is tied to actions/services in the LCAP and $10,600,230.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

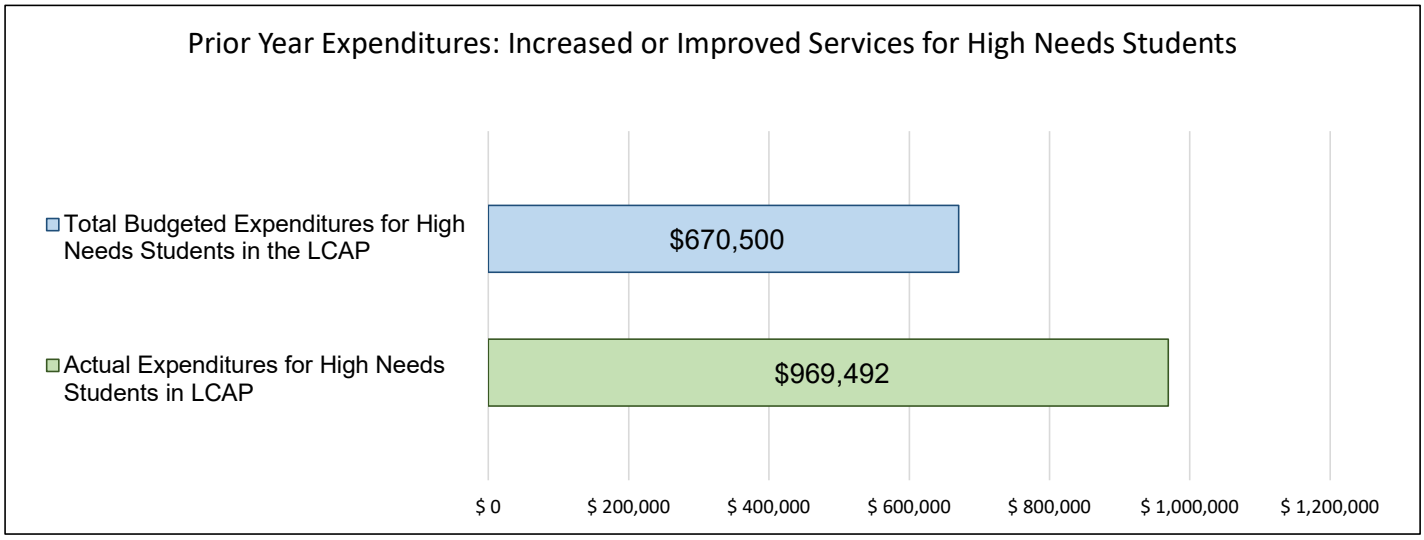
General Fund Budget Expenditures for 2026-27 not included in the Learning Continuity and Attendance Plan (LCAP) consist of, but are not limited to, costs associated with school operations and programs, such as salaries and benefits of certificated and classified staff members and a vast array of instructional and student support costs, such as supplies, general insurance costs, facilities and operations, audit fees, and various administration costs.

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

In 2026-27, Classical Academy Vista is projecting it will receive $481,328.00 based on the enrollment of foster youth, English learner, and low-income students. Classical Academy Vista must describe how it intends to increase or improve services for high needs students in the LCAP. Classical Academy Vista plans to spend $803,700.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Classical Academy Vista's LCAP budgeted $670,500.00 for planned actions to increase or improve services for high needs students. Classical Academy Vista actually spent $969,492.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Classical Academy Vista	Kurtis Indorf: CEO Classical Academies	kindorf@classicalacademy.com 760-462-1582

Plan Summary 2026-2027

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Classical Academies is a network of award-winning, tuition-free California public charter schools that have been serving North San Diego County since 1999.

The goal of The Classical Academies has always been to partner with families to inspire each student to think critically, communicate effectively, and achieve excellence by providing academic choice. Our vision is to passionately serve, respectfully communicate, and joyfully partner for student success.

The key to the organization's success is the partnership and collaboration between parents and teachers to create the best-personalized learning program possible for each student. It is a core belief at The Classical Academies that every parent partnership starts with trust, builds on collaboration, and culminates with accountability. The partnership with parents is the cornerstone of everything we do and one that we have come to rely on in helping all students become thinkers, communicators, and achievers.

Each campus offers a flexible, personalized educational environment that blends the best of independent study and the traditional classroom experience. Options range from blended in-seat and independent study programs to full-time independent study programs. These hybrid programs are uniquely designed to encourage students to explore their interests, accommodate their learning styles, and reach their maximum potential. This distinctive and flexible approach allows students to learn at their own pace while participating in workshops, electives, campus activities, and field trips. We are named The Classical Academies because our founding charters set forth the idea that we inspire excellence by holding forth examples of classic literature, primary source documents, music, and art, which have stood the test of time and been widely recognized as the very best. Our teachers emphasize mastering the "basics" and encourage discussion and debate.

The Classical Academy, Incorporated governing board oversees the four charter public LEAs that make up The Classical Academies. These four LEAs operate schools across seven campus locations that serve an estimated 5800 students in grades TK-12 in Escondido, Vista, and Oceanside in 2025-2026.

Classical Academy (Escondido) – TK-8

Coastal Academy (Oceanside) – TK-8

Coastal Academy High School (Oceanside) - 9-12

Classical Academy (Vista) – TK-8

Classical Academy Middle School (Escondido) – 7-8

Classical Academy High School Studio Campus (Escondido) – 9-12

Classical Academy High School Personalized Learning Campus (Escondido) - 9-12

The Classical Academies have the following Support Teams to help facilitate student success, including a Board of Directors, Community Development, Curriculum Writers, Facilities, Finance, Human Resources, Operations, Safety & Security, Special Education, and Technology. The Classical Academies offer an innovative, progressive, and personalized approach to learning.

Reflections: Annual Performance-

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

Our model continues to effectively meet students' academic needs while creating an interactive classroom community, which helps to balance social-emotional needs in real-time. School days on campus and days of learning at home utilize a blend of synchronous and asynchronous classwork assigned through our LMS. Social-emotional learning continues to be a priority, and we have started a more robust character education program.

We have continued our growth as a Professional Learning Community (PLC). Teachers continue to develop their skills in the analysis of student data, which guides our teaching teams as they target and deliver support to personalize student learning and promote progress. Intervention based on student needs (determined by data collection) occurs both in the classroom environment and in small groups outside of classroom time with Response to Intervention (RTI) Specialists in Math and Literacy. We have added additional intervention support staff in the area of literacy, which has allowed us to help more underserved students. These services are offered in small groups or one-on-one, depending on need.

Renaissance STAR assessments continue to drive timely and accurate feedback for targeted support in Math and Literacy across all grade levels three times a year. STAR is an effective tool as it is closely aligned with specific student growth goals, uniting targeted standards aligned assignments with formative assessment on an ongoing, consistent basis. Learning results continue to inform the next instructional steps to clarify understanding as needed on an individual basis.

Throughout the school year, teachers utilized various formal and informal assessment strategies to monitor benchmarks, growth, and areas needed for growth toward grade-level standards. The PLC process and the SST process are actively monitored for increased student progress and to close achievement gaps. Referrals to Math and Literacy Specialists are made for additional intervention and support, as well as the use of other supplemental support materials. Our Guiding Coalition Leadership Team supports the implementation of MTSS, PLC collaboration, and data tracking to drive the inquiry process forward, which will lead to overall school improvement and increased student achievement. Parent training and communication with parents take place every six weeks to increase effectiveness and team focus.

Our California Dashboard indicators are either holding steady or growing. In the areas of Chronic Absenteeism and Suspension Rates, we moved from Yellow to Blue over the last year. Our ELA and Math indicators have stayed steady at Green. This year, In Science, we have achieved Blue and are showing Accelerated Growth in ELA and holding steady at Average Growth in Math. We have consistently met standards in all other areas. We are proud of our California Dashboard achievements.

In conclusion, we have found that our continued implementation of MTSS and PLC collaboration teams has helped us meet our student growth goals as well as propelled instructional goals forward.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Parents of Multilingual Students, and ELD Coordinator	The English Learner Advisory Committee consists of ELD Teachers, ELD Coordinator, and parents of multilingual students. The committee meets 3-4 times per academic calendar year to accomplish the following tasks: ● Advising the principal and staff in the development of a site plan for English learners. ● Assisting in the development of the schoolwide needs assessment. ● Ways to make parents aware of the importance of regular school attendance.
Parent LCAP Survey	We gather feedback once a year on academics, customer service, and our overall organization.
Parents, teachers, admin, and other school personnel	Parents, teachers, admin, and other school personnel gather for roundtable discussions on LCAP.
Students	Student leaders use a Leader In Me meeting to provide input on the LCAP

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

Educational partner input was categorized into the areas of Conditions of Learning, Pupil Outcomes, and Engagement. This data was analyzed to identify themes for suggested changes to the LCAP. The following general themes were identified for consideration:
● Academic growth and achievement in core subjects.
● Social-emotional development and learning support.

These areas have also been part of our Professional Learning Communities (PLC) work to include all educational partners with data collection, analysis, and revision. The PLC groups also worked on district-aligned essential standards to ensure that all students are included in the impact of these goals. Asking for direct feedback from all educational partners in our annual survey and ELAC Needs Assessment Survey provided additional confirmation for supporting current goals and progress.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	Provide an outstanding educational program to ensure student growth and academic achievement so students promote from TK-12 ready for college/career.	Broad Goal

State Priorities addressed by this goal.

State Priority 2: Implementation of State Standards

State Priority 4: Student Achievement

State Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile, which were identified as part of our strategic action planning process engaged prior to the new LCAP cycle. Our leadership teams influenced and developed all aspects of the LCAP with input from students, parents, and the community. Requests from the educational partners were categorized, provided to site leaders, and included in budgetary decisions. This ongoing engagement process starts at the beginning of the school year by reviewing previous LCAP goals, the three-year plan, and the development of programming. Our educational partners identified the importance of the following areas when considering the development of a focused goal: ensure a high level of educational achievement, increase the learning and progress of English Learner students, continue to see an increase in state and local student assessment data (specifically in literacy), and increase support and improve learning outcomes for all students, including students with disabilities. These areas of concern are similar to previous years and continue to apply to our goals as an organization. Our tracking of data by the methods described in our metrics below is the vehicle to ensure that our student growth continues to progress as planned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	STAR Testing (TK-8) % of students that meet their SGP or making about a year's growth	Using SGP of 50 Reading 62% of students met SGP Math 57% of students met SGP	Using SGP of 50 Reading: 54.5% of students met SGP Math 52.6% of students met SGP	Using SGP of 50 Reading: 56% of students met SGP Math 50% of students met SGP	Using SGP of 50 Reading: 68% of students met SGP Math: 65% of students met SGP	Reading: decreased 6% Math: decreased 7%
Metric #2	CAST Assessment Data	49.16% met or exceeded in 2023 5th grade: 50.88% 8th grade: 47.62%	43.51% met or exceeded in 2024 5th grade: 45.93% 8th grade: 41.25%	50.91% met or exceeded in 2025 5th grade: 49.33% 8th grade: 52.22%	55.16% met or exceeded 5th grade: 56.88% 8th grade: 53.62%	Increased 1.75% 5th grade: decreased 1.55% 8th grade: increased 4.6%
Metric #3	CAASPP ELA	65.04% met or exceeded in 2023	66.26% met or exceeded in 2024	65.65% met or exceeded in 2025	71.04% met or exceeded	Increased 0.61%
Metric #4	CAASPP Math	58.46% met or exceeded in 2023	54.57% met or exceeded in 2024	51.31% met or exceeded in 2025	64.46% met or exceeded	Decreased 7.15%
Metric #5	Reclassification Rate	20% reclassified				
Metric #6	ELPAC	100% grew in one performance level				

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

We have continued to use data and teams have been meeting in PLC collaboration groups to plan weekly WIN time. 100% of students in classroom based programming participate in WIN. Additional intervention is not as well utilized, even though it is offered. Based on data, it is clear that we need to improve on the number of students who are taking advantage of our intervention offerings. Because we are driven by parent partnership, we rely on their compliance, cooperation and willingness to bring their students consistently for intervention. While we cannot force parents to bring their students to participate, we can improve the messaging about the importance of meeting student needs, plugging academic gaps, and bringing students to grade level. Secondly, usability of the testing tools and interface may be a factor, as some students have limited exposure to practice materials and keyboarding skills. We did increase in CAASPP ELA, which is a focus area for many teachers and families, so we should extend and improve our focus on other areas to increase schoolwide student learning results.

We hypothesize that this may be a factor because daily work, which is reviewed in our conferences every six weeks, shows more student growth than our test metrics demonstrate. In order to bridge this gap, we need to improve our testing preparation, especially for our students who are new to this platform of formal summative assessments. Additionally, we expect that having more time writing to prompts, using strategies such as RACE, built into our lessons would help with raising this achievement. Looking at data shows that many students still do not have enough practice and experience in this area, which affects their ability to perform on these assessments. With regard to STAR Reading results, we have begun to implement Reading by 3rd Grade with the direction of our Literacy Coordinator and our Reading Task Force. We are early in this implementation, so we will probably not see results right away, but we are moving in the right direction. For STAR Math, reading improvement will have an impact, because our current math program is language heavy and students have had a challenging time engaging with the content. If we can improve our reading achievement, math will benefit positively and math skills will grow.

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

No differences between the actual and budgeted.

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

Overall, effectiveness has not been realized, but we need to continue to improve and fine tune our actions to meet projected goals. Our literacy screening has increased, which has increased our ability to identify students who need support, but not all of them are engaged with intervention services. Our intervention program is robust, but underutilized. We are working on a more focused implementation of essential standards and while we are still in the process of this, we are improving every year. We have identified essential standards and teachers are focusing on teaching and intervention of these standards for WIN intervention time. Teachers have been using common formative assessments to determine student success with these essential standards. An additional step has been the development of district wide common formative assessments, across all grade levels, which have been piloted this year. Next year, we also have an outside company coming in to provide coaching to support leadership to move the needle forward on PLC progress. Effectively, we currently have strong supports implemented.

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

We have added a sub action for Goal 1, action 1. We are partnering with The Achievement Network (ANet), an education support provider, to provide site and district leadership coaching and professional development. The following are the goals:

-Create a vision for highly effective professional learning communities and prepare to communicate the vision to key stakeholders

-Design and implement a framework for effective math and literacy PLCs that consists of the key components of effective planning and looking at student work

-Identify and prepare plans for development for teachers that build capacity to lead and engage in the work of highly effective PLCs

English Learner data (ELPAC, progress indicators, and reclassification trends) show a need for strengthened instructional practices and targeted supports for EL students. Due to this need, we have also added an action under goal 1: Professional learning for ELD providers. The following are the goals of this action:

-Develop a better understanding and implementation of designated and integrated English Learner Development (ELD) strategies
-Strengthen leadership capacity among ELD providers so they can deliver turnaround training and serve as instructional experts on their campuses.
GLAD training: Guided Language Acquisition Design (GLAD®) is an instructional model for TK-12 that supports the vision of the California English Learner Roadmap policy by strengthening educational programs and practices for English learners. Project GLAD® supports the implementation of integrated English-language development (ELD) and designated ELD. This model provides full and meaningful access to a 21st century education that results in attaining high levels of language proficiency and mastery of grade level standards.
Our expected student outcomes are:

- Increased EL progress on ELPAC
- Increased reclassification rates
- Improved classroom implementation of integrated/designated ELD
- Improved newcomer support practices

Our funding source will be Title III – English Learner Program. These activities are supplemental and do not replace state-required EL services or core instructional PD.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1-1	Strong Tier 1 Curriculum	• Continue to evaluate and revise the school curriculum in regard to the implementation of CCSS. • Curriculum team to monitor progress in the implementation of CCSS. • Curriculum team focuses on mastery of essential standards by reviewing data. • Coaching/professional learning for site and district leadership from ANet.	$70,000	Y
Action #1-2	Robust Response to Intervention Program	• RTI Specialists will provide curricular support in English Language Arts and Mathematics to meet the needs of students with academic gaps, including unduplicated count students and students with disabilities.	$277,000	Y
Action #1-3	Literacy Screening and acting on the results	• All students are screened for potential literacy risk once per year, at minimum. • Teachers are trained on how to screen and what to do with the results • Students “at risk” are given informal diagnostic assessments, and progress is monitored throughout intervention cycles.	$6,148	N
Action #1-4	Universal screener and formative assessments on essential standards	• Teachers administer Star assessments at least two times a year and use the data to determine student need • Teachers administer common formative assessments in Performance Matters on the essential standards and review data to determine mastery	$16,800	Y
Action #1-5	Professional learning for ELD providers	• Provide supplemental professional development for teachers and support staff focused on improving English Learner language development, integrated/designated ELD instruction, and strategies to support newcomer students. • Strengthen leadership capacity among ELD providers so they can deliver turnaround training and serve as instructional experts on their campuses.	$407	N

Goal

Goal #	Description	Type of Goal
Goal #2	Foster respectful, collaborative, safe, and secure environments that support teaching and learning.	Broad Goal

State Priorities addressed by this goal.

State Priority 3:Parent Involvement and Family Engagement

State Priority 5: Student Engagement

State Priority 6: School Climate

An explanation of why the LEA has developed this goal.

We developed this positive culture and climate goal based on feedback from educational partners. The survey concludes that, overall, our students and parents feel connected to and supported by their teachers and that our school provides a safe and nurturing learning environment.

We analyze academic performance data, such as standardized test scores and student engagement levels. Our supportive and respectful learning environment positively impacts student motivation, engagement, and academic success. We continue to evaluate levels of parent and community involvement in school activities, events, and decision-making processes. Increased engagement indicates a stronger sense of trust and partnership between the school and its stakeholders.

While we pride ourselves on providing a supportive and safe environment, we will continue to monitor and maintain student teaching and learning, as well as provide an overall feeling of safety and connectedness through the actions/services below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Metric #1	**Covitality Survey** School Connectedness Overall life satisfaction **Leader In Me Survey** Leadership/Culture/ Academics **Social Emotional Screener** School Success Feeling of Belonging	**Covitality Survey** 5th: 93% of students have an average/high school connectedness score. 7th: 69% of students have an average/high school connectedness score. Overall Life Satisfaction: 5th: 82.63 7th: 78.85 (both fall within the average range)	**Leader in Me Survey** Leadership: 78/100 Culture: 79/100 Academics: 77/100	**Social Emotional Screener** 5th-8th grade 71% strongly agree/agree they feel successful at school 73% strongly agree/agree they have a sense of belonging	Increase the % of students to feel successful at school and have a sense of belonging	Cannot compare due to using different tools; Baseline used CoVitality Survey, Year 1 used the Leader in Me Survey and years 2 and 3, use Social Emotional Screener.
Metric #2	**Parent Survey**	**Parent Survey** 95% parent satisfaction: academic program 96% overall parent satisfaction 97% parent satisfaction: customer service	**Parent Survey** 37% exceeds expectations 45% meets expectations 17% below expectations	**Parent Survey** 76% reported a positive experience with our provided curriculum 69% positive responses reporting their student feels a sense of belonging 74% reported a positive experience on customer service	To increase the % of parents with positive experiences	Cannot compare due to using different tools; questions on survey changed between years. .

Metric #3	Suspension Rate	0.3% suspended at least one day	0.6% suspended at least one day	0.1% suspended at least one day	Maintain Baseline or decrease	0.2% decrease
Metric #4	Chronic Absenteeism Rate	1.3% chronically absent	2.9% chronically absent	1.7% chronically absent	Maintain Baseline or decrease	0.4% increase

Goal Analysis for 2025-2026

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

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

Our original surveys for SEL and parents changed during this year, so this skews the data. However, we have always had at least average results with our SEL evaluations and high parent satisfaction in our assessments, and that is still true. However, only a small percentage of our parents participated in our survey so that does affect the results. Our suspension rates have increased but we have tightened up on reinforcing positive behavior since we implemented our new leadership program. This is the first year of the new Leader in Me Leadership Program. We expect to see stabilized or lower metrics in these two areas as we continue to advance adoption of this leadership program. Chronic absenteeism looks to have increased, but the reality is that we have increased accountability for work completion and have high expectations for successful participation in our programs. Parents are supported with student work completion, and if students are not successful, support is increased until either success is achieved or the family is exited to another program. Because of this support, it puts a spotlight on school days where work is not fully completed and has fine tuned our attendance reporting. However, our absenteeism rates continue to be very low.

Regardless of outcomes, we routinely assess the implementation and effectiveness of restorative justice practices and other conflict resolution strategies. These approaches have been proven to promote respectful communication, collaboration, and conflict resolution skills among students and staff. We continue to conduct assessments of the physical school environment, including facilities, playgrounds, and safety protocols. Ensuring a clean, well-maintained, and safe physical environment contributes to overall feelings of security and well-being.

*** Please note that Classical Academy Vista has used a different parent survey including different questions each year for the parent survey metric.

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

No differences between the actual and budgeted.

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

We look forward to having a second year of data for both of the surveys that changed. The survey results for parents shown are for our entire district but overall, we have scored consistently high in customer satisfaction through the years. This is due to our strong partnership with parents and our commitment to personalize for all students. Parents feel heard and we often put their suggestions for changes into practice with excellent results. The percentage of parents who rate us below expectations is low, and we work to get targeted feedback on what we can improve at each of our conferences six times annually. We regularly connect with parents and solicit feedback. From spring of 2023 to spring of 2025 we used in house created parent feedback surveys. In 2025-2026 we upgraded our survey capacity and are now using Parsec Real, which has allowed for more versatile ways to provide the feedback.

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

We have not made changes to our planned goal to foster respectful, collaborative, safe, and secure environments that support teaching and learning. As stated above, we have changed both the parent and student surveys, but are still collecting relevant information. Our character building curriculum has been changed from Character Strong to a more leadership focused program called Leader in Me. Our focus moving forward continues to be creating and nurturing a positive school culture and climate that provides a safe environment where students, staff, and all stakeholders thrive. Leader in Me supports this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #2-1	Student Engagement & Social Emotional Learning/Screener	• To increase student connection on campus and a sense of belonging: • Curriculum- Leader In Me. All teachers have access to it • CoVitality screener is administered yearly to students • Data is reviewed to determine student need	$2,900	Y
Action #2-2	Multi-Tiered Systems of Support for students	• Counselors at the site level to provide tiered support for students • Counselors to teach lessons in the classroom	$101,000	Y

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #3	Align student learning to State-adopted standards supported by materials, instruction, and technology in a safe and healthy environment.	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic

State Priority 7: Course Access

An explanation of why the LEA has developed this goal.

We have developed this goal because of the increasing need to provide learners access to quality learning through standards-based teaching. Our highly qualified credentialed teachers continue to identify essential standards and develop more advanced methods of tracking data; our materials, instruction, and technology use will further create a safe and healthy learning environment where students can grow academically. Our implementation of MTSS and use of the FIT tool (as one of our metrics stated below) will further allow us to track student learning and progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	High-quality credentialed teachers	We anticipate no misassignments or vacancies for the following year	We anticipate no misassignments or vacancies for the following year	We anticipate no misassignments or vacancies for the following year	We anticipate no misassignments or vacancies for the following year	No difference
Metric #2	FIT Tool	Facilities in good/excellent repair	Facility is in exemplary condition	Facility is in exemplary condition	Exemplary condition	Increase in condition

Goal Analysis for 2025-2026

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

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

We monitor student attendance rates to gauge whether students feel safe and supported enough to regularly attend school. Our positive school climate often correlates with our higher attendance rates. We track disciplinary incidents, including suspensions, expulsions, and behavioral referrals. A decrease in these incidents may indicate improvements in our school environment and student behavior management strategies. We document and track incidents of bullying and harassment reported by students, staff, or parents. Implementing strategies to prevent and address these incidents contributes to a safer and more respectful school climate. We measure teacher retention rates and conduct surveys to assess teacher satisfaction with the school environment, administrative support, and collaborative opportunities. Our positive school climate contributes to higher teacher morale and retention.

Some practical changes to further this goal are as follows. To provide additional support for students with technology, we purchased additional Chromebooks for students who need connectivity to our Learning Management System at home. To increase access to food support without stigmatizing families struggling with food insecurity, we changed our school food program to include breakfast and lunch with access for all. Our adoption of the Leader in Me program further encourages a safe and healthy environment. Leader In Me fosters positive relationships and leadership skills. In addition, our school counselor has started several social groups for students to have a platform to connect, feel listened to, and belong. Ultimately, we continue to monitor participation in training sessions and professional development opportunities for staff and practical and supportive offerings for students focused on promoting our positive school climate, cultural competency, and inclusive practices.

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

No differences between the actual and budgeted. We administer school climate surveys to students, teachers, staff, and parents to assess perceptions of the school environment. Questions focus on feelings of safety, respect, collaboration, and overall satisfaction with our learning environment.

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

Classical Academy Vista is committed to fostering leadership that empowers educators, students, and stakeholders to collaborate in creating a thriving and inclusive environment where every learner can reach their fullest potential.

Actions related to effectiveness of the specific actions to date making progress to goal three are:

- Purchase of additional Chromebooks for students who need connectivity to our Learning Management System, Schoology, at home
- Changed in our school food program to include breakfast and lunch with access for all
- Leader In Me is being implemented which fosters positive relationships and leadership skills for students, staff, and parent partners
- School counselor has started several social groups for students to have a platform to connect, feel listened to, and build a sense belonging

By regularly collecting and analyzing data across these areas, our school assesses progress towards achieving LCAP Goal 3 and identify areas for improvement to align student learning to State-adopted standards supported by materials, instruction, and technology in a safe and healthy environment.

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

There were no changes made to goals or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #3-1	Safe environment for all	• Maintain a safe, clean, and functional school environment including facility maintenance and upgrades • Annual employee training on safety procedures, protocols, and apps	$130,000	Y
Action #3-2	Technology upgrade and tech support for teachers	• Ensure that our technology for teachers and students is upgraded and safe to use. • Support teachers with tech needs at the site level.	$206,000	Y

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #4	Strengthen Tier 1 mathematics instruction across all grades through the implementation of High Quality Instructional Materials, effective teaching practices, and aligned assessment systems, resulting in increased student proficiency and growth in mathematics.	NEW: Focus Goal

State Priorities addressed by this goal.

State Priority 2: Implementation of State Standards

State Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

This new goal was developed in response to a clear need to strengthen mathematics outcomes across the LEA and ensure that all students have consistent access to high-quality, grade-level instruction. Analysis of multiple data sources—including state assessments, local benchmarks, and universal screeners—revealed that math performance has not kept pace with other content areas, and that there are persistent gaps among student groups. These patterns highlighted the importance of focusing on Tier 1 core instruction as the most effective way to reach all students.

The LEA also recognized that variability in instructional materials, teaching practices, and assessment use has led to inconsistent student experiences across classrooms and sites. By prioritizing the implementation of High Quality Instructional Materials, the LEA aims to ensure coherence, rigor, and alignment to standards in every classroom. At the same time, strengthening effective teaching practices—such as the teaching and learning cycle—will support teachers in meeting the diverse needs of learners.

In addition, the development of aligned assessment systems will provide timely and actionable data to inform instruction, allowing educators to identify student needs early and adjust teaching accordingly. This aligns with the LEA's broader commitment to building a strong, systemwide approach to using data to drive instructional decisions and improve outcomes.

Ultimately, this goal reflects the LEA's commitment to improving student achievement in mathematics by investing in the core instructional experience. By strengthening Tier 1 instruction, the LEA aims to reduce the need for intervention, close achievement gaps, and ensure that all students demonstrate measurable growth and increased proficiency in mathematics.

On 4-2, the Learning Recovery Emergency Block Grant needs assessment identified mathematics achievement as a priority area, with gaps in grade-level proficiency and inconsistent implementation of standards aligned math instruction. Teachers require additional support, coaching and professional development to strengthen math instruction and accelerate student learning. Measurable outcomes include increased percentage of student meeting/exceeding standards on the CAASPP Math assessment, improved student growth on local math benchmarks and increased teacher implementation of standards aligned math curriculum and instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Metric#1	CAASPP Math	**Grade 3:** 22.54% exceeded 32.39% met 25.35% nearly met 19.72% not met **Grade 4:** 44% exceeded 28% met 16% nearly met 12% not met **Grade 5:** 32% exceeded 12% met 25.33% nearly met 30.67% not met **Grade 6:** 22.89% exceeded 26.51% met 32.53% nearly met 18.07% not met **Grade 7:** 27.17% exceeded 22.83% met 30.43% nearly met 19.57% not met **Grade 8:** 32.58% exceeded 13.48% met			To increase the number of students in met or exceeded. To decrease the number of students in the not met category.	

		35.96% nearly met 17.98% not met				
Metric #2	Essential Standards Benchmark Assessment #2	% of students who met or exceeded Grade 1: 45% Grade 2: 28.6% Grade 3: 41.3% Grade 4: 24% Grade 5: 14.3% Grade 6: 54.3% Math 7: 14% Math 8: 26% Math 1: 57.1%			To increase the number of students met or exceeding on the benchmark assessment	

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

This is a new goal we are adding for the 2026-2027 school year.

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

This is a new goal we are adding for the 2026-2027 school year.

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

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

This is a new goal we are adding for the 2026-2027 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #4-1	Achievement Network: Professional Learning and Coaching	• ANet coach to coach/support site leaders and the central team	$39,000	N
Action #4-2	Math Professional Learning and Support	• Learning Recovery Emergency Block Grant for salary and benefits for the Math Coordinator plus supplemental professional development costs (training materials, registration, contracted PD providers) to support math professional development and coaching aligned to the Learning Recovery Emergency Block Grant.	$15,268	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$437,871	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.764%	0.00% - No Carryover	$0.00 - No Carryover	5.764%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1-1	Analysis of multiple data sources (CAASPP, benchmark assessments, and universal screeners such as Star) indicates inconsistent student performance across grade levels and student groups. Variation in instructional practices and curriculum implementation across classrooms suggests a need for greater coherence, alignment to standards, and consistent access to high-quality instructional materials.	Providing a strong Tier 1 curriculum ensures that all students have access to grade-level, standards-aligned instruction that is rigorous, coherent, and engaging. High-quality instructional materials, paired with effective teaching practices, create a consistent foundation for learning across all classrooms and sites.	CAASPP data Star data Teaching and Learning Cycle student data Benchmark assessment data
2-2	Local data, including behavior referrals, and student/parent survey feedback, indicates that some students require additional social-emotional and behavioral supports to fully access instruction. Variability in behavior expectations, SEL instruction, and intervention practices across classrooms and sites points to a need for a more coherent, systemwide framework.	Implementing an MTSS framework for social-emotional and behavioral support establishes a proactive, prevention-focused system that promotes positive school climate and student well-being. Tier 1 supports include explicit social-emotional learning (SEL) instruction, clear behavior expectations, and positive reinforcement systems for all students. Tier 2 and Tier 3 supports provide targeted and individualized interventions such as small group instruction, check-in/check-out systems, counseling supports, and behavior plans. By strengthening behavioral and SEL supports within MTSS, the LEA improves students' ability to engage in learning, reduces disruptions to instruction, and fosters a positive school culture that supports both academic and personal growth.	**Behavior Data** ● Reduction in office discipline referrals, suspensions, and behavioral incidents **SEL Student Survey Data** ● Increased positive responses related to safety, belonging, and engagement

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A			

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

N/A

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:33	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:15	N/A

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 8,350,914	$ 481,328	5.764%	0.000%	5.764%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 803,700	$ 60,416	$ -	$ 407	$ 864,523.00	$ 568,268	$ 296,255

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Strong Tier 1 Curriculum	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ -	$ 70,000	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
1	2	Robust Response to Intervention Program	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ 277,000	$ -	$ 277,000	$ -	$ -	$ -	$ 277,000	0.000%
1	3	Literacy Screening & Acting on the Results	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	No	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ -	$ 6,148	$ -	$ 6,148	$ -	$ -	$ 6,148	0.000%
1	4	Universal Screener and Formative Assessments on Essential Standards	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ -	$ 16,800	$ 16,800	$ -	$ -	$ -	$ 16,800	0.000%
1	5	Professional Learning for ELD Providers	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	No	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ -	$ 407	$ -	$ -	$ -	$ 407	$ 407	0.000%
2	1	Student Engagement & Social Emotional Learning/Screener	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ -	$ 2,900	$ 2,900	$ -	$ -	$ -	$ 2,900	0.000%
2	2	Multi-Tiered Systems of Support for Students	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ 101,000	$ -	$ 101,000	$ -	$ -	$ -	$ 101,000	0.000%
3	1	Safe Environment for All	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ 78,000	$ 52,000	$ 130,000	$ -	$ -	$ -	$ 130,000	0.000%
3	2	Technology Upgrade and Tech Support for Teachers	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ 97,000	$ 109,000	$ 206,000	$ -	$ -	$ -	$ 206,000	0.000%
4	1	Achievement Network: Professional Learning and Coaching	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	No	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ -	$ 39,000	$ -	$ 39,000	$ -	$ -	$ 39,000	0.000%
4	2	Math Professional Learning and Support	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	No	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ 15,268	$ -	$ -	$ 15,268	$ -	$ -	$ 15,268	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 8,350,914	$ 481,328	5.764%	0.000%	5.764%	$ 803,700	0.000%	9.624%	**Total:**	$ 803,700
								LEA-wide Total:	$ 803,700
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Strong Tier 1 Curriculum	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	$ 70,000	0.000%
1	2	Robust Response to Intervention Program	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	$ 277,000	0.000%
1	3	Literacy Screening & Acting on the Results	No	LEA-wide		Classical Academy Vista	$ -	0.000%
1	4	Universal Screener and Formative Assessm	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	$ 16,800	0.000%
1	5	Professional Learning for ELD Providers	No	LEA-wide		Classical Academy Vista	$ -	0.000%
2	1	Student Engagement & Social Emotional Le	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	$ 2,900	0.000%
2	2	Multi-Tiered Systems of Support for Student	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	$ 101,000	0.000%
3	1	Safe Environment for All	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	$ 130,000	0.000%
3	2	Technology Upgrade and Tech Support for	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	$ 206,000	0.000%
4	1	Achievement Network: Professional Learnin	No	LEA-wide		Classical Academy Vista	$ -	0.000%
4	2	Math Professional Learning and Support	No	LEA-wide		Classical Academy Vista	$ -	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 672,000.00	$ 969,492.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Strong Tier 1 Curriculum	Yes	$ 53,000	$ 190,563
1	2	Robust Response to Intervention Program	Yes	$ 250,000	$ 347,401
1	3	Literacy Screening and acting on the results	Yes	$ 5,500	$ 3,827
1	4	Universal screener and formative assessments on essential standards	Yes	$ 10,000	$ 13,911
2	1	Student Engagement & Social Emotional Learning/Screener	Yes	$ 1,500	$ 1,370
2	2	Multi-Tiered Systems of Support for students	Yes	$ 97,000	$ 139,483
3	1	Safe environment for all	Yes	$ 92,000	$ 88,038
3	2	Technology upgrade and Tech support for teachers	Yes	$ 163,000	$ 184,899

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 437,871	$ 670,500	$ 969,492	$ (298,992)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Strong Tier 1 Curriculum	Yes	$ 53,000	$ 190,563.00	0.000%	0.000%
1	2	Robust Response to Intervention Program	Yes	$ 250,000	$ 347,401.00	0.000%	0.000%
1	3	Literacy Screening and acting on the results	Yes	$ 5,500	$ 3,827.00	0.000%	0.000%
1	4	Universal screener and formative assessments on essential standards	Yes	$ 10,000	$ 13,911.00	0.000%	0.000%
2	1	Student Engagement & Social Emotional Learning/Screener	Yes	$ -	$ 1,370.00	0.000%	0.000%
2	2	Multi-Tiered Systems of Support for students	Yes	$ 97,000	$ 139,483.00	0.000%	0.000%
3	1	Safe environment for all	Yes	$ 92,000	$ 88,038.00	0.000%	0.000%
3	2	Technology upgrade and Tech support for teachers	Yes	$ 163,000	$ 184,899.00	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 7,431,730	$ 437,871	0.000%	5.892%	$ 969,492	0.000%	13.045%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

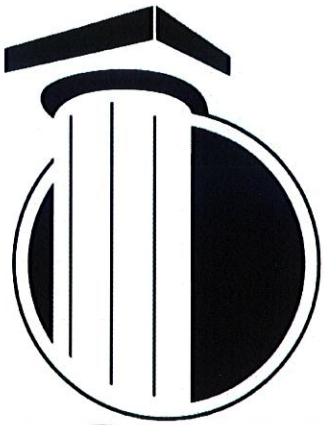
      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds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

California Department of Education
November 2023

APPENDIX VI

The Classical Academy, Incorporated's Bylaws

Legal governance structure, board duties, meeting protocols, and operational guidelines for The Classical Academy, Incorporated.



THE CLASSICAL ACADEMIES

BYLAWS

OF

THE CLASSICAL ACADEMY, INCORPORATED

A California Nonprofit Public Benefit Corporation

Adopted February 9, 1999
Amended:
September 30, 2003
December 8, 2004
January 25, 2011
June 4, 2013, and
January 10, 2018
July 21, 2020

ARTICLE I

OFFICES

"The principal office for the transaction of the activities and affairs of the Corporation is Escondido, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location."

As The Classical Academy, Inc. ("TCA") will be operating other schools, including The Classical Academy, Classical Academy, Vista, and Classical Academy High School. The corporation's office should not be tied to one school district.

ARTICLE 2

PURPOSE

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law (California Corporations Code § 5110, et seq.) for charitable purposes. The specific purpose of the corporation as set forth in its Articles of Incorporation is to manage, operate, guide, direct, promote, support and hold charters or contracts for one or more public charter schools.

ARTICLE 3

NO MEMBERS

SECTION 3.1 NO MEMBERS

The corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. Except as otherwise provided herein, any action, which would otherwise by law require approval by a majority of all members or approval by the members, shall require only approval of the Board, and all which would otherwise by law vest in the members, shall vest in the Board.

SECTION 3.2 ASSOCIATES

Nothing in Article 3 shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law (California Corporations Code § 5000, et seq.). Such individuals may originate and take part in the discussion on any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or

Bylaws, but no such person shall be a member within the meaning of said Section 5056. The Board may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups, as it deems appropriate to advise and support the corporation.

ARTICLE 4

DIRECTORS

SECTION 4.1 GENERAL POWERS

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), Management Company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

SECTION 4.2 SPECIFIC POWERS

Without prejudice to its general powers, but subject to the same limitations set forth herein, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;

b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations thereof which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as deemed suitable;

c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as deemed appropriate;

d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therein, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities therein;

e. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may lawfully engage;

f. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange, and expend funds and property subject to such trust;

g. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;

h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and

i. To carry out such other duties as are described in the Charter document for the charter schools operated by the corporation.

SECTION 4.3 NUMBER, ELECTION AND TERM OF DIRECTORS

The authorized number of Directors shall be no fewer than five (5) and no more than seven (7) unless changed by amendment of these Bylaws. If a charter authorizer appoints a representative to serve on the Board of Directors pursuant to Education Code Section 47604(c), the Board of Directors may appoint an additional director to ensure an odd number of Board members.

Each of the following persons shall occupy a position with the Board of Directors of the corporation:

At least five (5) Directors from the community at large, which may include but are not limited to: parents of students currently attending any of the Classical Academies schools that have all Board members in common with the Classical Academy Board; community members; and local business owners.

The Superintendent or his/her designee from the Escondido Unified and High School Districts shall have the unqualified right to attend any Board meeting to represent the interests of the Districts, consistent with the advisory role described in Section 2.2, but shall not be a Board Member.

The Directors from the community at large are to be elected by the Board of Directors and are elected to four (4) year terms. The Board will annually discuss positions, roles, and member engagement in the work. Having directors with a passion for the priorities of the organization, a strong desire to serve effectively, and to fulfill this leadership role in providing accountability and oversight, is key to organizational success.

SECTION 4.4 RESIGNATION AND REMOVAL

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Director may resign effective upon giving written notice to the President (Chief Executive Officer), the Board Chairman, or the Secretary or the Board. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. Any Director, other than one appointed by the charter authorizer, may be removed with or without cause by a majority of the Directors then in office. The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer.

SECTION 4.5 VACANCIES

a. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.

b. The Board may declare vacant the office of any Director who, during the term of appointment, is convicted of any felony, or has been found to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend two (2) or more meetings of the Board of Directors in any calendar year.

c. A vacancy on the Board shall be filled in the same manner of selection used to select the Director whose office is vacant, provided that vacancies to be filled by election by Directors may be filled by a majority of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until a successor has been appointed and qualified.

d. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

SECTION 4.6 PLACE OF MEETINGS

Meetings of the Board may be held at the principal office of the corporation or at any other place within the physical boundaries of San Diego County that has been designated in the notice of the meeting. All meetings of the Board shall be called, held, and conducted in accordance with the terms and provisions of the Brown Act and Education Code Section 47604.1.

SECTION 4.7 ANNUAL MEETINGS

The Board shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business as may properly be brought before the meeting. The annual meeting of the Board shall be held in September The September meeting shall also include the adoption of the annual budget for the charter school.

SECTION 4.8 REGULAR MEETINGS

Regular meetings of the Board, including the annual meeting, shall be held at such dates and at such times and places as the Board may fix. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda at a physical location in its jurisdiction and with a direct link on each charter school's website homepage containing a brief general description of each item of business to be transacted or discussed at the meeting. At the annual meeting in May, a Board meeting calendar will be reviewed and adopted by the Board.

SECTION 4.9 SPECIAL MEETINGS

a. The Chairman of the Board or a majority of the Board may call special meetings of the Board for any purpose(s) at any time. If a Chairman of the Board has not been elected, then the is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

b. In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hour notice is given to the public through the posting of an agenda at a physical location in the corporation's jurisdiction and with a direct link on each charter school's website homepage.

c. Directors shall also receive at least twenty-four (24) hours' notice of the special meeting in the following manner:

   (1) Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the corporation or as may have been given to the corporation by the Director for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors are regularly held.

   (2) Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

d. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general

nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

SECTION 4.10 TELECONFERENCE MEETINGS

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of San Diego County;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

SECTION 4.11 REQUIREMENTS APPLICABLE TO MEETINGS

Notwithstanding any other requirements contained in these Bylaws, all meetings of the corporation's Board of Directors shall be held in compliance with all applicable requirements of the California Ralph M. Brown Act. Notwithstanding any other requirements contained in these bylaws, all meetings of the corporation's Board of Directors shall be held in compliance with all applicable laws that govern public charter schools, including Education Code Section 47604.1.

SECTION 4.12 QUORUM AND VOTING

An authorized majority of the Directors then in office shall constitute a quorum. The Board shall attempt to reach a general consensus on all resolutions passed by the Board; provided, however, that every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present and is an act of the Board. A meeting at which a quorum is

initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the quorum required for such meeting. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

SECTION 4.13 WAIVER OF NOTICE

Notice of a meeting need not be given to any Director who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

SECTION 4.14 ADJOURNMENT

A majority of the Directors present, whether or not a quorum is present, may adjourn any Directors' meeting to another time and place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

SECTION 4.15 RIGHTS OF INSPECTION

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law. Directors wishing to exercise their rights of inspection will contact the Chief Executive Officer to schedule an appropriate time for this inspection to take place.

SECTION 4.16 FEES AND COMPENSATION

Directors shall not receive any compensation for their services: however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the Directors and officers of the corporation as described in the Charter in the conduct of the corporation's business.

SECTION 4.17 RESTRICTION OF INTERESTED DIRECTORS

No persons serving on the Board at any time may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise excluding any reasonable compensation paid to a Director as a Director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-

in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

SECTION 4.18 STANDARD OF CARE

a. A Director shall perform all duties of a Director, including duties as a member of any committee of the Board on which the Director may serve, in good faith, in a manner such Director believes to be in the best interests of the corporation and with such care, including the duty to make reasonable inquiries, as a prudent person would in similar circumstances.

b. In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements, and other financial data, in each case prepared or presented by:

(1) One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;

(2) Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or

(3) A committee of the Board upon which the Director does not serve that is composed exclusively of any or any combination of directors, persons described in paragraph (1), or persons described in paragraph (2) as to matters within its designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

c. Except with respect to assets that are directly related to the corporation's charitable programs, the Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling, and managing the corporation's investments. Instead, the Board is to consider the permanent disposition of the funds, the probable income, and the probable safety of the corporation's capital, and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets were contributed to the corporation.

d. The Board will work as a group to ensure that the corporation is managed appropriately by appointing a qualified Chief Executive Officer to administer the day-to-day operations of the school. The Board will maintain the position as a

policy making board to insure that all policies and procedures support the operation of the corporation.

ARTICLE 5

OFFICERS OF CORPORATION and BOARD OF DIRECTORS

SECTION 5.1 OFFICERS

The officers of the corporation shall be a Chairman, Vice Chairman, President (Chief Executive Officer), Secretary, and a Treasurer. The corporation may also have, at the discretion of the Board, a chairman of the Board, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be elected or appointed in accordance with the provisions of Section 5.3. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President (Chief Executive Officer) or Chairman of the Board.

SECTION 5.2 ELECTION

The officers of the corporation shall be elected at the annual meeting of the Board. Election of an officer is conducted after the candidate completes an application and is interviewed by the Board of Directors. Following the candidate's interview, the Board has the right to appoint the candidate after a majority vote has been taken and the officer shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

SECTION 5.3 SUBORDINATE OFFICERS

The Board may elect, and may empower the Chairman of the Board to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

SECTION 5.4 REMOVAL

Without prejudice to the rights of any officer under an employment contract, the Board may remove any officer, either with or without cause, at any time. The removed officer will relinquish any and all information pertaining to the corporation within 48 hours of removal from the Board.

SECTION 5.5 RESIGNATION

Any officer may resign at any time by giving notice to the Board. Such resignation may not prejudice any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified. The acceptance of such resignation shall not be necessary to make it effective. The letter of resignation or stated resignation will become part of the minutes that pertain to that particular board meeting.

SECTION 5.6 VACANCIES

A vacancy in any office shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office. Such vacancies shall be filled as they occur. The Chairman of the Board may create a subcommittee to assign particular board members the task of identifying candidates to fill the vacant position(s) on the Board (See Article 6). This subcommittee will report at a later date their recommendations for filling the vacant position(s) on the Board.

SECTION 5.7 CHAIRMAN OF THE BOARD

The Chairman of the Board shall preside over the meetings of the Board. The Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

SECTION 5.8 PRESIDENT (CHIEF EXECUTIVE OFFICER)

The President (Chief Executive Officer) is the general manager of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. In the absence of the Chairman of the Board, the President (Chief Executive Officer) shall preside at all meetings of the Board unless the Chairman assigns another member to do so. The President (Chief Executive Officer) has the general management powers and duties usually vested in the office of President and general manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the board and as are described in the Charter.

SECTION 5.9 VICE CHAIRMAN

In the absence or disability of both the Chairman and the President (Chief Executive Director), the Vice Chairman designated by the Board, shall perform all the duties of the Chairman and President (Chief Executive Officer) and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman and President (Chief Executive Officer). The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

SECTION 5.10 SECRETARY

a. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may order, a book of minutes of all meetings, proceedings, and actions of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof, and the vote or abstention of each Board member present for each action taken.

b. The Secretary shall keep, or cause to be kept, at the corporation's principal office in the State of California, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names

of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

c. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody, shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

SECTION 5.11 TREASURER

a. The Treasurer of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The book of accounts shall at all times be open to inspection by any Board Member.

b. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Chairman and President (Chief Executive Officer), upon request, an account of all transactions as the Treasurer and of the financial condition of the corporation. The Treasurer shall present an operating statement and report, since the last proceeding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be determined from time to time by the Board.

ARTICLE 6

COMMITTEES

SECTION 6.1 BOARD COMMITTEES

The Board, by resolution adopted by a majority of the Directors then in office, provided that a quorum is present, may create one or more standing or ad hoc committees of the Board, each consisting of at least two (2) members of the Board and no one who is not a Director, to serve at the request of the Board. Appointments to such Board committees shall be by majority vote of the Directors then in office, and the Chairman of the Board, if there is such an officer, or the Chairman or the President (Chief Executive Officer) shall appoint the chairperson of such Board

committees. Unless otherwise provided in these Bylaws or by the laws of the State of California, each Committee shall have all of the authority of the Board to the extent delegated by the Board; except that no committee, regardless of Board resolution, may:

a. Fill vacancies on the Board or on any committee, which has the authority of the Board;

b. Fix compensation of the Directors for serving on the Board or any committee;

c. Amend or repeal Bylaws or adopt new Bylaws;

d. Amend or repeal any resolution of the Board, which by its express terms is not so amendable or subject to repeal;

e. Create any other committees of the Board or appoint the members thereof;

f. Spend corporate funds to support a nominee or applicant for Director if more people have been nominated for Director than can be elected;

g. Approve any self-dealing transaction, except as provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law; or

h. Approve any action for which the California Nonprofit Public Benefit Corporation Law requires the approval of the Board.

SECTION 6.2 MEETINGS AND ACTION OF BOARD COMMITTEES

The Board shall have the power to prescribe the manner in which proceedings of any such Board committee shall be conducted in the absence of any such prescription; the committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Meetings and actions of Board committees shall be governed by, held and taken in accordance with, the provisions of Article 4 of these Bylaws which concern meetings of the Board and the Brown Act, if applicable, with such changes in those provisions as required by this Article 6 and as necessary to substitute the committee and its members for the Board and its members, except that the time of regular meetings of the committees may be determined either by resolution of the Board or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board. Notice of special meetings of Board committees shall be given to any and all alternate members who shall have the right to attend all meetings of the committee. The Board may adopt rules for the government of any Board committee not inconsistent with the provisions of these Bylaws.

SECTION 6.3 OTHER COMMITTEES

a. The Chairman or President (Chief Executive Officer), or the Board, subject to the limitations imposed by the Board, may create other committees, either standing

or special; to serve the Board that does not have the powers of the Board. The Chairman or President (Chief Executive Officer) shall appoint members to serve on such committees and shall designate the committee chairperson.

b. The Chairman, President (Chief Executive Officer), the chairperson of the committee, or a majority of the committee's voting members may call meetings of a committee. Meetings and actions of Board committees shall be governed by, held and taken in accordance with, the provisions of Article 4 of these Bylaws which concern meetings of the Board, and the Brown Act, if applicable, with such changes in those provisions as required by this Article 6 and as necessary to substitute the committee and its members for the Board and its members, except that the time of regular meetings of the committees may be determined either by resolution of the Board or by resolution of the committee. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall submit them to the Board Chair before each scheduled Board meeting.

c. Any member of a committee may resign at any time by giving written notice to the chairperson of the committee or to the Chairman or President (Chief Executive Director). Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The Chairman or President (Chief Executive Officer) may, with prior approval of the Board, remove any appointed member of a committee. The Chairman or President (Chief Executive Director), with the Board's approval, shall appoint a member to fill a vacancy in any committee.

ARTICLE 7

SECTION 7.1 CONTRACTS OR TRANSACTIONS

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

SECTION 7.2 CORPORATE LOANS AND ADVANCES

The corporation shall not lend any money or property to or guarantee the obligation of any Director or officer, provided, however, the corporation may advance money to a Director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Director if such Director or officer would be entitled to be reimbursed for such expenses by the corporation.

ARTICLE 8

OTHER PROVISIONS

SECTION 8.1 VALIDITY OF INSTRUMENT

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the Chairman, President (Chief Executive Officer), or any Vice Chairman and the Secretary or Treasurer of the corporation, unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

SECTION 8.2 CONSTRUCTION AND DEFINITIONS

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both the corporation.

ARTICLE 9

INDEMNIFICATION OF AGENTS OF CORPORATION; PURCHASE OF LIABILITY INSURANCE

SECTION 9.1 DEFINITIONS

For the purpose of this Article, "agent" means any person who is or was a Director, officer, employee or other agent of this corporation, or is or was serving at the request of this corporation as a Director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a Director, officer, employee or agent of a foreign or domestic corporation which was a predecessor or corporation "proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Section 9.2 c. or Section 9.2 d. (2) of this Article.

SECTION 9.2 INDEMNIFICATION OF AGENTS

To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons

formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

"On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

SECTION 9.3 PURCHASE OF LIABILITY INSURANCE

Upon and in the event of a determination by the Board to purchase such insurance, this corporation may purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents of the corporation against any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising out of the director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such, whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any director, officer, employee, or agent of this corporation for violation of Corporations Code Section 5233.

SECTION 9.4 NONAPPLICABILITY TO FIDUCIARIES OF EMPLOYEE BENEFIT PLANS

This Article 9 does not apply to any proceeding against any trustee, investment manager, or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent, as defined in Section 9.1, of the employer corporation. The corporation shall only have the power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by Corporations Code Section 207(f).

ARTICLE 10

AMENDMENTS AND CORPORATE CHANGES

SECTION 10.1 BYLAWS

These Bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board.

SECTION 10.2 ARTICLES OF INCORPORATION

Amendments to the corporation's Articles of Incorporation shall require a majority vote of the Board.

SECTION 10.3 MAJOR CORPORATE CHANGES

Any transfer or lease of substantially all of the assets of the corporation, or dissolution or merger of the corporation, shall require the consent of Board majority after voting.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the duly elected and acting Secretary of The Classical Academy, Incorporated, a California nonprofit public benefit corporation; that the foregoing Bylaws, consisting of 20 pages, are the Bylaws of the corporation as adopted by the Board of Directors on February 9, 1999, September 2003, December 8, 2004, January 25, 2011, June 4, 2013, January 10, 2018, and July 21, 2020; and that these bylaws have not been amended or modified since that date.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on July 21, 2020.

Mark D 7/24/20

Mark Donar
Board Secretary

APPENDIX VII

Articles of Incorporation

Certified restated Articles of Incorporation on file with the California Secretary of State, establishing the organization as a 501(c)(3) nonprofit public benefit corporation; filed 1999, 2013, and 2018.

California Secretary of State

Business Programs Division
1500 11th Street, Sacramento, CA 95814

Request Type: Certified Copies
Entity Name: THE CLASSICAL ACADEMY, INCORPORATED
Formed In: CALIFORNIA
Entity No.: 2044682
Entity Type: Nonprofit Corporation - CA - Public Benefit

Issuance Date: 06/14/2022
Copies Requested: 1
Receipt No.: 001963002
Certificate No.: 021841624

Document Listing

Reference #	Date Filed	Filing Description	Number of Pages
16235167-1	06/14/2013	Restated Articles of Incorporation	2

** **** ****** ******** End of list ******** ****** **** **

I, SHIRLEY N. WEBER, PH.D., California Secretary of State, do hereby certify on the Issuance Date, the attached document(s) referenced above are true and correct copies and were filed in this office on the date(s) indicated above.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California on June 14, 2022.

SHIRLEY N. WEBER, PH.D.
Secretary of State

To verify the issuance of this Certificate, use the Certifcate No. above with the Secretary of State Certification Verification Search available at **biz**fileOnline.sos.ca.gov.

A0742501

2044682

RESTATED
ARTICLES OF INCORPORATION
OF
THE CLASSICAL ACADEMY, INCORPORATED

FILED
Secretary of State of
State of California
JUN 14 2013

The undersigned certify that:

1. They are the President and Secretary, respectively, of The Classical Academy Incorporated.

2. The Articles of Incorporation of this corporation are amended and restated to read as follows:

ARTICLES OF INCORPORATION

I.

The name of the corporation is The Classical Academy, Incorporated.

II.

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law (California Corporations Code § 5110, et seq.) for charitable purposes.

III.

The specific purpose of the corporation is to manage, operate, guide, direct, promote, support and hold charters or contracts for one or more public charter schools

IV.

The street and mailing address of this corporation is:

318 West Valley Parkway
Escondido, CA 92025

Signatures continue on next page

Certificate Verification No.: 021841624 Date: 06/14/2022

V.

This corporation is organized and operated exclusively for charitable purposes within the meaning of Internal Revenue Code 26 §501 (c)(3)).

VI.

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

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1988, as amended, (or the corresponding provision of any future United States Internal Revenue Law).

VII.

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3), Internal Revenue Code, and/or to a California public entity engaged in education.

3. The foregoing restatement of Articles of Incorporation has been duly approved by the board of directors.

4. The corporation has no members.

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

DATED: June 4, 2013

Cynthia Cosper-Selbrede, President

Mark Reardon, Secretary

Certificate Verification No.: 021841624 Date: 06/14/2022

APPENDIX VIII

Conflict of Interest Code,
County Board of Supervisors approved September 30, 2025

Board-approved regulations and disclosure categories governing financial conflicts, ethics standards, and reportable economic interests for designated personnel.

PASSED and ADOPTED by the Governing Board of The Classical Academy, Inc. on the 30th day of May 2025, by the following vote:

Ayes: 5 **Noes:** 0 **Absent:** 0 **Abstentions:** 0 **Status:** Passed

THE CLASSICAL ACADEMY, INCORPORATED.

CONFLICT OF INTEREST CODE

Incorporation by Reference of FPPC Regulation 18730 (2 California Code of Regulations, Section 18730)

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, The Classical Academy, Incorporated hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of The Classical Academy, Incorporated ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making, or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to the Board of Directors.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A - Designated Positions

Designated Position	Assigned Disclosure Category
Members of the Governing Board	1, 2
Chief Executive Officer	1, 2
Chief Academic & Innovation Officer	3
Chief Communications Officer	3
Chief Financial Officer	1, 2
Chief Human Resources Officer	3
Chief Information Officer	3
Chief Operations Officer	1, 2
Chief Schools Officer	3
Director of Administration	2
Director of Compliance	2
Director of Facilities	1, 2
Director of Fiscal Services	3
Director of Safety and Security	3
Director of Student Information	3
Director of Student Support Services	3
Director of Technology	3
Principal	3
Assistant Principal	3
Consultants/New Positions	*

* Consultants/New Positions are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitations:

The Chief Executive Officer or their designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer or their designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Gov. Code Section 81008.)

Individuals who perform under contract the identical duties of any designated position shall be required to file Statements of Economic Interests disclosing reportable interests in the categories assigned to that designated position.

EXHIBIT B - Disclosure Categories

CATEGORY 1

Persons in this category shall disclose all interest in real property which is located in whole or in part within two (2) miles of any facility utilized by The Classical Academy, Incorporated, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

Persons are not required to disclose a residence, such as a home or vacation cabin, used exclusively as a personal residence; however, a residence in which a person rents out a room or for which a person claims a business deduction may be reportable.

CATEGORY 2

Persons in this category shall disclose all investments and business positions in, and sources of income (including gifts, loans and travel payments) that are from, business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by The Classical Academy, Incorporated.

CATEGORY 3

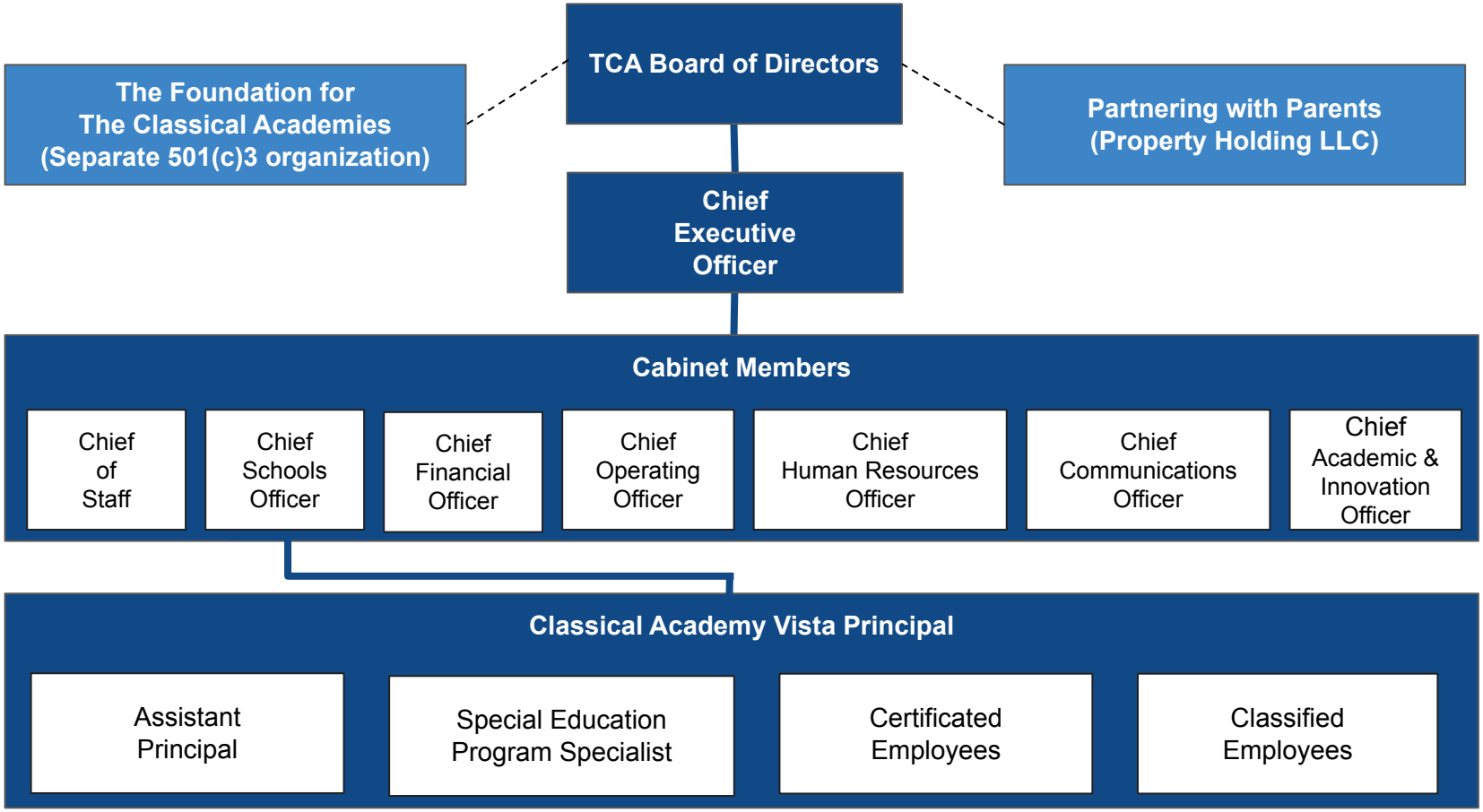
Persons in this category shall disclose all investments and business positions in, and sources of income (including gifts, loans and travel payments) that are from, business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by the designated position's department.

APPENDIX IX

Classical Academy Vista's Organization Chart

Organization Chart, with accompanying expanded descriptions of leadership relationships, reporting lines, site-based roles, and network support services for Classical Academy Vista.

Classical Academy Vista Organizational Chart 2026-2027



At the LEA/school site level, the Classical Academy Vista Principal:

- Provides day-to-day oversight, and manages the CAV school site
- In partnership with the Chief Schools Officer and Chief Academic and Innovation Officer, sets yearly priorities and goals for student academic achievement and student experience
- Delivers a high-quality education program and experience for students and their families
- Ensures all students have the supports necessary to thrive and succeed
- Coaches and supports CAV's leaders and instructional staff
- Leverages PLCs to drive instructional improvements and priorities
- Monitors site-based budget, with support from the Chief Financial Officer
- Ensures compliance with local, state and federal law and regulation guiding Independent Study charter schools
- Serves as the primary point of contact for families and parents
- Is a representative of the school at public events, including open houses, school fairs, and with business and community partners

Classical Academy Vista

Classical Academy Vista receives support from the TCA Network:

- Chief Executive Officer - organization-wide vision and strategy
- Chief of Staff - governance, policy, strategic and cross-function support
- Chief Schools Officer - leader coaching and guidance, student specialized support, day-to-day school operations
- Chief Academic and Innovation Officer - curriculum and instruction, teacher coaching and PLCs, using data to drive instruction
- Chief Financial Officer - financial management, budgeting, accounting, payroll
- Chief Operating Officer - facilities, safety & security, enrollment, IT, student information systems and records, capital projects
- Chief Human Resources Officer - centralized hiring, mandated/required employee trainings, benefits and pay
- Chief Communications Officer - marketing and communications, family outreach, website, external and community relationship building

Classical Academy Vista

Classical Academy Vista receives support from PwP and FTCA:

- Partnering with Parents is a separate legal corporation whose sole purpose is to hold title to property on behalf of The Classical Academies.
- The Classical Academies Foundation is a separate, legally incorporated, 501(c)3 organization that supports The Classical Academies by raising private funds, engaging the community, and providing resources to enhance and expand student and school experiences. Note: the Foundation was formerly named the North County Education Foundation.



APPENDIX X

Job Descriptions for Key Employees:

Formal duties, qualifications, and operational expectations for key site administration, teaching staff, and central network leadership roles.

a. Principal
b. Assistant Principal
c. TK-8 Teacher
d. Chief Executive Officer
e. Chief of Staff
f. Chief Financial Officer
g. Chief Operations Officer
h. Chief Human Resources Officer
i. Chief of Schools
j. Chief Academic and Innovation Officer
k. Chief Communications Officer

THE CLASSICAL ACADEMIES

JOB DESCRIPTION
Principal

SUMMARY

The Principal is the instructional, cultural, and operational leader of the school community, which includes teachers, staff, students, parents, and community partners. The Principal is responsible for creating a clear vision for student learning, ensuring a safe and orderly environment, and fostering strong relationships with diverse stakeholders. Principals are expected to advocate for high-quality instructional practices, have a passion for working with children, and believe in the potential of every student. The Principal is responsible for managing staff recruitment, supporting professional development, and building leadership skills among staff. This position will uphold the mission and vision of The Classical Academies.

ESSENTIAL DUTIES

This job description is not intended to be an exhaustive list of all the duties, knowledge, or abilities associated with this position, but it is intended to accurately reflect the primary elements. Duties may vary amongst various job locations and assignments.

- Define and implement a clear mission and vision for student learning, developing a strategic plan to achieve these goals.
- Ensure a safe, secure, and orderly school environment for all.
- Promote and support high-quality instructional practices to ensure effective teaching across the school.
- Maintain a visible and consistent presence throughout the school community.
- Provide teachers with timely, constructive feedback to improve their instructional practices.
- Clearly communicate learning goals, emphasizing high expectations, belief in each student's potential, and a commitment to meeting their individual educational needs.
- Foster a collaborative culture among staff, families, and students that encourages critical reflection, accountability, and continuous improvement.
- Manage conflicts constructively at all levels.
- Cultivate a professional learning community that promotes peer feedback, shared responsibility, and teamwork.
- Model organizational core values, school culture, and parent partnership to your school community and throughout the organization.
- Other duties as assigned.

THE CLASSICAL ACADEMIES

ESSENTIAL COMPETENCIES

Basic Knowledge:

- School policies, including school safety and security procedures
- The Classical Academies' programs and mission
- MS Office, Google Suite, Excel functions
- Basic computer and technological proficiency
- Policies affecting special populations, LEP students, and students receiving special education services.

Interpersonal Skills:

- Demonstrate passion for working with students
- Excellent communication, customer service, and collaboration skills
- Understand and work within scope of authority and defined guidelines
- Excellent management and prioritization of tasks and deadlines, with advanced problem-solving skills
- Maintain professional behavior and appearance

EMPLOYMENT STANDARDS & QUALIFICATIONS

- Instructional Leadership: Proven track record leading high-quality teaching and learning cycles across multiple grade-levels and multiple-sections. Is a strong instructional leader across curriculum, planning, instructional coaching, professional development, data-informed adjustments, and more.
- Culture Leadership: Proven track record creating a thriving adult and student culture within The Classical Academies. Students are seen, valued, and cherished. Adults are cared for, celebrated, and respected. High expectations are established and maintained for all and inappropriate behavior is quickly and directly addressed.
- Parent Partnership: Proven track record communicating with parents, resolving complex issues with parents, and navigating the gray space of "partnership" with parents. Parents trust this person for good reason. This leader has had multiple challenging conversations with parents, and in many cases, strengthened the parent-school relationship as a result!

- Operational Leadership: A proven track record managing resources at a school or program level with sound judgment. An understanding of school finance, the ideal of a bottom-line margin with revenue / expenses, and fiscal responsibility. A proven track record managing the operational components of a school, from car-line, student supervision, building maintenance, parking, supply-chain management, storage, facilities, and more.
- Strong Communicator: A clear communicator with the ability to connect with people at all levels. This leader does not need to fit a specific archetype of communication or leadership (e.g., charismatic, outgoing, etc) but rather communicates well in a variety of forms (written, social media, in-person) and audiences (staff, students, parents, politicians) in an authentic way.
- Self Awareness and Self Management: A strong, reflective understanding of themselves, their strengths and weaknesses, their stressors and needs, and how they can best work with and lead a team. A proven track record of "walking the talk" and modeling high expectations, values / character, and mission / vision.
- The Character to Lead:
    - A Confident and Humble Mindset
    - A Learning, Coachable, Curious Approach
    - The Courage to Do the Hard, Right Thing
    - High Degree of Personal Ownership
    - The Resilience to Overcome Obstacles
    - Student-First, Servant Leadership

Qualifications:

- Five years of full-time, paid, professional educational experience, two of which have been in leadership
- A current California State Teaching Credential required
- Administrative Credential preferred

Work Environment: The usual and customary methods of performing the job's functions require the following physical demands: walking, standing, sitting, lifting, carrying, pushing, and/or pulling, rarely lifting items above twenty-five pounds. Physical actions may include climbing, balancing, stooping, kneeling, crouching, crawling, bending at the waist, and reaching to retrieve recreational equipment. The job requires regular walking, standing, and potentially sitting. The job is performed indoors and outdoors; occasionally subject to moderate to loud student, campus, and environment noise; subject to frequent interruptions and contact with employees and students; use of computer keyboard,

mouse, and other basic technological devices. All aspects of the work are on campus, with the possible exception of assistant principal meetings.

EMPLOYMENT TERMS

The essential duties, employment standards, and qualifications represent positions within this classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties of the specific position. The information contained in this job description is to provide an understanding of the position's main functions and is not intended to be an all-inclusive list of job duties.

The Classical Academies is an equal opportunity employer. Recruitment, hiring, and promotion of individuals in all job classifications will be conducted without regard to race, religion, color, sex, gender identity and expression, sexual orientation, pregnancy, national origin, ancestry, citizenship status, uniform service member and veteran status, marital status, age, protected medical condition, genetic information, disability or any other protected status following all applicable laws, except where bona fide occupational qualifications exist. As per the school charter, all employment with The Classical Academies is considered ***at will***. This means that both employees and The Classical Academies have the right to terminate employment at any time, with or without advance notice, and with or without cause.

Eligibility for benefits starts the first of the month 30 days after the date of employment for all new full-time employees (and those working 30 hours or more weekly). Available benefits include: medical, dental, vision, and pension. This position will be reporting to **CalSTRS** if they meet mandatory membership requirements. The school will provide a match on all employee contributions into the STRS or PERS program based on the current contribution rates established by California budget legislation.

Exempt employees are expected to attend all professional obligations, whether or not performed within the normal business day. For more details, please see the Employee Handbook.

The Classical Academy, Coastal Academy, Classical Academy High School, and Classical Academy, Vista do business as The Classical Academies. The Classical Academies may refer to one or all of the charter schools, as well as additional sites such as: Classical

Academy Middle School, Coastal Academy High, or Classical Academy High School Studio or PL Campus.

Accountability: Chief Schools Officer
Job Classification: Exempt
Wage Band: Certificated Management, Columns P-P-HSM
Last Revised: 3/03/2026

JOB DESCRIPTION
Assistant Principal

SUMMARY

The Assistant Principal serves as an instructional and operational leader at The Classical Academies, partnering closely with the Principal to ensure the effective implementation of the school's academic programs, student support systems, and campus operations. This role provides leadership in functions such as supervision, staff development, and student discipline. The Assistant Principal works collaboratively with students, families, staff, and community members to promote student achievement, and support continuous improvement across all programs. This position will uphold the mission and vision of The Classical Academies.

ESSENTIAL DUTIES

This job description is not intended to be an exhaustive list of all the duties, knowledge, or abilities associated with this position, but it is intended to accurately reflect the primary elements. Duties may vary amongst various job locations and assignments.

- Support the Principal in the daily operation and administration of the school to ensure a safe, orderly, and effective learning environment
- Assist with implementing and monitoring school policies, procedures, and programs in alignment with district goals and state regulations
- Provide instructional leadership by supporting teachers with curriculum implementation, classroom management strategies, and instructional best practices
- Assist in supervising and evaluating instructional and classified staff, including conducting classroom observations and providing feedback as directed by the Principal
- Support the development and monitoring of school improvement initiatives and academic performance goals
- Help manage student discipline and behavior interventions, ensuring fair and consistent application of school policies
- Promote positive school culture and student engagement through proactive communication and relationship building with students and staff
- Assist in coordinating student services, including attendance monitoring, academic support programs, and interventions
- Collaborate with teachers, counselors, and support staff to address student academic and behavioral needs

- Communicate effectively with parents, guardians, and community partners regarding student progress, concerns, and school initiatives
- Assist with school safety procedures, emergency preparedness, and supervision of campus activities
- Support staff professional development efforts and facilitate meetings or trainings when assigned
- Participate in school events, meetings, and committees as needed
- Maintain confidentiality and accurate records related to students, staff, and school operations
- Perform other duties as assigned

EMPLOYMENT STANDARDS & QUALIFICATION

Basic Knowledge:

- School policies, including school safety and security procedures
- The Classical Academies' programs and mission
- Correct English usage, punctuation, spelling, and grammar
- Basic computer skills and technology proficiency
- Classroom instruction and management

Interpersonal Skills:

- Demonstrate passion for working with students
- Effective communication, customer service, and collaboration skills
- Demonstrate the ability to "partner with parents" in the education of their children
- Understand and work within scope of authority and defined guidelines
- Excellent management and prioritization of tasks and deadlines
- Maintain professional behavior and appearance

Qualifications:

- Current California State Teaching Credential is required
- Administrative Services credential is required for advancement in pay
- Leadership experience within the Classical Academies organization is preferred

Work Environment: The usual and customary methods of performing the jobs functions require the following physical demands: walking, standing, sitting, lifting, carrying, pushing, and/or pulling; rarely lifting items above twenty-five pounds. Physical actions may include climbing, balancing, stooping, kneeling, crouching, crawling, bending at the

waist, and reaching to retrieve teaching materials. The job requires regular walking and standing and potentially sitting. The job is performed regularly indoors with occasional exposure to seasonal temperatures and natural elements; subject to moderate to loud student, campus and environment noise; subject to frequent interruptions and contact with employees and students; regular use of computer keyboard, mouse and other basic technological devices.

EMPLOYMENT TERMS

The essential duties, employment standards, and qualifications are representative of positions within this classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties of the specific position. The information contained in this job description is to provide an understanding of the position's main functions and is not intended to be an all-inclusive list of job duties.

The Classical Academies is an equal opportunity employer. Recruitment, hiring, and promotion of individuals in all job classifications will be conducted without regard to race, religion, color, sex, gender identity and expression, sexual orientation, pregnancy, national origin, ancestry, citizenship status, uniform service member and veteran status, marital status, age, protected medical condition, genetic information, disability or any other protected status in accordance with all applicable laws, except where bona fide occupational qualifications exist. As per the school charter, all employment with The Classical Academies is considered ***at will***. This means that both employees and The Classical Academies have the right to terminate employment at any time, with or without advance notice, and with or without cause.

Eligibility for benefits starts the first of the month 30 days after the date of employment for all new full-time employees (and those working 30 hours or more weekly). Available benefits include: medical, dental, vision, and pension. This position will be reporting to **CalSTRS** if they meet mandatory membership requirements. The school will provide a match on all employee contributions into the STRS or PERS program based on the current contribution rates established by California budget legislation.

Exempt employees are expected to attend all professional obligations, whether or not performed within the normal business day. For more details, please see the Employee Handbook.

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Accountability: Principal **Job Classification:** Exempt
Wage Band: Certificated Management, Columns AP-AP-HSM **Last Revised:** 05/15/2026

JOB DESCRIPTION
Teacher - TK-8

SUMMARY

Teachers at The Classical Academy are responsible for delivering high-quality instruction and supervision through lesson planning and data-driven practices. Teachers are responsible for maintaining accurate records and required documentation, and for collaborating with families and other teachers to monitor student progress and make instructional adjustments. This position contributes to a positive school culture through a strong commitment to professional growth, technology integration, and excellent service to students, parents, and the community. This position supports and upholds the mission and vision of The Classical Academies.

ESSENTIAL DUTIES

This job description is not intended to be an exhaustive list of all the duties, knowledge, or abilities associated with this position, but it is intended to accurately reflect the primary elements. Duties may vary amongst various job locations and assignments.

- Provide high-quality direct instruction to students in accordance with adopted curriculum and standards
- Develop and implement lesson plans, assessments, and assignments that support student learning
- Collaborate with parents/guardians to make academic modifications when appropriate to support individual student needs
- Evaluate and assess student work regularly, maintaining up-to-date and accurate grading records
- Partner with colleagues to monitor, adjust, and strengthen the school's academic program
- Manage required documentation, including program forms, student contracts, and records
- Participate in parent-teacher-student conferences to review academic progress, gather work samples, and address concerns
- Engage in Professional Learning Communities (PLCs) to support data-driven instruction and continuous improvement
- Participate in school-wide events such as Jumpstart, STEM Saturday, Open House, etc.
- Attend all required meetings, including IEPs, 504s, SSTs, staff meetings, and professional development sessions

- Participate in extracurricular duties, such as chaperoning dances or events, attending grade-level camps, or supporting class trips
- Complete all required paperwork and documentation accurately and on time (e.g., ADA attendance sheet, Student Learning Records)
- Provide excellent customer service to students, parents, and the broader school community
- Demonstrate commitment to ongoing professional growth, especially in the integration of technology and 21st-century literacy skills
- Other duties as assigned

EMPLOYMENT STANDARDS & QUALIFICATIONS

Basic Knowledge:

- School policies, including school safety and security procedures
- The Classical Academies' programs and mission
- MS Office, Google Suite, Excel functions
- Basic computer and technological proficiency
- Technologically proficient and/or open to the use of technology in the delivery of curriculum and in the management of student data and assessment
- Lesson plan development

Interpersonal Skills:

- Demonstrate a passion for working with students
- Demonstrate the ability to partner with parents in the education of their children
- Effective communication skills
- Understand and work within scope of authority and defined guidelines
- Maintain professional behavior and appearance
- Exercise self-control and balanced judgment

Qualifications:

- Appropriate Valid California Teaching Credential required

Work Environment: The usual and customary methods of performing the job's functions require the following physical demands: walking, standing, sitting, lifting, carrying, pushing, and/or pulling; rarely lifting items above twenty-five pounds. Physical actions may include climbing, balancing, stooping, kneeling, crouching, crawling, bending at the waist, and reaching to retrieve teaching materials. The job requires regular walking and

standing and potentially sitting. The job is performed regularly indoors with occasional exposure to seasonal temperatures and natural elements; subject to moderate to loud student, campus and environment noise; subject to frequent interruptions and contact with employees and students; regular use of computer keyboard, mouse and other basic technological devices.

EMPLOYMENT TERMS

The essential duties, employment standards, and qualifications are representative of positions within this classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties of the specific position. The information contained in this job description is to provide an understanding of the position's main functions and is not intended to be an all-inclusive list of job duties.

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Eligibility for benefits starts the first of the month 30 days after the date of employment for all new full-time employees (and those working 30 hours or more weekly). Available benefits include: medical, dental, vision, and pension. This position will be reporting to **CalSTRS** if they meet mandatory membership requirements. The school will provide a match on all employee contributions into the STRS or PERS program based on the current contribution rates established by California budget legislation.

Exempt employees are expected to attend all professional obligations, whether or not performed within the normal business day. For more details, see the Employee Handbook.

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refer to one or all of the charter schools, as well as additional sites such as: Classical Academy Middle School, Coastal Academy High, or Classical Academy High School Studio or PL Campus.

Accountability: Principal
Job Classification: Exempt
Wage Band: Teacher Salary Schedule, Columns A/B
Last Revised: 03/02/2026

JOB DESCRIPTION
Chief Executive Officer (CEO)

SUMMARY

Under the direction of the Board of Directors, the Chief Executive Officer (CEO) provides leadership and executive direction to the personnel, programs, activities, and operations of The Classical Academies; assure compliance with established goals, objectives and legal requirements concerning charter school administration and instruction; act as the Board's agent in implementing policies and directives; function as the chief spokesperson for the organization and works with all key stakeholders and the Board of Directors to execute long-term strategic growth of the organization.

The CEO supports, emulates, and upholds the mission and vision of The Classical Academies.

ESSENTIAL DUTIES

This job description is not intended to be an exhaustive list of all the duties, knowledge, or abilities associated with this position, but it is intended to accurately reflect the primary elements.

Board Responsibilities

- Ensure Board remains informed of current and ongoing educational trends and federal/state mandates that may impact its decision(s)
- Advise the Board in areas requiring policy development or revision; assist in formulating Board policies by providing Board with necessary data and information; direct the maintenance of a written policy manual of current charter school policies.
- Understand Board policies, communicate guidelines inherent in those policies, and oversee the implementation of policies; develop and recommend new and updated Board policies in areas of education administration.
- Direct the preparation of the agendas for Board meetings according to Board policy; assure compliance with legal requirements related to posting notices of meetings and preparation of minutes; provide Board members with pertinent background information.
- Provide leadership to the organization's financial and business operations; provide for the preparation and presentation of the annual budget to the Board for adoption; assure consistency with instructional programs and demographic data; assure implementation of the approved budget and appropriate fiscal accountability.

- Administer charter school programs, activities and operations in accordance with California Education Code requirements, charter school Board approved policies, rules

and regulations of the State Board of Education and the charter school Memorandums of Understanding with our partner school districts.

- Manage demanding situations effectively and coordinate personnel to achieve a common goal through exemplary communication and collaboration skills.
- Inspire others to achieve their best work.
- Assign, monitor, and provide feedback to senior leadership to ensure that they are empowered and accountable to accomplish their roles and responsibilities.
- Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees; and recommend termination and disciplinary actions; plan, coordinate and arrange for appropriate training of assigned staff.
- Effectively interact with local school districts, county, and state office of education personnel for charter renewal protocols, financial reporting, and the charter oversight process from assigned authorizers.
- Effectively navigate public charter school education politics.
- Advocate for The Classical Academies to secure awareness, knowledge and support from elected leaders.
- Provide direction for the monitoring of all categorically funded programs to assure compliance with applicable state and federal laws and regulations.
- Interpret and implement charter school policies and incorporate such interpretations in a written set of administrative rules, regulations and procedures; administer policies personally or by delegation to appropriate staff.
- Direct and manage facility financing programs.
- Plan, develop and direct a community relations program to inform the public of The Classical Academies' developments; recommend specific programs and activities to promote a positive image of the organization to the community.
- Establish and maintain contact with media representatives, community groups, parent, and civic organizations, local agencies and others; provide information, receive input and serve as liaison between the community and the Board; represent The Classical Academies at social and civic functions.
- Select and evaluate professional and management staff.
- Delegate to subordinates any of the powers and duties deemed necessary or advisable but continue to be responsible to the Board for the execution of the powers and duties delegated.
- Serve as chair of the Administrative Team, the chief purposes of which are to maintain top-level communication on organization-wide policy matters, and to serve as a review group when group judgment and experience are desirable or necessary to decision making; assure proper emphasis on charter school quality management programs.

- Direct the preparation and maintenance of a variety of narrative and statistical reports, records, correspondence and files related to assigned services, activities, and operations; prepare and submit applications, contracts, and reports to funding agencies; operate a computer to input data and generate reports.
- Perform related duties as assigned.

EMPLOYMENT STANDARDS & QUALIFICATION

Basic Knowledge

- School policies, including school safety and security procedures
- The Classical Academies' programs and mission
- School leadership, organizational change management
- Educational instruction and assessment
- Financial sustainability
- California State Education Code
- Public Charter School Education Policy

Interpersonal Skills

- Maintain exemplary characteristics of integrity, responsibility, and compassion
- Demonstrate passion and drive to inspire the delivery of the vision and strategic goals of The Classical Academies
- Demonstrate passion for working with students
- Excellent communication, customer service, and collaboration skills
- Excellent management and organizational skills
- Strong ability to network and establish strong partnerships with the community, successfully moderate divergent business challenges, and restore conflicts is essential.

Qualifications

- At least 15 years of experience in public education working in a charter school, public school district, or other relevant large, diverse nonprofit organization
- A minimum of 5 years of advanced leadership/administrator experience
- A master's degree in organizational leadership, education, business, or related field is preferred

Work Environment: The usual and customary methods of performing the job functions require the following physical demands: walking, standing, sitting, lifting, carrying, pushing, and/or pulling; rarely lifting items above twenty-five pounds. Physical actions may include climbing, balancing, stooping, kneeling, crouching, crawling, bending at the waist, and reaching to retrieve

teaching materials. The job requires regular walking, standing, and sitting. The job is performed both indoors and outdoors with occasional exposure to seasonal temperatures and natural elements. It is subject to moderate to loud student, campus and environment noise, frequent interruptions and contact with employees and students, as well as regular use of computer keyboard, mouse and other basic technological devices.

EMPLOYMENT TERMS

The essential duties, employment standards, and qualifications are representative of positions within this classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties of the specific position. The information contained in this job description is to provide an understanding of the position's main functions and is not intended to be an all-inclusive list of job duties.

The Classical Academies is an equal opportunity employer. Recruitment, hiring, and promotion of individuals in all job classifications will be conducted without regard to race, religion, color, sex, gender identity and expression, sexual orientation, pregnancy, national origin, ancestry, citizenship status, uniform service member and veteran status, marital status, age, protected medical condition, genetic information, disability or any other protected status in accordance with all applicable laws, except where bona fide occupational qualifications exist. As per the school charter, all employment with The Classical Academies is considered *at will*. This means that both employees and The Classical Academies have the right to terminate employment at any time, with or without advance notice, and with or without cause.

Eligibility for benefits starts the first of the month 30 days after the date of employment for all new full time employees (and those working 30 hours or more weekly). Available benefits include: medical, dental, vision, and pension. This position will be reporting to **CalPERS** if they meet mandatory membership requirements. The school will provide a match on all employee contributions into the STRS or PERS program based on the current contribution rates established by California budget legislation.

Exempt employees are expected to attend all professional obligations, whether or not performed within the normal business day. For more details, see the Employee Handbook.

The Classical Academy, Coastal Academy, Classical Academy High School, and Classical Academy, Vista do business as The Classical Academies. The Classical Academies may refer to one or all of the charter schools, as well as additional sites such as: Classical Academy Middle School, Coastal Academy High, or Classical Academy High School Studio or PL Campus.

Accountability: Board of Directors
Wage Band: Classified Executive Salary Range F

Job Classification: Exempt
Last Revised: 05/26/2026

THE CLASSICAL ACADEMIES

JOB DESCRIPTION
Chief of Staff

SUMMARY

The Chief of Staff is a senior education leader with proven skill and expertise in solving Gordian knots of complex/complicated compliance, operational, talent, and execution issues that cross siloes and functions to serve as our next Chief of Staff. The Chief of Staff reports directly to the Chief Executive Officer (CEO) and under their direction, works with the TCA Cabinet to ensure that actions and resources of the organization are properly aligned in order to meet the initiatives and goals outlined in the Strategic Plan. The Chief of Staff assists the CEO substantially and effectively by providing leadership in developing, supporting, communicating, aligning, calibrating and maintaining the highest quality educational programs and services.

The Chief of Staff will assist the CEO by providing leadership in developing, supporting, communicating, aligning, calibrating and maintaining the highest quality educational programs and services at TCA. The Chief of Staff will support and model a culture of collaboration and partnership between TCA networked schools and TCA "home office" support functions, helping to translate TCA's operational functions, educational philosophy, goals, and objectives into actions that directly benefit each individual student and their families.

ESSENTIAL DUTIES

This job description is not intended to be an exhaustive list of all the duties, knowledge, or abilities associated with this position, but it is intended to accurately reflect the primary elements. Incumbents may perform any combination of the essential job functions listed below.

- Serve as a key strategic advisor for the Chief Executive Officer, particularly around problem resolution of complex issues and needs.
- Support the CEO in developing the strategies to deepen the quality of TCA offerings and, in turn, accelerate student and organizational outcomes. Support the CEO as they consider and plan for the next stage of growth and impact for TCA.
- Serve as a member of the TCA Cabinet.
- Analyze issues, create plans of action, and reach solutions; problem solve with data, evidence and best practices.
- Provide technical expertise, information and assistance to the CEO regarding assigned functions; assist in the formulation and development of policies, procedures and programs; advise the CEO of unusual trends or problems and recommend appropriate corrective action.

THE CLASSICAL ACADEMIES

- Support the development and application of rigorous, evidence-based measures for evaluating The Classical Academies' impact on internal and external projects and initiatives.
- Continuously monitor the K-12 education research, practice, and policy landscape.
- Facilitate external relationships with community groups, policymakers, funders and other stakeholders.
- Assist the CEO in supporting Governing Board members, including maintaining best practices in charter school governance and oversight.
- Lead the development and implementation of the forward-looking strategy and plans for The Classical Academies Foundation (TCAF) in partnership with the CEO and Development Manager.
- Maintain constant communication and contact with the CEO concerning the overall health of the organization.
- Effectively plan, develop, administer, implement, and evaluate programs and initiatives assigned by the CEO.
- Prepare organization- and school-level reports and manage special projects as directed.
- Supervise, train and evaluate assigned personnel.
- Represent the organization at national, regional and local education reform meetings, conferences and events, as requested.

EMPLOYMENT STANDARDS & QUALIFICATIONS

Basic Knowledge:

- K-12 school and district governance, leadership, management, and operation, especially the governance, leadership, management and operation of public charter schools.
- Principles and practices of public administration, particularly as related to organization and management, planning, research and budget.
- Maintain current knowledge of, and adhere to, applicable provisions of federal, state, and local laws, rules, and regulations.
- Ability to interpret, apply and explain rules, regulations, policies and procedures.
- Current and effective instructional strategies, curriculum, practices, and research to support student academic success. Deep knowledge of principles, practices, trends, methods and procedures of instructional policy making in public education.
- California administrative school and district regulations, policies, procedures, Board Policies, and California Education Code related to schools, districts, and charter schools.
- California Local Control Funding Formula (LCFF) policy, Local Control and Accountability Plan (LCAP) document and processes, especially as they relate to program services at the school district level.

- High leverage strategies for engaging education-focused state agencies, local educational agencies, nonprofits, philanthropic and community partners.
- Organization, supervision, and management practices, techniques, and principles, including change management and continuous improvement.

Interpersonal Skills:

- Model a proactive approach to organizational health and resiliency through problem solving and collaborative solutions.
- Utilize initiative and judgement in sound decision making.
- Character that demonstrates a strong sense of ethics and values; role models this for others.
- Creativity and leadership that support the organizational vision.
- Political savviness and the ability to build coalitions to support TCA's mission.
- Establish and maintain effective, cooperative and professional working relationships with TCA staff, TCA Board of Directors, The Classical Academies Foundation Board Members, county office and local school district personnel, the public, researchers, policymakers, funders, and other stakeholders.
- Work cooperatively with all Cabinet members to advance the educational mission of the organization.
- Provide leadership and direction in the administrative and instructional functions of TCA and its networked schools.
- Stabilize teams and improve team workflows through building repeatable systems.
- Ability to work constructively and independently, and to engage with and manage constituencies effectively.
- Communicate effectively both verbally and in writing.

Qualifications:

- B.A. or B.S. degree with minimum of 15 years of relevant work experience required.
- Advanced or terminal degree in education policy, leadership or instruction preferred.
- Minimum of 10 years of school, district (LEA) or state level (SEA) leadership experience.
- A track record of success in managing large teams that support schools is required.
- A track record of raising 6- and 7-figure philanthropic funds is preferred.
- Previous ED/CEO/Superintendent of schools experience preferred.
- Experience in an administrative, managerial or consultant position requiring policy development and managing operations in a large, complex organization.
- Track record of setting and implementing strategy to achieve both individual and institutional organizational goals, including achieving growth targets.
- Experience building cross-team and remote office relationships; ability to coordinate diverse staff to drive change.

Work Environment: The usual and customary methods of performing the job functions require the following physical demands: sitting, standing and walking. Physical actions may include: lifting, carrying, pushing and/or pulling of items less than twenty-five pounds; occasional kneeling, crouching, bending and reaching. The job requires regular daily use of computer keyboard, mouse and other basic technological devices. The job is performed regularly indoors at a desk; subject to environmental noise; subject to daily interaction with employees. This position requires travel between sites.

EMPLOYMENT TERMS

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Eligibility for benefits starts the first of the month 30 days after the date of employment for all new full time employees (and those working 30 hours or more weekly). Available benefits include: medical, dental, vision, and pension. This position will be reporting to **CalPERS** if they meet mandatory membership requirements. The school will provide a match on all employee contributions into the STRS or PERS program based on the current contribution rates established by California budget legislation.

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THE CLASSICAL ACADEMIES

Accountability: Chief Executive Officer
Wage: Classified Salary Range E

Job Classification: Exempt
Last Revised: 04/13/2026

THE CLASSICAL ACADEMIES

JOB DESCRIPTION
Chief Financial Officer

SUMMARY

The Chief Financial Officer is responsible for leading the finance department. This role functions as the lead financial role for the organization, and includes day-to-day director of finance duties. The department oversees a budget, direct reports of accounting managers, payroll clerks, and AR/AP and accounting specialists. The Chief Financial Officer manages and oversees the financial health and compliance for the organization's seven school sites, four charters, Partnering with Parents LLC, and the North County Education Foundation (NCEF). This position supports and upholds the mission and vision of The Classical Academies.

ESSENTIAL DUTIES

This job description is not intended to be an exhaustive list of all the duties, knowledge, or abilities associated with this position, but it is intended to accurately reflect the primary elements.

Budget & Cash Flow

- Lead organization-wide budgetary planning and creation of site / department budgets
- Lead monthly meetings with Principals to oversee, review, and adhere to budgets for each department
- Monitor cash flow, accounts, and other financial transactions
- Advise and coordinate lending on investment in capital expenditures
- Manage and oversee accounts receivable, accounts payable, payroll, taxes, and retirement contributions

Compliance and Reporting

- Ensure financial practices are aligned with statutory regulations and legislation related to GAAP
- Prepare and file official reports on a monthly and annual basis including SB740 calculations, charter renewal financial documentation, S&P bond reports and others as required by the State of California
- Coordinate and oversee monthly financial reporting with contracted CPA
- Implement practices to minimize financial risk and strengthen financial procedures and controls

Management & Communications

- Communicate projects, priorities, and challenges with the CEO
- Effectively communicate and share updates on key projects and priorities

- Provide updates at bi-weekly Cabinet meetings
- Maintain a policy manual for the finance department
- Establish and implement a training program for new finance employees and workshops for the Board of Directors
- Supervise finance team in the facilitation of day-to-day operations

Community

- Maintain a working relationship with vendors to support the organization
- Create and maintain relationships with authorizing school districts, service providers, contractors, banking institutions, CPA's, and other charter school finance directors
- Attend applicable conferences and seminars on charter school finance
- Participate at quarterly school Board meetings to share financial updates, answer questions, and distill complex financial information

- Other duties as assigned

EMPLOYMENT STANDARDS & QUALIFICATION

Basic Knowledge:

- California educational finance principles and public school finance industry
- State and Federal compliance regulations and related policies and procedures
- Generally Accepted Accounting Principles (GAAP) as applied to nonprofit, governmental, and multi-fund school accounting
- Multi-entity and multi-fund accounting, including intercompany transactions, eliminations, and complex reconciliations
- Accounts payable, accounts receivable, payroll support, and special education program accounting, with the ability to troubleshoot complex issues
- School budgeting, financial analysis, variance analysis, and categorical program requirements
- Organizational policies, internal controls, workflow standards, and audit requirements

Interpersonal Skills:

- Strong attention to detail, accuracy, and organizational skills to support high-risk and complex financial operations
- Effective communication and collaboration skills
- Maintain a growth mindset with the willingness to be challenged
- Commitment to strengthening internal controls and supporting staff in service-oriented environment

- Ability to provide guidance, coaching, and technical support to junior accounting staff

Qualifications:

- Advanced degree in accounting, finance, or a related field is required
- Five (5) or more years of executive or administrative experience with financial management responsibilities in a public or private organization that includes multiple business functions
- Experience with an organization of at least $25 million in annual revenue - strongly preferred
- Experience leading teams of five or more employees – strongly preferred

Work Environment: The usual and customary methods of performing the job functions require the following physical demands: sitting, standing and walking. Physical actions may include: lifting, carrying, pushing and/or pulling of items less than twenty-five pounds; occasional kneeling, crouching, bending and reaching. The job requires regular daily use of computer keyboard, mouse and other basic technological devices. The job is performed regularly indoors at a desk; subject to moderate student, campus and environmental noise; subject to daily interaction with employees. This is not considered a remote position.

EMPLOYMENT TERMS

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include: medical, dental, vision, and pension. This position will be reporting to **CalPERS** if they meet mandatory membership requirements. The school will provide a match on all employee contributions into the STRS or PERS program based on the current contribution rates established by California budget legislation.

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Accountability: Chief Executive Officer
Wage Band: Classified Salary Range E

Job Classification: Exempt
Last Revised: 04/16/2026

JOB DESCRIPTION
Chief Operating Officer

SUMMARY

The Chief Operating Officer (COO) is a critical leadership role within The Classical Academies, focused on:

1. The continued growth and development of an already strong operations team to deliver exceptional operational results with increasing efficiency and effectiveness;
2. Building a replicable enrollment strategy across the organization from top of funnel to 11th-day retention;
3. Improving our use of data in decision-making through increasing precision, data insights, and green-lighting metrics;
4. Supporting the organization as a key member of the enterprise senior leadership team, building bridges across departments in service of our schools and students;
5. Building capacity for schools and teams, optimizing costs and space utilization, ensuring safety and compliance, and embedding financial discipline into operational strategy;
6. Managing compliance, contracts, permits, and local relationships with vendors, cities, and other jurisdictions of authority for facilities, construction, accessibility, recess, and field work; and
7. Leading growth planning and quarterbacking growth execution for the organization, ensuring alignment with business objectives and successful implementation.

The COO supports, emulates, and upholds the mission and vision of The Classical Academies.

ESSENTIAL DUTIES *This job description is not intended to be an exhaustive list of all the duties, knowledge, or abilities associated with this position, but it is intended to accurately reflect the primary elements.*

Operational Leadership and Team Development

- Execute best practices in all aspects of operations, including construction, renovations, facility leases, maintenance, energy management, grounds, fleet vehicles, health, safety, and security.
- Lead capital projects, ensuring timely and cost-effective completion.
- Develop and monitor operational budgets across the organization, ensuring projects are aligned with strategic priorities, and resources are allocated efficiently and effectively.
- Empower and strengthen the operations team to deliver exceptional results across all campuses, ensuring a culture of high performance and continuous improvement.
- Develop and implement strategies to improve operational efficiency and effectiveness, optimizing resource allocation across schools.
- Provide coaching, mentorship, and professional development opportunities for the operations team to support their growth and alignment with organizational goals.
- Set clear goals, performance metrics, and accountability structures to ensure operational excellence across the network.

- Lead routine facility inspections and create a preventive maintenance plan to ensure structural integrity and safety, minimize downtime, and extend the life of assets
- Establish a system for tracking facility occupancy and student hours to optimize efficiency, make informed decisions, and ensure the collection of required student usage hours information for SB740 funding determination purposes.

Enrollment Strategy and Retention

- Design and implement a scalable, data-driven enrollment strategy that addresses every stage of the enrollment pipeline, from outreach and application to student retention beyond the 11th day of school.
- Collaborate with school leaders and marketing teams to develop consistent messaging and branding that enhances the recruitment of mission-aligned families. Regularly monitor the effectiveness of all marketing communication campaigns.
- Monitor, analyze, and report on key performance indicators related to enrollment, diversity metrics, student success, and retention data to identify trends, develop insights, and ensure strategies meet enrollment targets.
- Foster relationships with schools, community organizations, and other external partners to enhance outreach efforts
- Review and verify attendance (ADA) reports for accuracy, completeness, and compliance with state regulations. Stay updated on changes in CDE reporting requirements.

Data-Driven Decision-Making

- Establish systems to improve data accuracy, precision, and usability across the organization, enabling leadership to make informed decisions.
- Develop and track key performance indicators (KPIs) and "green-lighting metrics" to guide organizational priorities and measure success.
- Partner with academic and operational teams to translate data insights into actionable strategies that enhance student and organizational outcomes.

Senior Leadership and Cross-Department Collaboration

- Serve as a key member of the senior leadership team, ensuring alignment of operational initiatives with the network's mission and strategic vision.
- Build bridges across departments, fostering collaboration and communication to support school leaders, staff, and students effectively.
- Advocate for the needs of schools and students in organizational planning and decision-making.

Compliance, Permits, and Community Relationships

- Oversee compliance with all local, state, and federal regulations related to school operations, facilities, and student safety.

- Manage permits, construction projects, and relationships with municipal and state agencies to ensure schools meet operational and legal requirements.
- Lead negotiations and partnerships with city officials and community stakeholders to support school recess, fieldwork, and other extracurricular initiatives.

Growth Planning and Execution

- Lead the development of strategic growth plans to expand the network's impact, including adding new schools, facilities, and programs.
- Oversee the execution of growth initiatives, ensuring timely delivery of projects and alignment with organizational goals.
- Anticipate and mitigate challenges related to scaling operations, including facility acquisition, staffing, and community engagement.

EMPLOYMENT STANDARDS & QUALIFICATIONS

The right person for this position will come with the following qualifications and characteristics:

- Minimum 5-years experience as a COO or in a relevant role (VP, Operations; VP, Enrollment Management; Assistant Superintendent; etc), leading a complex operations function across a multi-site (2+ campuses) and/or multi-modality (in-person, virtual, hybrid, independent study) education organization.
- Expertise in building, operating, and/or refining a comprehensive strategic enrollment management plan, including measuring retention-rates across different gates in the process, and determining market specific customer acquisition costs.
- An exceptional manager of people and talent, with a track record of building A+ teams by coaching and growing team members in their career, performance, and potential with high expectations for professionalism and performance.
- A savvy user of data and insights to make decisions, inform processes, measure outcomes, and increase effectiveness.
- A skilled navigator of complex organizations, from building relationships and seeking to understand to the diplomatic skill and deft touch needed to influence and achieve change across a matrixed reporting environment.
- A track record of strong decision-making and an analytical and rigorous approach and aptitude to decision-making and problem-solving.
- Exceptional ability to transform vision into reality and drive operational excellence.
- Personal and professional alignment to The Classical Academies' mission, purpose, and values with a deep belief in the vitality of families as the building block of community and society and a deep desire and commitment to partner with them in their child's educational journey.

Work Environment: The usual and customary methods of performing the job functions require the following physical demands: sitting, standing and walking. Physical actions may include: lifting, carrying, pushing and/or pulling of items less than twenty-five pounds; occasional kneeling, crouching, bending and reaching. The job requires regular daily use of computer keyboard, mouse and other basic technological devices. The job is performed regularly indoors at a desk; subject to environmental noise; subject to daily interaction with employees. This position requires travel between sites.

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Accountability: Chief Executive Officer
Wage Band: Classified Salary Range E

Job Classification: Exempt
Last Revised: 03/03/2026

JOB DESCRIPTION
Chief of Human Resources Officer

SUMMARY

The Chief of Human Resources Officer (CHRO) is the lead for human capital strategy, ensuring effective systems for all employees, leaders, and sites. This role oversees the HR department and team for processes including employee onboarding and offboarding, payroll coordination, evolving regulatory needs, employee benefits, retirement and pension, extensive recordkeeping, business metrics, training, and performance management. The CHRO is also responsible for ensuring policies and procedures maintain compliance with employment laws, educational agency requirements, credentialing regulations, and organizational policies while fostering a safe and supportive work environment.

As a senior Cabinet leader, this role consults on high-level organizational strategy, helping to develop a high-quality workforce, design and maintain organizational infrastructure, and integrate workforce data with business goals. The CHRO also facilitates critical relationships with external partners for effective service delivery and administration. This role supports and upholds the mission and vision of The Classical Academies.

ESSENTIAL DUTIES

This job description is not intended to be an exhaustive list of all the duties, knowledge, or abilities associated with this position, but it is intended to accurately reflect the primary elements.

- Govern employment compliance and systems
    - Adapt with evolving labor laws, CA Education Code, benefits and credentialing requirements, and contracted partnerships
    - Deeply understand and value our various program models within and across The Classical Academies - independent study, virtual, hybrid, and more
    - Participate in HR audits and ensure compliance with federal, state, and local employment laws
- Manage HR team in efficient day-to-day functions for all employee transactions (promotions, separations, leaves of absence, etc.)
- Facilitate critical relationships with external partners and third-party administrators to ensure scalable workforce systems and policies
- Design and administer organization-wide employment and pay/benefit structures and workflows
- Head retirement pension and supplemental savings services, including coordination of CalSTRS and CalPERS communications, reporting, and adherence

- Work well with employees at all levels to assist in explaining basic employment functions and addressing concerns
- Provide information and assistance to employees, administrators, and the public regarding human resources procedures, policies, and regulations
- Proactively identify and take initiative to resolve issues and strengthen HR and Cabinet functions:
    - Review existing practices and procedures and explore edits and improvements
    - Develop and implement HR programs and procedures to improve operational efficiency
- Cabinet-Level Leadership: Vision, Strategy, and Impact
    - As a member of the Cabinet Team, the CHRO is expected to demonstrate strategic foresight, balancing long-term vision with immediate organizational needs.
    - Support the CEO and fellow Cabinet members in organizational policy development, ensuring alignment with educational priorities, fiscal responsibility, and operational excellence
    - Navigate complex decisions with discernment, bridging people-focused strategies with operational realities while considering stakeholder impact, long-term sustainability, and institutional goals
    - Report to Cabinet or the Board as needed, offering data-informed recommendations, emerging trends, research-based perspectives, and key updates related to organizational health, workforce strategy, culture, and employee outcomes

EMPLOYMENT STANDARDS & QUALIFICATIONS

Basic Knowledge

- School policies, including school safety and security procedures
- The Classical Academies' programs and mission
- MS Office, Google Suite, Excel functions
- Basic computer and technological proficiency
- Confidentiality, how to maintain confidentiality, as well as its limitations
- Office software applications: Google Workplace, Paycom, etc.
- Knowledge in more than one of the following areas: labor laws, California Education Code, benefits administration, onboarding, employment classifications, employee relations, leave management, credential compliance, etc.

The right person for this position will come with the following qualifications and characteristics:

- A Systems Thinker: A strong track record of success in designing and implementing effective delegated leadership systems. The ideal leader demonstrates the ability to identify complex challenges, diagnose root causes across departments or multiple sites, and develop empowering, sustainable solutions that scale while maintaining quality. This leader prioritizes investing in people, building organizational capacity, and developing talent to create systems that enable teams to thrive.
    - A savvy user of data and insights to make decisions, inform processes, measure outcomes, and increase effectiveness
    - Able to set, track, and share employment and performance data to monitor outcomes
    - Act as a strategic and people-centered leader who understands that organizational success is driven by investing in talent, strengthening culture, and building systems for employees to benefit
- Strong Communicator: A clear communicator who can connect with people at all levels. They communicate effectively in a variety of forms and to different audiences (staff, students, parents, politicians) in an authentic way.
    - Ability to work well with others and remain calm under stressful circumstances
    - Exceptional communication skills and customer service
- The Character to Lead:
    - Initiative: take the lead in identifying opportunities for process improvement to enhance efficiency and effectiveness
    - Problem solving: tackle problems with a proactive and analytical approach, with a focus on solutions
    - An exceptional manager of people and talent with a track record of building A+ teams by coaching and growing team members in their career, performance, and potential, with high expectations for professionalism and performance
    - A skilled navigator of complex organizations, from building relationships and seeking understanding to the diplomatic skill and deft touch needed to influence change
    - A change-oriented leader who can guide teams through periods of growth, transformation, and uncertainty while maintaining alignment and engagement

Work Environment: The usual and customary methods of performing the job functions require the following physical demands: sitting, standing and walking. Physical actions may include: lifting, carrying, pushing and/or pulling of items less than twenty-five pounds; occasional kneeling, crouching, bending and reaching. The job requires regular daily use of computer keyboard, mouse and other basic technological devices. The job is performed regularly indoors at a desk; subject to moderate student, campus and environmental noise; subject to daily interaction with employees.

THE CLASSICAL ACADEMIES

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Accountability: Chief Executive Officer
Wage Band: Classified Salary Range D

Job Classification: Exempt
Last Revised: 08/03/2026

JOB DESCRIPTION
Chief Schools Officer

SUMMARY

The Chief Schools Officer (CSO) provides strategic leadership to ensure The Classical Academies achieves its educational goals. This role oversees school and student support leadership, as well as instructional personnel. The CSO is responsible for ensuring efficient school operations, compliance, and professional development. The Chief Schools Officer also coaches and develops site administrators, and ensures schools operate effectively within state, federal, and charter requirements. This role supports and upholds the mission and vision of The Classical Academies.

ESSENTIAL DUTIES

This job description is not intended to be an exhaustive list of all the duties, knowledge, or abilities associated with this position, but it is intended to accurately reflect the primary elements.

Leadership & Coaching:

- Provide coaching, supervision, and leadership to site administrators in instructional leadership, school operations, and compliance.
- Serve as a primary point of contact for principals on operational, discipline, and compliance issues, bringing in appropriate team members when necessary.
- Facilitate collaboration between departments, cabinet members, and school leaders to maintain effective communication and a strong leadership dynamic.
- Set high expectations and regularly assess performance to drive continuous improvement in school and student outcomes.
- Partner with principals to oversee reactive and crisis situations that arise during the course of leading schools with people, students, parents, and more.

Instructional Excellence & Professional Development:

- Oversee the professional learning plan for instructional teams to maximize student achievement.
- Lead efforts to analyze and improve student performance metrics, ensuring data-driven decision-making.
- Partner with academic leaders to implement curriculum, instructional coaching, and teacher effectiveness strategies.

Compliance & Policy Oversight:

- Monitor, interpret, and evaluate federal, state, and local legislation, codes, and regulations to ensure compliance with charter school and independent study operations.

- Develop programs, policies, and procedures that align with state requirements, Board policies, and CEO directives.
- Oversee the charter renewal process, ensuring the accurate incorporation of legal updates and regulations.
- Maintain communication with outside legal counsel to gather insights on educational policies affecting the organization.

Strategic Support & Organizational Leadership:

- Serve as a member of the CEO's cabinet, facilitating two-way communication between the instructional team and executive leadership.
- Support the organization and schools in advancing key strategic priorities and initiatives.
- Recommend and implement solutions to complex issues to improve organizational efficiency and effectiveness.
- Assist other departments as needed to ensure cross-functional collaboration and support.
- Attend meetings, training sessions, and professional development events to stay informed and contribute to organizational growth.

EMPLOYMENT STANDARDS & QUALIFICATIONS

- Instructional Leadership: Proven track record leading high-quality teams through teaching and learning cycles across multiple grade-levels and multiple-sections. Is a strong instructional leader across curriculum, planning, instructional coaching, professional development, data-informed adjustments, and more.
- Culture Leadership: Proven track record creating a thriving culture across The Classical Academies. Students are seen, valued, and cherished. Adults are cared for, celebrated, and respected. High expectations are established and maintained for all and inappropriate behavior is quickly and directly addressed.
- Parent Partnership: Proven track record in coaching/supporting leaders in communicating with parents, resolving complex issues with parents, and navigating the gray space of "partnership" with parents. Parents trust this person for good reason. This leader has had multiple challenging conversations with parents, and in many cases, strengthened the parent-school relationship as a result!
- Operational Leadership: A proven track record managing resources at a program level with sound judgment. An understanding of how school finance, the ideal of a bottom-line margin with revenue / expenses, and fiscal responsibility. A proven track record managing the operational components of a program
- Strong Communicator: A clear communicator with the ability to connect with people at all levels. This leader does not need to fit a specific archetype of communication or

leadership (e.g., charismatic, outgoing, etc) but rather communicates well in a variety of forms (written, social media, in-person) and audiences (staff, students, parents, politicians) in an authentic way.

- Self Awareness and Self Management: A strong, reflective understanding of themselves, their strengths and weaknesses, their stressors and needs, and how they can best work with and lead a team. A proven track record of "walking the talk" and modeling high expectations, values / character, and mission / vision.
- The Character to Lead:
    - A Confident and Humble Mindset
    - A Learning, Coachable, Curious Approach
    - The Courage to Do the Hard, Right Thing
    - High Degree of Personal Ownership
    - The Resilience to Overcome Obstacles
    - Student-First, Servant Leadership

Qualifications:

- Five years of full-time professional educational experience required, three of which have been in leadership
- Current California State Teaching Credential is required
- Administrative Credential required

Work Environment: The usual and customary methods of performing the job's functions require the following physical demands: walking, standing, sitting, lifting, carrying, pushing, and/or pulling, rarely lifting items above twenty-five pounds. Physical actions may include climbing, balancing, stooping, kneeling, crouching, crawling, bending at the waist, and reaching to retrieve recreational equipment. The job requires regular walking, standing, and potentially sitting. The job is performed indoors and outdoors; occasionally subject to moderate to loud student, campus, and environment noise; subject to frequent interruptions and contact with employees and students; use of computer keyboard, mouse, and other basic technological devices. All aspects of the work are on campus, with the possible exception of assistant principal meetings.

EMPLOYMENT TERMS AND STANDARDS

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Accountability: Chief Executive Officer
Wage Band: Classified Executive Range E

Job Classification: Exempt
Last Revised: 03/03/2026

THE CLASSICAL ACADEMIES

JOB DESCRIPTION
Chief Academic & Innovation Officer

SUMMARY

The Chief Academic & Innovation Officer holds ultimate responsibility, accountability, and authority for four buckets of work:

1. Distinctive and Mission-Saturated Academic Program Quality and Parent Partnership: ensuring our academic programs are exceptional, high quality, mission-aligned, empathetic, and designed to address the needs and challenges of our most critical partners: parents.

2. Exceptional Academic Program Implementation and Support in Partnership with Schools: 1) the strategy and design, 2) the training and support, and 3) the seamless handoff to schools of our academic programs, including intentional and integrated implementation supports.

3. Systems-leadership Across A Portfolio of Complex, Flexible Models: evolving the why, how, and what of curriculum, assessment, professional development, support mechanisms, technology, and innovation to include 1) more distributed leadership, 2) a close consideration of what work is embedded in schools versus done outside of schools, 3) matrixed support and coordination, 4) a nuanced consideration of the different between training, coaching, modeling, and push-in, and 5) and qualitative and quantitative data monitoring.

4. Seamless Modernization of Academic Programs, Tools, Resources, and Approaches to Maximize Effectiveness and Stakeholder Experience: a firm grasp of technology, innovative approaches, artificial intelligence and what and where they can support as well as where and how they can distract; able roll up sleeves with technology and innovation alongside the best in our school network and design, coach, and implement solutions and approaches that reinforce our mission.

The Chief Academic & Innovation Officer directly leads an academic team and collaborates with the Chief Schools Officer. The Chief Academic and Innovation Officer will balance vision, confidence, and expertise with humility, partnership, and service in their partnership and value-added contributions to our school leaders, parents, and teachers.

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ESSENTIAL DUTIES: *This job description is not an exhaustive list of all duties, knowledge, or abilities associated with this position, but it is intended to accurately reflect the primary elements.*

- Understand and channel our parents as partners when solving complex academic and programmatic challenges
    - Deeply understand and value our various program models within and across The Classical Academies - independent study, virtual, hybrid, and more.
    - To set them up for success, empathize with and understand the parent perspective and experience as a partner in these models, identifying friction points, complexities, and areas for improvement.
    - Reimagine and redesign what programmatically needs to happen across curriculum, assessment, instruction, technology, and program delivery to set up parents, students, and teachers for maximum success.
    - Understand that being "best" means being best at who we are and what we're doing - not the "best" curriculum, assessment, etc, without regard for our models, customers, culture, and mission - not strategic implementation of practices that align to our unique mission and model, not generic best practices.

- Lead Organization-Wide Curriculum and Assessment Strategy, Specific to Program Models
    - Support and lead high-quality and model/culture-specific curriculum implementation aligned to our strategy.
    - Support and lead high-quality and model/culture-specific assessment and data-driven instruction implementation aligned to our strategy.
    - Serve as - or become - **the** expert in instruction across in-person, independent study, virtual, and hybrid models, and coach and develop your team and others to become increasingly exceptional in teaching and learning practices.

- Lead and develop a strong Academic Team
    - Strengthen and empower a high-impact Academic team, setting them up to be wildly successful.
    - Provide mentorship, coaching, and development to elevate team members to higher levels of excellence and effectiveness

- Leverage your technology and product knowledge to improve our approaches, strengthen our delivery mechanisms, and better package our programs for our parents, students, and teachers

- Partner with theEdTech & Innovation Coordinator, school leaders, Sora Program leaders, teachers, the technology team, and more, to advance key areas of innovation within the organization.

- Champion the "Ever Ancient, Ever New" programmatic vision for The Classical Academies
  - Understand, learn about, and advance the timeless aspects of education across The Classical Academies. These timeless pieces are about character development, enduring wisdom as captured in classical literature and philosophy, visual and performing arts, athletics, and an all-around strong academic core.
  - Understand, learn about, and innovate the modern, cutting-edge elements of education across The Classical Academies. Modernizing technology systems and platforms, leveraging AI for educator effectiveness, determining how we integrate AI into our student programming and teaching students how to use it ethically and appropriately, supporting cutting-edge virtual learning and virtual reality options, accelerating higher education partnerships for high school pathways to associate's degrees, and more.
  - Recognize and believe that to thrive in life, society, and work, students must become strong in both aspects of education - the timeless and deeply human side and the modern and cutting-edge side.

- Become a trusted and sought-after partner to the Chief Schools Officer and Principals on all things academic, curriculum, assessment, program model, technology, teaching, academic compliance, and more.
  - Become fluent in California and Federal policies on academics, curriculum, assessment, graduation requirements, and more. Stay current on policies, identify when additional research is needed, and confirm policy alignment before making decisions. Bring this expertise to the table in collaboration with others.
  - Bring expertise on teaching and learning to your collaboration with the Chief Schools Officer and Principals.

- Cabinet-Level Leadership: Vision, Strategy, and Impact
  - As a member of the Cabinet Team, the Chief Academic and Innovation Officer is expected to demonstrate strategic foresight, balancing long-term vision with immediate organizational needs.
  - Support the CEO and fellow Cabinet members in organizational policy development, ensuring alignment with educational priorities, fiscal responsibility, and operational excellence

- Navigate complex decisions with discernment, bridging academic vision with operational realities, considering stakeholder impact, financial sustainability, and alignment with the organization's mission
- Report to Cabinet or the Board as needed, providing data-driven insights, thought leadership, research-based recommendations, and key updates on academic performance, curriculum strategy, innovation, and student outcomes
- Ensure high-tier academic performance to support charter renewals, maintaining exceptional academic achievement, compliance with regulatory requirements, and alignment with California educational standards
- Monitor evolving state policies and frameworks, adapting curriculum, assessment methods, and instructional supports accordingly

EMPLOYMENT STANDARDS & QUALIFICATIONS

The right person for this position will come with the following qualifications and characteristics:

- Excellence in Teaching and Learning - A strong track record of leading teaching and learning in an innovative school setting. At a minimum, leading academics at a school level - and ideally, experience leading, coaching, and/or developing excellence in teaching and learning across multiple schools.
- Experience Leading and Supporting Technological Integration and EdTech Supports - A strong understanding of what technology and edtech tools are good for as well as a point of view on where they don't help school quality and student learning. Expertise in educational technology, tool evaluation, and tech systems and tools. Able to "nerd out" on technology, AI, edtech, and tools.
- A Systems Thinker - A strong track record of success in designing and/or operating delegated leadership academic systems. The right leader has success in their ability to define a problem, diagnose the root cause across a complex system within a school or across multiple schools, and then design empowering, enabling solutions that can scale with quality and invest in building up talent and people.
- An Innovator / School Model Designer: Experience designing and building innovative school models, ideally including virtual and hybrid models and structures. The model ideally achieved a "product-market fit" and grew to a financially sustainable level, yielding positive and measurable outcomes.
- Strong Communicator: A clear communicator who can connect with people at all levels. This leader does not need to fit a specific archetype of communication or leadership (e.g., charismatic, outgoing); rather, they communicate effectively in a variety of forms (written, social media, in-person) and to different audiences (staff, students, parents, politicians) in an authentic way.

- Self Awareness and Self Management: A strong, reflective leader who understands their strengths and weaknesses, their stressors and needs, and how they can best work with and lead a team. A proven track record of "walking the talk" and modeling high expectations, values/character, and mission/vision.
- The Character to Lead:
    - A Confident and Humble Mindset
    - A Learning, Coachable, Curious Approach
    - The Courage to Do the Hard, Right Thing
    - High Degree of Personal Ownership
    - The Resilience to Overcome Obstacles
    - Student-First, Servant Leadership
- A Team Leader and Team Builder: An exceptional manager of people and talent with a track record of building A+ teams by coaching and growing team members in their career, performance, and potential, with high expectations for professionalism and performance.
- Organizational Navigation: A skilled navigator of complex organizations, from building relationships and seeking understanding to the diplomatic skill and deft touch needed to influence and achieve change across a matrixed reporting environment.
- Data-Driven: A savvy user of data and insights to make decisions, inform processes, measure outcomes, and increase effectiveness. Able to set, track, and share academic and performance data to monitor outcomes. Expert in using data to diagnose student learning needs and create effective interventions.
- Mission-Alignment: Personal and professional alignment to The Classical Academies' mission, purpose, and values, with a deep belief in the vitality of families as the building block of community and society, and a deep desire and commitment to partner with them in their child's educational journey.
- Operational Leadership: A proven track record managing resources at a program level with sound judgment. An understanding of how school finance, the ideal of a bottom-line margin with revenue/expenses, and fiscal responsibility are achieved. Strong financial and operational acumen in school program management.

Work Environment: The usual and customary methods of performing the job's functions require the following physical demands: walking, standing, sitting, lifting, carrying, pushing, and/or pulling, rarely lifting items above twenty-five pounds. Physical actions may include climbing, balancing, stooping, kneeling, crouching, crawling, bending at the waist, and reaching to retrieve recreational equipment. The job requires regular walking, standing, and potentially sitting. The job is performed indoors and outdoors; occasionally subject to moderate to loud student, campus, and environment noise; subject to frequent interruptions and contact with employees and students; use of computer keyboard, mouse, and other basic technological

devices. All aspects of the work are on campus, with the possible exception of assistant principal meetings.

EMPLOYMENT TERMS

The essential duties, employment standards, and qualifications are representative of positions within this classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties of the specific position. The information contained in this job description is to provide an understanding of the position's main functions and is not intended to be an all-inclusive list of job duties.

The Classical Academies is an equal opportunity employer. Recruitment, hiring, and promotion of individuals in all job classifications will be conducted without regard to race, religion, color, sex, gender identity and expression, sexual orientation, pregnancy, national origin, ancestry, citizenship status, uniform service member and veteran status, marital status, age, protected medical condition, genetic information, disability or any other protected status in accordance with all applicable laws, except where bona fide occupational qualifications exist. As per the school charter, all employment with The Classical Academies is considered ***at will***. This means that both employees and The Classical Academies have the right to terminate employment at any time, with or without advance notice, and with or without cause.

Eligibility for benefits starts the first of the month 30 days after the date of employment for all new full-time employees (and those working 30 hours or more weekly). Available benefits include: medical, dental, vision, and pension. This position will be reporting to **CalSTRS** if they meet mandatory membership requirements. The school will provide a match on all employee contributions into the STRS or PERS program based on the current contribution rates established by California budget legislation.

Exempt employees are expected to attend all professional obligations, whether or not performed within the normal business day. For more details see the Employee Handbook.

The Classical Academy, Coastal Academy, Classical Academy High School, and Classical Academy, Vista do business as The Classical Academies. The Classical Academies may refer to one or all of the charter schools, as well as additional sites such as: Classical Academy Middle School, Coastal Academy High, or Classical Academy High School Studio or PL Campus.

Accountability: Chief Executive Officer
Wage Band: Classified Executive Range D

Job Classification: Exempt
Last Revised: 3/03/2026

JOB DESCRIPTION
Chief Communications Officer

SUMMARY

The Chief Communications Officer (CCO) provides executive leadership for The Classical Academies' communications, marketing, brand, public relations, advocacy, and community engagement strategies. The CCO is responsible for strengthening and protecting the organization's reputation, increasing awareness and understanding of its mission and programs, supporting enrollment and organizational priorities, and ensuring clear, consistent, and effective communication with internal and external stakeholders.

The CCO serves as a strategic advisor to the executive leadership team, and combines strategy with hands-on leadership and execution and works collaboratively across campuses and departments to ensure communication and marketing efforts support the organization's mission, strategic priorities, and long-term goals. The CCO also develops and executes integrated communication strategies across digital, print, social media, advertising, website, video, podcast, media relations, executive communications, and community outreach. The position supports and upholds the mission and vision of The Classical Academies.

ESSENTIAL DUTIES

This job description is not intended to be an exhaustive list of all the duties, knowledge, or abilities associated with this position, but it is intended to accurately reflect the primary elements.

Strategic Communications & Executive Advising

- Develop and lead comprehensive communications and marketing goals aligned with organizational mission, vision, strategic priorities, and leadership values.
- Serve as a communications advisor to the CEO, executive leadership, and organizational leaders. Advise leadership on communication risks, stakeholder impact, and reputation management.
- Develop messaging, talking points, and strategic materials for internal and external audiences.
- Translate complex organizational initiatives into compelling, and accessible communications.

Internal & External Communications

- Oversee organization-wide communication strategies across email, newsletters, website, social media, print, digital platforms, and other channels.
- Ensure timely, and effective communication with employees, families, community members, partners, and stakeholders.
- Establish plans for communication and media that align audiences and messaging.
- Lead crisis communication planning and response strategies.
- Manage media relations, public statements, and organizational responses during sensitive situations.
- Serve as the primary steward of organizational brand identity, voice, messaging, and public presence.
- Develop and maintain brand standards across all communication channels.
- Monitor public perception and proactively identify opportunities and risks impacting organizational reputation.
- Oversee external vendors, agencies, consultants, and creative partners as needed.

Executive & Organizational Operations

- Lead integrated marketing campaigns supporting enrollment, and community engagement goals, while utilizing digital marketing, social media, email, website, advertising, and community outreach.
- Draft and edit executive communications including speeches, presentations, letters, articles, announcements, and reports.
- Support executive leadership with advocacy, legislative, and public policy communications.

Analytics & Continuous Improvement

- Establish communication and marketing metrics to evaluate effectiveness.
- Analyze engagement, campaign performance, digital analytics, and audience trends.
- Use data to improve communication strategies, audience engagement, and resource allocation.

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EMPLOYMENT STANDARDS & QUALIFICATIONS

Basic Knowledge

- School policies, including school safety and security procedures
- The Classical Academies' programs and mission
- MS Office, Google Suite, Excel functions
- Basic computer and technological proficiency

The right person for this position will come with the following qualifications and characteristics:

- Demonstrated experience developing and executing communication strategies.
- Experience advising executive leadership and managing high-visibility communications initiatives.
- Experience leading crisis communications, media relations, and reputation management efforts.
- Experience managing digital communications platforms, marketing campaigns, and content strategies.
- Experience in education, nonprofit, public sector, or mission-driven organizations preferred.
- Exceptional written and verbal communication skills with the ability to craft clear, persuasive, and audience-specific messaging.
- Strong strategic thinking and ability to translate organizational goals into actionable communication plans.
- Strong leadership, project management, and organizational skills with the ability to manage competing priorities and deadlines.
- Ability to exercise sound judgment, discretion, and confidentiality when handling sensitive information.
- Strong understanding of branding, marketing strategy, public relations, digital communications, and emerging communication trends.
- Ability to analyze data and use insights to inform communication and marketing decisions.
- Creative problem-solver with strong attention to detail and execution.
- Commitment to advancing the organization's mission, values, and community impact.

Work Environment: The usual and customary methods of performing the job functions require the following physical demands: sitting, standing and walking. Physical actions

may include: lifting, carrying, pushing and/or pulling of items less than twenty-five pounds; occasional kneeling, crouching, bending and reaching. The job requires regular daily use of computer keyboard, mouse and other basic technological devices. The job is performed regularly indoors at a desk; subject to moderate student, campus and environmental noise; subject to daily interaction with employees.

EMPLOYMENT TERMS

The essential duties, employment standards, and qualifications are representative of positions within this classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties of the specific position. The information contained in this job description is to provide an understanding of the position's main functions and is not intended to be an all-inclusive list of job duties.

The Classical Academies is an equal opportunity employer. Recruitment, hiring, and promotion of individuals in all job classifications will be conducted without regard to race, religion, color, sex, gender identity and expression, sexual orientation, pregnancy, national origin, ancestry, citizenship status, uniform service member and veteran status, marital status, age, protected medical condition, genetic information, disability or any other protected status in accordance with all applicable laws, except where bona fide occupational qualifications exist. As per the school charter, all employment with The Classical Academies is considered ***at will***. This means that both employees and The Classical Academies have the right to terminate employment at any time, with or without advance notice, and with or without cause.

Eligibility for benefits starts the first of the month 30 days after the date of employment for all new full-time employees (and those working 30 hours or more weekly). Available benefits include: medical, dental, vision, and pension. This position will be reporting to **CalPERS** if they meet mandatory membership requirements. The school will provide a match on all employee contributions into the STRS or PERS program based on the current contribution rates established by California budget legislation.

Exempt employees are expected to attend all professional obligations, whether or not performed within the normal business day. For more details, please see the Employee Handbook.

The Classical Academy, Coastal Academy, Classical Academy High School, and Classical Academy, Vista do business as The Classical Academies. The Classical Academies may refer to one or all of the charter schools, as well as additional sites such as: Classical Academy Middle School, Coastal Academy High, or Classical Academy High School Studio or PL Campus.

Accountability: Chief Executive Officer
Wage Band: Classified Salary Range D

Job Classification: Exempt
Last Revised: 08/07/2026

APPENDIX XI

TCA's Approach to Employee Recruitment, Hiring, Support, and Evaluation

Framework and protocols guiding talent acquisition, professional support, staff retention, and continuous employee performance evaluation.

The Classical Academies Approach to Employee Recruitment, Hiring, Support, and Evaluation

Recruitment

The Classical Academies's Human Resources team provides the structures and supports for active recruitment and hiring across the network of TCA campuses, and for the core finance, operations, people, and academic functions. The Human Resources team and school site leaders actively recruit for open, posted positions, while forecasting for future needs, seeking out talent to join the organization. In looking for mission-aligned, qualified professionals from a broad range of backgrounds, TCA uses a variety of recruitment efforts, including:

- Maintaining active postings on EdJoin, ensuring a broad reach to California educators
- Posting vacancies for potential internal candidates through weekly job posting emails
- Employee referrals
- Advertising positions via school social media platforms
- Maintaining a "Careers" page on the school website that includes open positions, showcases what it is like to work at the organization, and outlines reasons to join the team
- Engaging with an outside recruitment agency for harder-to-fill or senior positions

Recruitment materials clearly describe: essential job duties, required qualifications, desired competencies, salary range, application process, and an Equal Employment Opportunity statement.

Selection

Position selection procedures are designed to identify candidates who possess the technical qualifications, interpersonal skills, and mission alignment necessary for success. Applicants will be screened based on:

- Minimum qualifications and education
- Licensure and credential requirements
- Relevant experience
- Demonstrated competencies

Candidates participate in a comprehensive interview process that may include: structured interviews, panel interviews, behavioral interview questions, performance tasks or demonstrations, writing exercises, teaching demonstrations, scenario-based problem solving, and leadership presentations. Interview questions, performance tasks, and demonstrations are all job-related and consistent for candidates interviewing for the same position.

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Background Verification

At the conclusion of the interview process, and prior to employment, The Classical Academies conducts appropriate verifications for selected candidates including:

- Criminal background clearance through the Department of Justice, both California and FBI, via fingerprinting
- Egregious misconduct inquiries
- Reference checks and/or Employment verification
- Tuberculosis clearance
- Credential verification
- Any additional legally required screening

School Leader Recruitment and Selection

At the school site, leadership candidates shall demonstrate:

- Instructional leadership (as applicable)
- Operational effectiveness
- Personnel management skills
- Fiscal responsibility
- Communication skills
- Commitment to continuous improvement
- Ability to develop staff and foster positive school culture

Onboarding/Orientation

All newly hired employees are required to participate in onboarding and an orientation process designed to promote successful integration into the organization. Onboarding and/or Orientation may include workshops, peer-to-peer professional learning communities, online learning platforms, mandatory health, safety and legal trainings on the following topics:

- Mission, vision, and values of the organization
- Employee handbook review
- Required training, including, for example, workplace safety, and mandated reporter trainings
- Technology systems
- Safety procedures
- Student services overview
- Mentor assignment
- Position-specific training

- Curriculum and instructional expectations
- Assigned supervisor expectations
- Introduction to colleagues and school culture

Professional Development

The Classical Academies is committed to continuous employee growth. Leaders are expected to support and monitor employee professional growth. Professional development opportunities are aligned with:

- School strategic priorities
- Student achievement goals
- Emerging educational best practices
- Individual performance evaluations
- Legal compliance requirements

Professional learning may include workshops, conferences, coaching, Professional Learning Communities (PLCs), job-embedded training, mentoring, and cross-functional leadership opportunities. Supporting student academic success is at the core of all employee training and support efforts.

Performance Evaluation

Performance evaluations are intended to promote continuous improvement, accountability, and professional growth. Employees receive regular evaluations appropriate to their position. Evaluations shall:

- Be conducted on a regular schedule
- Utilize consistent performance standards
- Encourage continuous improvement
- Identify strengths and growth opportunities
- Inform professional development
- Include goal setting
- Promote self-review and self-reflection

Performance Improvement

When employee performance does not meet expectations, supervisors shall provide:

- Timely feedback and clear performance expectations
- Coaching and support
- Written performance improvement plans, when appropriate
- Opportunities to demonstrate improvement

APPENDIX XII

Classical Academy Vista's Student Diversity Plan and Progress Report for the 2025-2026 School Year

Implementation strategies and progress tracking metrics dedicated to fostering student body diversity and equitable access for the 2025–2026 school year. Originally submitted to the County's Charter School Services Office on July 31, 2026.

Diversity Recruitment Plan & Progress Report (SY 2025–2026)

Submitted to SDCOE Charter School Services | July 31, 2026

Executive Summary & Educational Intent

Classical Academy Vista (CAV) is committed to providing equitable access to high-quality public education for all students and families residing within the Vista Unified School District (VUSD) and surrounding North San Diego County communities. As a tuition-free public charter school, CAV actively recruits and supports students from diverse racial, ethnic, linguistic, socioeconomic, and educational backgrounds.

In alignment with California Education Code Section 47605(b)(5)(G) and our Memorandum of Understanding (MOU) conditions with the San Diego County Office of Education (SDCOE), CAV continuously monitors student demographics and evaluates recruitment effectiveness to ensure our student population reflects the diverse community we serve.

Section 1: Comparative Demographic & Enrollment Funnel Analytics

To evaluate whether outreach initiatives are pushing the needle in the right direction, CAV tracks key demographic indicators in our Student Information System and monitors conversion and responsiveness rates within our enrollment CRM.

Table 1.1: Student Demographic Comparison

Demographic / Student Subgroup	CAV SY 2024–2025 (%)	CAV SY 2025–2026 (%)	Year-over-Year (YoY) Change
Hispanic / Latino	*27.5%*	*29.3%*	*+1.8%*
Socioeconomically Disadvantaged (SED)	*28%*	*26.2%*	*-1.8%*
English Learners (EL)	*1.4%*	*0.4%*	-1.0%
Students with Disabilities (SWD)	*15.5%*	13.7%	-1.8%
White	59.6%	56.5%	-3.1%
Two or More Races / Other	8.4%	9.4%	+1.0%

Section 2: Comparative Analysis — "What We Tried" vs. "Course Correction"

Rather than relying solely on static narrative descriptions, CAV evaluates each strategy year-over-year to identify what worked, where response fell short, and how we are course-correcting for the 2026–2027 school year.

1. Multilingual & Targeted Communication

- SY 2024–2025: Offered bilingual print materials and website translation in English and Spanish.
- SY 2025–2026: Expanded website translation capabilities to over 95 languages. Added dedicated Spanish-language radio advertising campaigns via Frontera Radio (5 distinct campaigns run) and ensured full parity across print marketing (4 bilingual pieces produced, matching all English collateral).
- Analytics and Impact: Frontera Radio reaches over 60,000 to 100,000 listeners a week.
- Course Correction for SY 2026–2027: While awareness increased, direct application conversion from radio campaign remained moderate. For 2026–2027, CAV will introduce targeted SMS multi-language messaging and hold bilingual application support workshops for prospective families.

2. Localized Community Presence

- SY 2024–2025: Participated in regional educational expos and general open houses.
- SY 2025–2026: Attended 15 local community events directly serving diverse populations, including Vista Fiestas Patrias, Farmers Markets, Super STEM Saturday at CSU San Marcos, and the Vista Holiday Parade. Expanded grassroots distribution of bilingual collateral to youth soccer fields, local libraries, Boys & Girls Clubs, YMCAs, and neighborhood businesses.
- Analytics and Impact: Event inquiry logs showed strong engagement at cultural events (Fiestas Patrias), generating 11 direct CRM leads.
- Course Correction for SY 2026–2027: To improve the conversion rate from inquiry to enrolled student, CAV will schedule on-site application assistance (i-pads) during high-traffic community events rather than relying solely on flyer distribution.

3. Strategic Community Partnerships

- SY 2024–2025: Maintained active connections with regional business chambers and local preschool networks.
- SY 2025–2026: Established 2 new strategic partnerships, expanding our network to include Tierra Caliente Academy for the Arts.

- Analytics & Impact: Partner referrals increased by 5% in SY 2025–2026.
- Course Correction for SY 2026–2027: Deepen collaboration with Tierra Caliente Academy for the Arts to host joint cultural and educational information sessions at CAV facilities to increase local Vista family familiarity with the campus.

4. In-House CRM Development & Legacy Data Integration System

- SY 2024-2025: Used a Google form-generated Google Sheet to track interested families.
- SY 2025–2026: Successfully launched key features and data architecture for our custom in-house CRM. Implemented core funnel features, family contact mapping, single-school annual selection logic, and
- Analytics & Impact: Automated lead tracking connected directly to marketing reporting and conversion dashboards.
- Secured Legacy CRM Import tool for subscription administrators
- Analytics & Impact: Successfully migrating family/contact records, student records, and their corresponding historical follow-up activity.

Section 3: Annual Metric Summary & Progress Tracking

Progress Tracking Metrics

Metric	SY 2024–2025 Actual	SY 2025–2026 Actual
Total Community Events Attended	10	15
Bilingual Marketing Collateral Pieces	2	4 (100% parity)
Spanish Broadcast/Media Campaigns	1	5 (Frontera Radio)
New Diverse Community Partnerships	1	2

Section 4: Action Plan for Continuous Improvement (SY 2026–2027)

Building on data and lessons learned from the SY 2025–2026 cycle, Classical Academy Vista will execute the following strategic action plan for the 2026–2027 enrollment season in addition to current practices:

1. Refine CRM Source Tracking: Collaborate with technology and admissions teams to capture exact lead sources for every applicant in the CRM, allowing precise measurement across digital, radio, and event channels.

2. Targeted Geotargeting: Utilize demographic mapping to concentrate digital marketing efforts on specific underrepresented zip codes within North County.
3. Bilingual Family Ambassadors: Establish a parent ambassador program featuring bilingual current families to assist prospective non-English speaking families through enrollment.
4. Annual Governance Review: Conduct bi-annual reviews of enrollment funnel analytics with school leadership to ensure timely mid-year adjustments ahead of open enrollment deadlines.

Commitment to Inclusive Access

Classical Academy Vista remains steadfast in creating an inclusive educational environment where every family in our community has transparent, meaningful access to enrollment information and high-quality educational options. Through ongoing analytical evaluation, refined outreach, and active local partnership, CAV continues to take concrete steps toward reflecting the full diversity of the community we are proud to serve.

Diversity Recruitment Outreach: Strategy, Rationale and Supporting Artifacts (SY 2025–2026)

Submitted to SDCOE Charter School Services | September 2026

Classical Academy Vista's (CAV's) outreach strategy was intentionally designed to reach families in Vista and surrounding North County communities through a mix of culturally relevant media, community-based events, local organizations, and grassroots outreach. The strategy extends beyond traditional school-based outreach to connect with families where they already gather, particularly those who may not otherwise be actively seeking information about charter or homeschool options.

Customer Relationship Management System: This year, the Classical Academies (TCA) implemented a Customer Relationship Management (CRM) system to strengthen and automate its student recruitment and enrollment processes across the organization. The CRM provides a centralized system for managing prospective-family inquiries, tracking applications, documenting outreach efforts, and ensuring that families receive consistent and timely information throughout the enrollment process.

The CRM provides TCA's Home Office with greater visibility into recruitment activity, including the number of prospective students and applications in the enrollment pipeline and the manner and frequency with which school registrars engage prospective families. This visibility allows TCA to monitor outreach efforts, identify gaps in follow-up, and ensure that families who express interest in Vista Classical Academy receive appropriate and timely communication.

An important purpose of the CRM is to make the recruitment process more accessible and responsive to families' individual preferences. Rather than requiring prospective parents to engage with the school through a single channel, the CRM allows families to choose how they prefer to learn more about the school. Families may request an in-person school tour, a telephone conversation, email communication, or other appropriate follow-up. This approach allows Vista Classical Academy to tailor its outreach and provide families with the information they need to make an informed decision about their child's education.

The CRM directly supports Vista Classical Academy's Diversity Recruitment Plan by creating a more intentional, consistent, and equitable recruitment process. Families may have different levels of familiarity with charter schools, different schedules, transportation limitations, language or communication preferences, and varying levels of access to information about educational options. Providing multiple opportunities and methods for engagement helps reduce barriers that could otherwise prevent a family from fully exploring Vista Classical Academy.

In addition, the CRM enables TCA to evaluate recruitment activity and determine whether outreach efforts are effectively reaching prospective families. By centralizing recruitment data and documenting family engagement, TCA can identify trends, evaluate the effectiveness of recruitment strategies, and make adjustments when needed to support the Diversity

Recruitment Plan. This data-informed approach helps ensure that recruitment is not limited to families already familiar with TCA, but rather is designed to broaden awareness of Vista Classical Academy and provide prospective families throughout the community with meaningful opportunities to learn about the school.

Ultimately, the CRM strengthens TCA's ability to conduct organized, transparent, responsive, and family-centered student recruitment. It supports Vista Classical Academy's Diversity Recruitment Plan by expanding access to information, improving follow-up with prospective families, reducing potential barriers to engagement, and providing school and Home Office leadership with the information needed to evaluate and improve recruitment practices continually.

Frontera Radio: We selected Frontera for its Spanish-language audience and regional reach. As noted in the Diversity Recruitment Plan & Progress Report (SY 2025–2026), the station reaches approximately 60,000–100,000 listeners weekly. The goal was to increase awareness of Classical Academy Vista among Spanish-speaking families who may have had limited familiarity with the school or our educational model.

Vista Fiestas Patrias: This was a particularly intentional event for us. It is held in Vista, the community where CAV is located, and provides an annual opportunity to engage directly with local Latino families in a culturally relevant setting. Rather than waiting for families to attend a school-hosted open house, our team was able to meet prospective students and families in their own community, answer questions in their native language, distribute bilingual information, and provide information about CAV as a viable local public school option.

Tierra Caliente Academy for the Arts: This partnership brings Ballet Folklórico programming to the Vista campus and provides another way for CAV to build authentic relationships within the local community. Tierra Caliente's connection to Mexican arts and culture creates opportunities to engage families through shared cultural and educational experiences rather than recruitment alone. Participating students will also have opportunities to perform at cultural events throughout the fall.

Grassroots Community Outreach: Farmers Markets, Community Events, Libraries, Boys & Girls Clubs, and YMCAs: These locations and events were selected because they are trusted, frequently used community spaces where families with school-age children already gather. By focusing on Vista and surrounding North County communities, CAV can connect with families in an informal, accessible setting, answer questions, and share bilingual information. This grassroots approach also helps reach families who may not already be familiar with CAV or actively searching for school options online.

Super STEM Saturday at CSU San Marcos: This event has been an ongoing partnership with CSUSM for over a decade. It attracts 18,000 North County families with school-age children and provides a natural connection to education, STEM, and hands-on learning. CAV teachers host interactive booths and connect directly with attendees, authentically introducing our program to families who might not attend traditional charter recruitment events.

THE CLASSICAL ACADEMIES

2025-2026 SDCOE Artifact Samples

Community Outreach Approach

Classical Academy Vista uses a variety of outreach channels to ensure families throughout Vista and North County have access to clear information about the school and its educational programs. Outreach includes bilingual materials, community partnerships, local media, digital communications, social media, and direct outreach.

These efforts help CAV reach families who may be less familiar with charter school options and support ongoing evaluation and improvement of the school's outreach efforts.

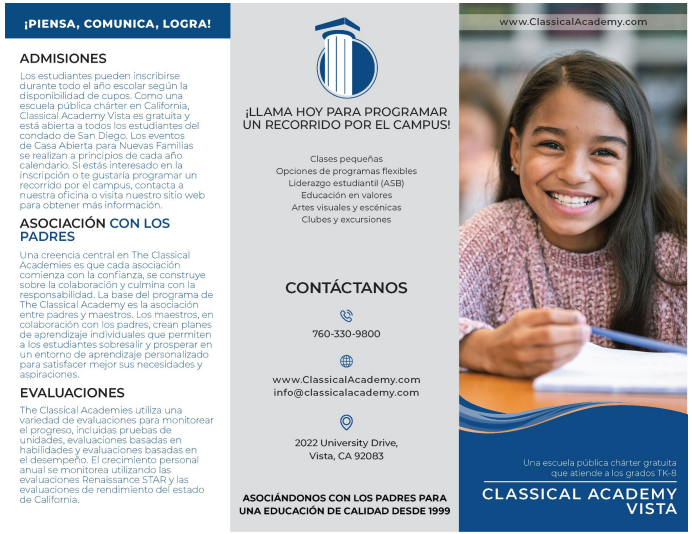
Awareness → Access →

Engagement → Information



Community Awareness

Informational Brochures





Why this approach: Informational brochures provide families with clear, easy-to-reference way to learn more Classical Academy Vista's programs and enrollment options. Materials are available in both English and Spanish to increase accessibility and support outreach to families throughout Vista and North County.

Audience: Prospective Families | Languages: English/Spanish | Distribution: Direct Outreach

Informational Flyers

- Print & Digital

Why this approach: Families can easily view a quick overview of Classical Academy Vista's educational model and programs. The flyer was shared in both print and digital formats, with a QR code providing easy access to additional information. This was available in the front office of each campus, shared online, and distributed at community events.

Audience: Families in the Community
Format: Print + Digital
Purpose: Access to Information



Open House Promotion

- Open House information is annually delivered to North County Public Libraries,
- Boys & Girls Clubs, YMCAs, and Camp Pendleton Education Liaisons
- Community Centers

Why this approach: Open House promotion combines targeted direct mail and community canvassing with distribution through trusted community organizations to reach prospective families throughout North County. This helps make information available to families who may not be familiar with Classical Academy Vista.

Reach:
Languages: English/Spanish
Distribution: Direct Mail + Digital + Community Locations





Spanish-Language Radio

Listen to the 30s Ad

Listen to the 2m Ad

Why this approach: Frontera 100.7 FM provides direct access to a significant Spanish-speaking audience, reaching approximately 60,000–100,000 listeners per week. CAV uses Spanish-language radio campaigns to increase awareness and provide families with accessible information through a trusted local media outlet.

Audience: Spanish-speaking families across North San Diego County
Reach: Approximately 60,000–100,000 weekly listeners

Community Partnerships

- Vista Chamber of Commerce
- California State University San Marcos
- North County Economic Development Council
- Tierra Caliente Academy For the Arts
- Local Farmers Markets
- Camp Pendleton
- Fiestas Patrias

Why this approach: Community partnerships and local events provide opportunities to connect with families in familiar, community-based settings. Participation with local organizations, farmers markets, and community events helps make information about Classical Academy Vista accessible to families throughout Vista and North County.

Focus: Community Connection
Geography: Vista and North County
Approach: Relationship-Based Outreach

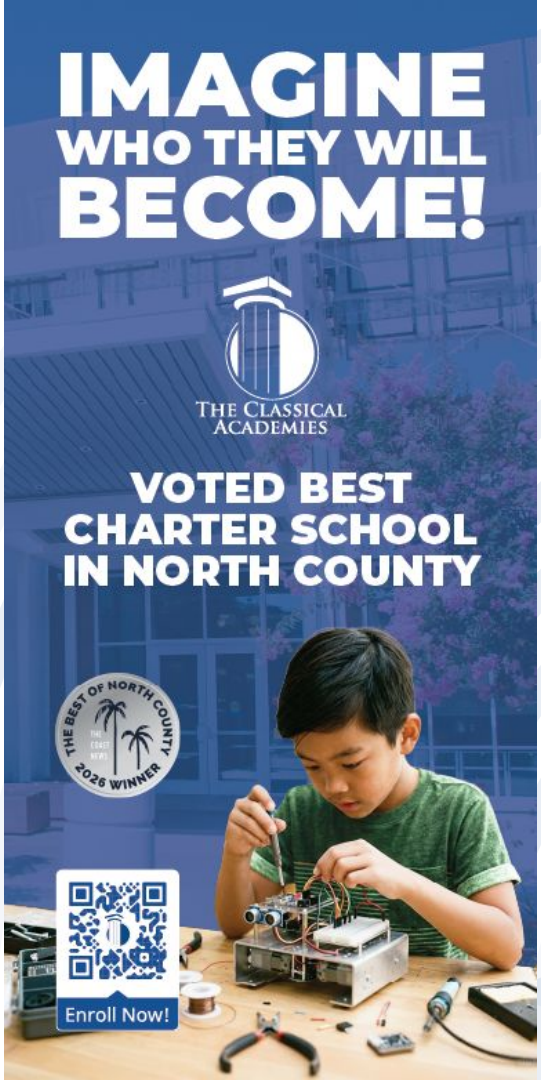
Print & Digital Advertising

Building Awareness Through Local Media

- Print & Digital Recognition with The Coast News Group

Why this approach: Recognition through a well-established North County publication provides third-party visibility and reinforces awareness of Classical Academy Vista among families in the region we serve.

Audience: North County Community
Recognition: 2026 Best of North County
Purpose: Third-Party Awareness + Credibility



Print and Digital Advertising

Why this approach: Print and digital advertising provides an opportunity to share information about Classical Academy Vista with families throughout North County. Using both formats increases visibility across multiple touchpoints and provides families with convenient access to information about the school and its programs.

Reach: 450,000 Views
Geography: North County
Channels: Print and Digital



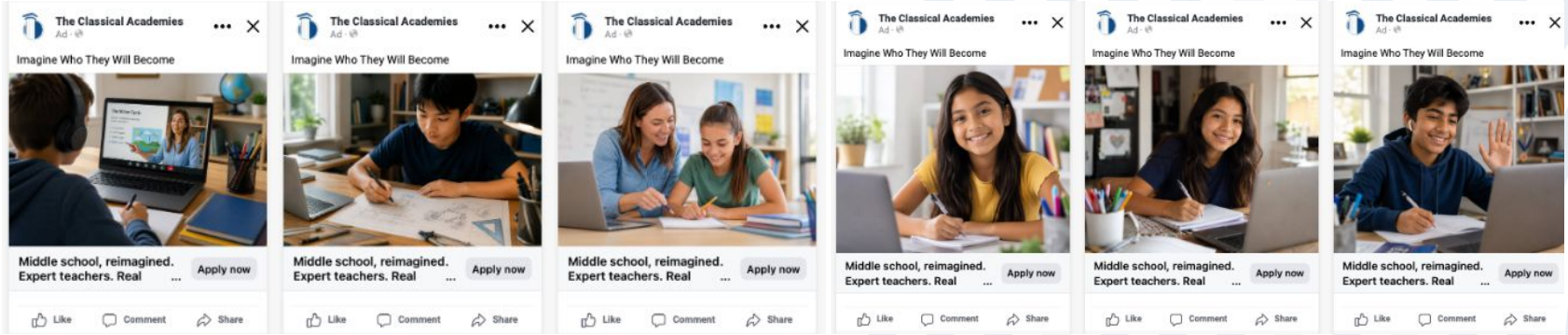


Digital Advertising - Meta

Why this approach: Meta advertising provides an additional way to share information about Classical Academy Vista with families in the surrounding community. Visual content highlights programs, enrollment opportunities, and the student experience while providing convenient access to additional school information.

Audience: Families in the Community
Geography: Vista and North County
Purpose: Awareness

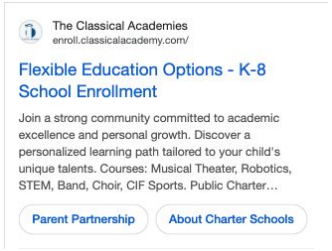




Digital Advertising - Google

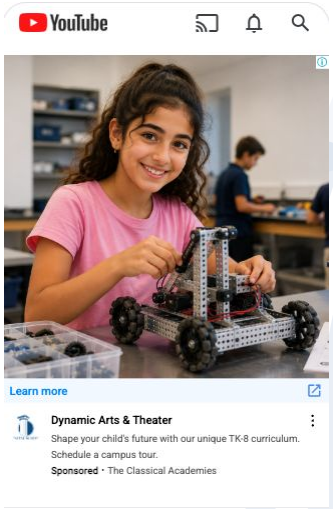
Why this approach: Google advertising helps make information about Classical Academy Vista available to families searching online for educational options, including charter, homeschool, virtual, and personalized learning programs. Geographic parameters help ensure information is relevant to families within the communities CAV serves.

Audience: Families Seeking Educational Information
Geography: Vista and North County
Purpose: Awareness and Access













Digital Communication Channels

2026 Social Stats

- **Facebook**
  - **692** Followers
  - **48,049** Impressions
- **Instagram**
  - **572** Followers
  - **73,230** Impressions

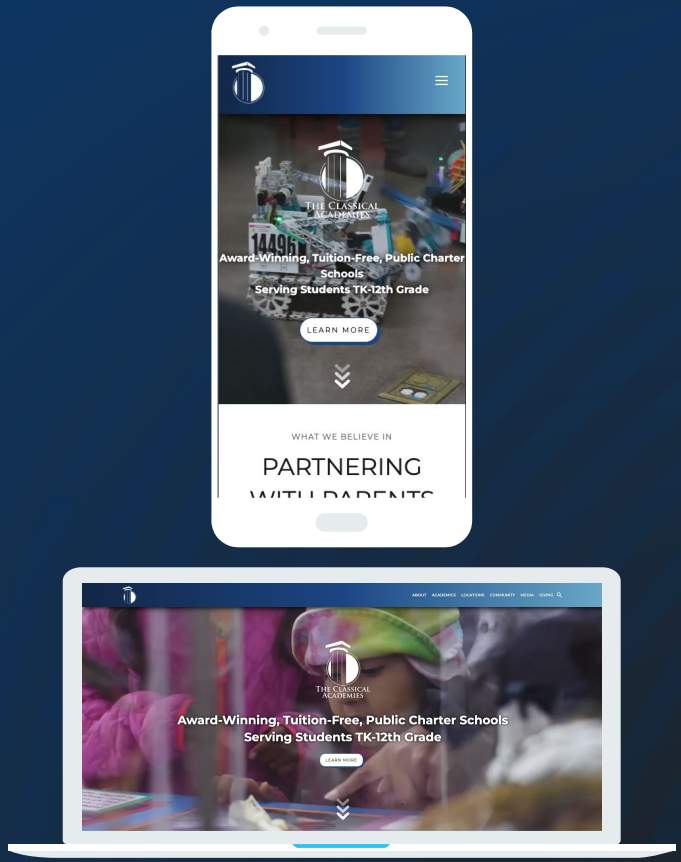
Why this approach: Social media provides year-round opportunities to share information about programs, enrollment, events, and the student experience. Facebook and Instagram also provide families with an ongoing look at the CAV community and convenient access to school information.

Channels: Facebook and Instagram
Audience: CAV and Community Families
Purpose: Ongoing Awareness

The Classical Academies Website 2026

- 175,000 Users
- 172,000 New Users
- 88,000 Users from Organic Search
- 37s Average Interaction Time

Why this approach: The website provides a central source of information for families interested in learning more about Classical Academy Vista. Program information, enrollment resources, school contacts, and other materials are available in one location, while print, digital, social media, and community outreach direct families to the website when additional information is needed.

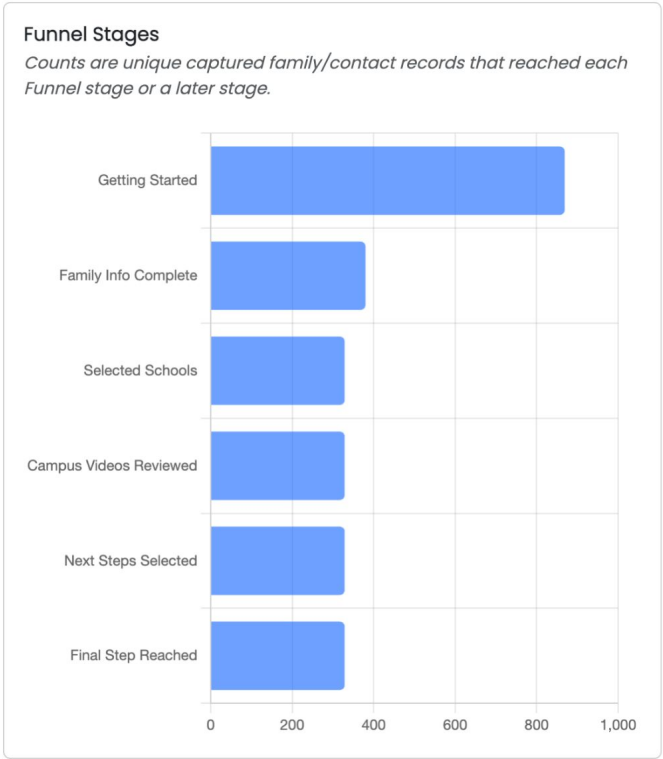


Supporting Consistent Family Follow-Up

Customer Relationship Management System (CRM)

Why this approach: The CRM provides a consistent way to organize inquiries from families, document outreach, and ensure families requesting information receive timely follow-up. It also provides data that can help CAV evaluate outreach efforts and make informed adjustments as part of its continuous improvement process.

Strategy: Data-Informed Outreach
Purpose: Follow-Up and Measurement
Goal: Continuous Improvement



Awareness → Access →

Engagement → Information

Thank you!

APPENDIX XIII

Board Approved Uniform Complaint Procedure

Board-approved policy governing the processing, investigation, and resolution of formal complaints and legal compliance matters.

THE CLASSICAL ACADEMIES

Uniform Complaint Policy and Procedures

It is the policy of The Classical Academy, Inc. ("TCA") to maintain a positive and productive working and educational environment. TCA is the local agency primarily responsible to ensure that it is compliant with all applicable federal and state laws and regulations governing educational programs.

There may be some circumstances, however, when parents, students, employees or other interested parties feel that there has been an alleged violation of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying, noncompliance with laws relating to pupil fees and failure to comply with Education Code sections 47606.5 or 47607.3. The procedures set forth in this policy outline the steps to be taken in situations where a written complaint is made about these types of alleged violations.

Scope

Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, sexual orientation, or any combination of those characteristics, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics in any TCA program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code sections 243(a) or 244(a).

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

    - Accommodations for Pregnant, Parenting or Lactating Students;
    - Adult Education Programs;
    - Career Technical and Technical Education and Training Programs;
    - Child Care and Development Programs;
    - Migrant Child Education Programs;
    - Consolidated Categorical Aid Programs;
    - Every Student Succeeds Act;
    - Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;

- Regional Occupational Centers and Programs; and/or
- State Preschool Programs.

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

    a. "Educational activity" means an activity offered by TCA that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

    b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

        i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

        ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

        iii. A purchase that a student is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

    c. Complaints regarding pupil fees, local control and accountability plans ("LCAP"), or noncompliance with Education Code sections 243 or 244 only, may be filed anonymously (without an identifying signature) if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

    d. If TCA finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, TCA shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by TCA to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

    e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or TCA and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If TCA adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student

Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

TCA acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. TCA cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, TCA will attempt to do so as appropriate. TCA may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Executive Officer or designee on a case-by-case basis. TCA shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure TCA's compliance with law:

Chief Executive Officer or Designee
355 East Grand Avenue
Escondido, CA 92025
info@classicalacademy.com
(760) 842-8000

The Chief Executive Officer or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Chief Executive Officer or designee.

Should a complaint be filed against the Chief Executive Officer, the compliance officer for that case shall be the Chairperson of the TCA Board of Directors.

Notifications

The Chief Executive Officer or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on TCA's website.

TCA shall annually provide written notification of TCA's UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in TCA speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

2. A statement clearly identifying any California State preschool programs that TCA is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that TCA is operating pursuant to Title 22 licensing requirements.

3. A statement that TCA is primarily responsible for compliance with federal and state laws and regulations.

4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal TCA's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of TCA's Decision, except if TCA has used its UCP to address a complaint that is not subject to the UCP requirements.

8. A statement that a complainant who appeals TCA's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if TCA finds merit in a UCP complaint, or the CDE finds merit in an appeal, TCA shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.

11. A statement that copies of TCA's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that TCA has violated federal or state laws or regulations enumerated in the section “Scope,” above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, including a person’s duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Chief Executive Officer or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Chief Executive Officer or designee shall be made in writing. The period for filing may be extended by the Chief Executive Officer or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Chief Executive Officer or designee shall respond immediately upon receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the TCA Board of Directors approved the LCAP or the annual update was adopted by TCA.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, TCA staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within five (5) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend TCA's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

TCA's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Final Written Decision**

TCA shall issue an investigation report (the "Decision") based on the evidence. TCA's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of TCA's receipt of the complaint unless the timeframe is extended with the written agreement of the complainant. TCA's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion, providing a clear determination for each allegation as to whether TCA is in compliance with the relevant law.

3. Corrective actions, if TCA finds merit in the complaint and any are warranted or required by law.

4. Notice of the complainant's right to appeal TCA's Decision within thirty (30) calendar days to the CDE, except when TCA has used its UCP to address complaints that are not subject to the UCP requirements.

5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and the employee was informed of TCA's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with TCA and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. TCA failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, TCA's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in TCA's Decision are not supported by substantial evidence.

4. The legal conclusion in TCA's Decision is inconsistent with the law.

5. In a case in which TCA's Decision found noncompliance; the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Chief Executive Officer or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.

2. A copy of the Decision.

3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.

4. A report of any action taken to resolve the complaint.

5. A copy of TCA's complaint procedures.

6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to TCA for resolution as a new complaint. If the CDE notifies TCA that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, TCA will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20)

calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by TCA when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, TCA has not taken action within sixty (60) calendar days of the date the complaint was filed with TCA.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by TCA. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of TCA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The waiting period does not apply to injunctive relief and is applicable only if TCA has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

THE CLASSICAL ACADEMIES

UNIFORM COMPLAINT PROCEDURE FORM

A complaint may be filed anonymously. If you self-identify, you are entitled to a response if a response is requested.

I request a response to my complaint ☐ Yes ☐ No

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #:_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education Programs
- ☐ Career Technical and Technical Education and Training
- ☐ Child Care and Development Programs
- ☐ Consolidated Categorical Aid Programs
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control & Accountability Plan
- ☐ Migrant Child Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ State Preschool Programs
- ☐ Pupil Fees
- ☐ Pregnant, Parenting, or Lactating Students
- ☐ Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Religion
- ☐ Sex (Actual or Perceived)

- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

2. Have you discussed your complaint or brought your complaint to any TCA personnel? If you have, to whom did you take the complaint, and what was the result?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents and/or additional explanation. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Chief Executive Officer or Designee
355 East Grand Avenue, Escondido, CA 92025
info@classicalacademy.com
(760) 842-8000

APPENDIX XIV

Classical Academy Vista's Financial Projections

Required financial documentation, including the FY 2026–2027 board-approved operating budget, budget narrative, and three-year multi-year cash flow projections (FY28–FY30).

a. 2026-2027 school year budget – FY2027 Board approved budget

b. 2026-2027 budget narrative

c. Financial projections and cash flow for three years of operation (multi-year financial projections) FY28, FY29, and FY30

The Classical Academy, Incorporated
Classical Academy Vista
CDS# 37-10371-0138404 CHARTER #2016

All financial data presented for fiscal years 2026-27 through 2029-30 are forward-looking projections. They reflect the following assumptions current as of 9-1-2026 and may be revised as new information becomes available:

Multiyear Assumptions	2026-27 Adopted Budget[1]	2027-28 Projected	2028-29 Projected	2029-30 Projected
Enrollment Projections	792	808	824	840
Change in Projected Enrollment[2]	11%	2%	2%	2%
Average Daily Attendance (ADA) Projections	768	784	800	816
Average Daily Attendance (% Change)	8%	2%	2%	2%
ADA:Enrollment Ratio	97%	97%	97%	97%
Growth Factor	11%	2%	2%	2%
Unduplicated Pupil Count	224	229	234	239
Unduplicated Pupil Percentage - Single Year	28.28%	28.35%	28.40%	28.44%
Department of Finance Statutory COLA	2.87%	3.30%	3.09%	3.11%
LCFF Augmentation	1.44%			
Base Grants per ADA (EC 42238.02(d))				
TK-3	$ 10,698	$ 11,051	$ 11,393	$ 11,747
4-6	$ 10,860	$ 11,218	$ 11,565	$ 11,925
7-8	$ 11,181	$ 11,550	$ 11,907	$ 12,277
Base Grant Adjustment Factor - TK-3	10.43%	10.43%	10.43%	10.43%
Transitional Kindergarten (TK) Add-On (EC 42238.02(g)(3))	$ 5,784	$ 5,892	$ 6,074	$ 6,263
Supplemental Grant (EC 42238.02 (e))	20.00%	20.00%	20.00%	20.00%
Concentration Grant (EC 4223.02(f)) - N/A	0.00%	0.00%	0.00%	0.00%
Special Education Federal Charter Member	$ 149	$ 152	$ 155	$ 158
Special Education SELPA Base Rate (EC 56836.146)	$ 1,340	$ 1,384	$ 1,427	$ 1,471
Special Education Mental Health Services per ADA (EC 56836.07)	$ 86	$ 89	$ 91	$ 94
California Consumer Price Index - (SSC Dartboard)	3.76%	3.00%	2.80%	2.70%
California Lottery - Unrestricted per ADA - (SSC Dartboard)	$ 190	$ 190	$ 190	$ 190
California Lottery - Restricted per ADA - (SSC Dartboard)	$ 84	$ 84	$ 84	$ 84
Mandated Block Grant (Charter TK-8 per ADA)	$ 21.31	$ 22.01	$ 22.69	$ 23.40
Interest Rate for Ten-Year Treasuries (Informational)	4.35%	4.20%	4.10%	4.00%
Prop 28: Arts & Music In Schools - Statewide Enrollment Share	$ 128	$ 128	$ 128	$ 128
Prop 28: Arts & Music In Schools - Statewide FRPM Enrollment Share	$ 87	$ 87	$ 87	$ 87
Certificated Salary Growth	Step & Column	Step & Column	Step & Column	Step & Column
Non-certificated Salary Growth	Merit-Based 1%-5%	Merit-Based 1%-5%	Merit-Based 1%-5%	Merit-Based 1%-5%
CalSTRS Employer Rate	19.10%	19.10%	19.10%	19.10%
CalSTRS State On-Behalf Statutory Rate per Covered Payroll	10.83%	10.83%	10.83%	10.83%
CalPERS Employer Rate	26.40%	26.80%	25.90%	25.10%
Health & Welfare Premium Inflation (High-End Insurer Indices)	16%-20%	16%-20%	16%-20%	16%-20%
Unemployment Insurance Rate	0.05%	0.05%	0.05%	0.05%
Minimum Wage	$ 17.40	$ 18.00	$ 18.50	$ 19.00
Statutory Minimum Reserve [3]	4%	4%	4%	4%
State Aid	$ 5,150,384	$ 5,480,763	$ 5,836,529	$ 6,199,188
Education Protection Account	$ 153,600	$ 156,800	$ 160,000	$ 163,200
Property Taxes Net of In-Lieu Transfers	$ 4,017,450	$ 4,181,763	$ 4,349,034	$ 4,522,995
LCFF Sources	$ 9,321,434	$ 9,819,326	$ 10,345,563	$ 10,885,383

Note 1. The 2026-27 Budget was adopted by the Board of Directors of The Classical Academy, Incorporated on May 29, 2026.
Note 2. The current year enrollment reflects an 11% projected increase in headcount, driven by strong community demand. Moving forward, subsequent multi-year projections intentionally model a steady conservative annual growth of 2% as a matter of strict fiscal prudence and to protect the instructional quality of our programs. Historical enrollment demand and family interest lists heavily outpace this annual target, making it a highly conservative floor rather than a speculative ceiling.
Note 3. The state Statutory Minimum Reserve requirement for schools with ADA ranging from 301 to 1,000 is the greater of 4% or $90,000.

The Classical Academy, Incorporated
Classical Academy Vista
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STATEMENT OF ACTIVITIES (PROJECTED)

FOR THE YEARS ENDING JUNE 30	2026-27 Adopted Budget[1]	2027-28 Projected	2028-29 Projected	2029-30 Projected
REVENUES				
LCFF Sources[1]	9,321,434	9,819,326	10,345,563	10,885,383
Federal Revenues	115,514	116,736	121,520	126,242
State Revenues	1,779,333	2,232,571	2,330,503	2,352,308
Local Revenues	280,300	252,270	254,793	257,341
TOTAL REVENUES	**11,496,581**	**12,420,903**	**13,052,379**	**13,621,274**
EXPENDITURES				
Certificated Salaries	4,190,461	4,396,126	4,607,960	4,826,149
Non-certificated Salaries	1,597,173	1,652,248	1,703,302	1,756,275
Employee Benefits[2]	2,730,743	3,051,952	3,319,809	3,622,843
Books, Supplies, & Materials	680,267	706,699	726,071	745,978
Services & Other Operating Expenditures	2,134,795	2,202,681	2,263,475	2,325,947
Depreciation Expenses	131,314	137,880	144,774	152,013
TOTAL EXPENDITURES	**11,464,753**	**12,147,586**	**12,765,391**	**13,429,205**
CHANGE IN NET ASSETS	**31,828**	**273,317**	**286,988**	**192,069**
NET ASSETS				
Beginning Net Assets	**2,843,971**	**2,875,799**	**3,149,116**	**3,436,104**
Adjustment/Restatements	**-**	**-**	**-**	**-**
ADJUSTED BEGINNING NET ASSETS	**2,843,971**	**2,875,799**	**3,149,116**	**3,436,104**
NET ASSETS, ENDING	**2,875,799**	**3,149,116**	**3,436,104**	**3,628,173**
PERCENTAGE OF NET ASSETS OVER EXPENDITURES	**25%**	**26%**	**27%**	**27%**
COMPONENTS OF NET ASSETS				
Minimum State Reserve Requirement (4%)	458,590	485,903	510,616	537,168
Net Investments in Capital Assets (Non-Spendable)	2,108,037	2,211,157	2,314,277	2,417,379
Unrestricted Net Assets	309,172	452,056	611,211	673,626
NET ASSETS	**2,875,799**	**3,149,116**	**3,436,104**	**3,628,173**
% CHANGE FROM PRIOR YEAR	1%	10%	9%	6%
CHANGE FROM PRIOR YEAR (POSITIVE/NEGATIVE)	POSITIVE	POSITIVE	POSITIVE	POSITIVE
SURPLUS/DEFICIT	SURPLUS	SURPLUS	SURPLUS	SURPLUS

Note 1. LCFF Sources and Average Daily Attendance (ADA) Revenue Factors: LCFF revenue calculations use a conservative 97% enrollment-to-ADA conversion factor across all out-years to insulate the projections from fiscal risk. This baseline threshold is continuously validated by our internal enrollment tracking system and active interest lists. Historically, the school's ADA rates have outpaced these conservative projections.

Note 2. Employee Benefits & Health Cost Modeling: The overall Employee Benefits line item projects a blended annual growth rate for all four years. The financial framework absorbs a 16% to 20% premium inflation rate applied strictly to individual health and welfare plans. This volatile insurer trend is structurally counterbalanced by more stable, salary-tied statutory mandates, including CalSTRS, CalPERS, and fixed payroll taxes. While the school utilizes an employer contribution cap to maintain stable expenditure forecasting, modeling health premiums conservatively ensures that the overall benefits structure remains resilient against plan selection shifts during open enrollment and rising medical premiums.

Note 3. Budgetary Oversight & Fiscal Controls (Continuous Monitoring): To ensure fiscal agility, the school utilizes active data-pipeline tracking system monitoring enrollment, interest lists, and student movement. Financial models are not static; budgets are formally updated and revised multiple times throughout the fiscal year to align revenue allocations dynamically with real-time operational data.

Note 4. Authorizer Oversight Fees: Included within Services & Other Operating Expenditures is the statutory 1% authorizer oversight fee (pursuant to CA Education Code §47613). This expense is dynamically projected to scale incrementally with out-year LCFF Sources revenue growth, ensuring full compliance throughout the renewal term.

Note 5. CSFA Bond Commitments & Facility Lease: As a non-classroom-based program centralized in a single leased facility, all long-term lease commitments are fully accounted for within Services & Other Operating Expenditures. As a participating agency to the 2021 California School Finance Authority (CSFA) Bond, the school independently sustains these facility obligations through unrestricted funds rather than district taxpayer-supported general obligation bonds. Total Net Assets include nonspendable ASC 842 Right-of-Use (ROU) asset reporting within Net Investments in Capital Assets. Operational safety remains fully insulated through Unrestricted Net Assets, which satisfy all state and authorizer statutory reserve requirements.

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STATEMENT OF CASH FLOWS (PROJECTED)

	FOR THE YEARS ENDING JUNE 30	2026-27	2027-28	2028-29	2029-30
A.	**CHANGE IN NET ASSETS**	**$ 31,828**	**$ 273,317**	**$ 286,988**	**$ 192,069**
	ADJUSTMENTS				
	Adjustments to reconcile change in net assets to net cash flow from operating activities				
B.	Add Depreciation Expense	**131,314**	**137,880**	**144,774**	**152,013**
	CHANGES IN OPERATING ASSETS AND LIABILITIES[1]				
	Receivables	187,425	(50,034)	27,394	(10,532)
	Prepaid Expenses	9,849	(11,979)	18,040	9,827
	Payables	(124,212)	(14,006)	(213,448)	(248,143)
	Refundable Advance	(73,578)	(23,558)	111,769	(74,466)
	Operating lease assets and liabilities	415,132	427,091	438,294	445,693
C.	**NET CASH FROM OPERATING ACTIVITIES**	**577,758**	**738,711**	**813,811**	**466,461**
	INVESTING ACTIVITIES[2]				
	Purchases of property and equipment	-	-	-	-
D.	**NET CASH FLOW FROM INVESTING ACTIVITIES**	**-**	**-**	**-**	**-**
E.	**NET CHANGE IN CASH & CASH EQUIVALENTS (C + D)**	**577,758**	**738,711**	**813,811**	**466,461**
F.	**CASH, BEGINNING OF YEAR**	**$ 856,908**	**$ 1,434,666**	**$ 2,173,377**	**$ 2,987,187**
G.	**CASH, END OF YEAR (E + F)**	**$ 1,434,666**	**$ 2,173,377**	**$ 2,987,187**	**$ 3,453,648**

Note 1. Operating: Receivables reflect the California Department of Education (CDE) principal apportionment schedules, trailing federal cycles, and SELPA allocations; Operating lease adjustments reconcile ASC 842 timing variances, while Refundable Advances track rolling drawdowns on multiyear restricted programs.

Note 2. Investing: The school maintains a stable leased facility model with no planned real estate or property acquisitions. Minor routine equipment or technology capital assets are modeled symmetrically against annual depreciation adjustments and capitalized in alignment with 2 CFR Part 200 (Uniform Guidance) $10,000 threshold policies.