



Pacific Coast Academy

Regular Scheduled Board Meeting

Date and Time

Thursday January 27, 2022 at 5:00 PM PST

Meeting via Teleconference

Zoom Link

<https://us06web.zoom.us/j/89560421686>

Meeting ID:

895 6042 1686

Join by Phone

(669) 900-6833

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
A. Call the Meeting to Order		Jessica Ackermann	1 m
B. Roll Call of Board Members		Jessica Ackermann	1 m
C. Approval of Agenda	Vote	Jessica Ackermann	1 m
D. Resolution for Continuing School Board Authority to Hold Virtual Meetings Pursuant to AB 361	Vote	Krystin Demofonte	5 m
E. Public Comments		Jessica Ackermann	5 m
F. Executive Director's Report		Krystin Demofonte	5 m
II. Academic Achievement			5:18 PM
A. 2021-22 Dashboard: Local Indicators	FYI	Rupi Boyd	5 m

	Purpose	Presenter	Time
B. 2021-22 Local Control Accountability Plan (LCAP): One-time supplement to the annual update	FYI	Rupi Boyd	5 m
C. 2020-21 School Accountability Report Card (SARC)	Vote	Rupi Boyd	5 m
D. Title 1: Schoolwide Program	Vote	Rupi Boyd	5 m
E. Title 1 Schoolwide Program: Board Policy and Administrative Regulation	Vote	Rupi Boyd	5 m
F. Public Hearing on the Independent Study Board Policy	Discuss	Jessica Ackermann	5 m
G. Independent Study Policy	Vote	Krystin Demofonte	5 m
H. Resolution for Approving Student Awards	Vote	Shari Erlendson	5 m

III. Other Business**5:58 PM**

A. Executive Director Evaluation Presentation	FYI	Benjamin Fung	10 m
B. Expense Reimbursement Policy	Vote	JD Luckesen	5 m
C. Approval of 2020-21 Audit Report	Vote	Shari Erlendson	5 m
D. 2022-23 School Calendars	Vote	Krystin Demofonte	5 m
E. Resolution for Administrative Credential	Vote	Shari Erlendson	5 m
F. Resolution to end Support and Evaluation Committee (CSEC)	Vote	Krystin Demofonte	5 m

IV. Consent Agenda**6:33 PM**

The items below form our consent agenda. The items are considered by the Executive Director to be of a routine nature and are acted on with one motion. Any recommendation may be removed at the request of any Board Member and placed under new and/or unfinished business. The last item in this section is a single vote to approve the items en masse.

A. Approve Minutes:12-09-21 Special Board Meeting	Approve Minutes
B. Approve Minutes:12-09-21 Regular Board Meeting	Approve Minutes
C. December financials including December and November Check Registers	
D. Parent Student Handbook	
E. Comprehensive School Safety Plan	
F. 2021-2022 Compensation Policy Stipend Chart & Certificated Support Salary Schedule	
G. Title IX Policy	
H. Harassment, Discrimination, Intimidation and Bullying Prevention Policy	

	Purpose	Presenter	Time
I. Public Random Drawing/Lottery Policy			
J. Approve Consent Agenda	Vote		1 m
This Is The Vote To Approve The Consent Agenda Items.			
V. Closing Items			6:34 PM
A. Announcement of Next Scheduled Meeting March 12 at 9:00am	FYI	Jessica Ackermann	1 m
B. Adjourn Meeting	Vote		

Prepared By:
Jennifer Faber

Noted By:

Board Secretary

Public comment rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate with the administrative team your desire to address the board or simply communicate orally your desire to address the board when the board asks for public comments. Speakers may be called in the order that requests are received. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. If a member of the public utilizes a translator to address the board, those individuals are allotted 4 minutes each. If the board utilizes simultaneous translation equipment in a manner that allows the board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: Pacific Coast Academy Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Pacific Coast Academy Office at [\(619\) 749-1928](tel:6197491928) at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Cover Sheet

Resolution for Continuing School Board Authority to Hold Virtual Meetings Pursuant to AB 361

Section: I. Opening Items

Item: D. Resolution for Continuing School Board Authority to Hold
Virtual Meetings Pursuant to AB 361

Purpose: Vote

Submitted by:

Related Material:

Resolution_for_Continuing School Board Authority to Hold Virtual Meetings Pursuant to
AB 361 .pdf



Pacific Coast Academy
13915 Danielson St. #200, Poway, CA 92064
Ph (619) 404-3190

**Resolution of Pacific Coast Academy Board of Directors
2022-01**

**Continuing School Board Authority to Hold Virtual Meetings
Pursuant to AB 361**

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21 which indicated that Executive Order N-29-20's authorization for holding virtual meetings would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361 (Rivas) as urgency legislation effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

(e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of

emergency. (B) Any of the following circumstances exist:

(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

THEREFORE, BE IT RESOLVED that the Board of Directors of Pacific Coast Academy finds that the Governor's March 4, 2020, declaration of a state of emergency due to the COVID-19 pandemic remains active.

BE IT FURTHER RESOLVED, the Board of Directors of Pacific Coast Academy finds that due to the state of emergency meeting in person would present imminent risks to the health or safety of attendees and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to the prevalence of the Delta variant of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of contagious individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of board members, staff, and the public.

SECRETARY'S CERTIFICATE

I, _____, Secretary of the Board of Directors of Pacific Coast Academy a California nonprofit public benefit corporation, County of _____, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Pacific Coast Academy which was duly and regularly held on (date), at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

Secretary of the Board of Directors of

Pacific Coast Academy

Cover Sheet

2021-22 Dashboard: Local Indicators

Section: II. Academic Achievement
Item: A. 2021-22 Dashboard: Local Indicators
Purpose: FYI
Submitted by:
Related Material: PCA Dashboard Local Indicators 2021-22 attachment.docx
PCA Data .pdf

BACKGROUND:

The academic performance of California public schools/districts is reported annually through the web-based California School Dashboard. In particular, the Dashboard reports progress on six state, and five local indicators without a single summative rating. Performance related to state indicators is reported as color score based on information collected statewide. In contrast, performance on local indicators is assessed based on data provided by a school/district. If a school/district satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met.

Below is an outline of the five local performance indicators:

- Basic Services and Conditions: The degree to which have we aligned provided instructional material, adequate facilities, and correctly assigned teachers to facilitate student learning.
- Implementation of State Academic Standards: The degree to which we have implemented state academic standards into our curriculum, including the English language development standards.
- Parent/Guardian Involvement and Family Engagement: The degree to which we have sought input from parents/guardians in decision making and promoting parental participation in programs.
- School Climate (also reported in state indicators): The degree to which we have acted upon a local climate survey that we administer at least once every other year.
- Access to a Broad Course of Study (also reported in state indicators): The degree to which all of our students have access to, and are enrolled in, the courses required to graduate, including programs/services for students with exceptional needs.

FISCAL IMPACT:

N/A

RECOMMENDATION:

This is an information item.

Performance Standards for Local Indicators

If a district/charter satisfies the performance standards for each local indicator, the California School Dashboard (Dashboard) will automatically assign a performance level of Met. We use state-provided self-reflection tools to measure and report progress on each local performance indicator. See below for details.

Local Performance Indicator: Basic Services and Conditions

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the Dashboard.

Score: Met

Tools/Evidence:

- Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: **0**
- Number/percentage of students without access to their *own* copies of standards-aligned instructional materials for use at school and at home: **0**
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**

Local Performance Indicator: Implementation of State Academic Standards

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Score: Met

Tools/Evidence:

1. **Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

- 2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

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

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

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

Academic Standards	1	2	3	4	5
Career Technical Education			X		
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language				X	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the 2018-19 school year (including summer 2018).

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

	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

Local Performance Indicator: Parent/Guardian Involvement and Family Engagement

Standard: School district annually measures its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Score: Met

Tools/Evidence:

1. Building Relationships: Rate the LEA's progress in the areas listed below

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

	1	2	3	4	5
LEAs progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					X
LEAs progress in creating welcoming environments for all families in the community.					X
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					X
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				X	
<p>Narrative: In 3,000 characters or less, describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.</p> <p>We have established positive and fruitful relationships with all parents and guardians. We continue to refine our infrastructure to optimize outreach to non-English speaking parents.</p>					

2. Building Partnerships for Student Outcomes: Rate the LEA's progress in the areas listed below.

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

	1	2	3	4	5
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				X	
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				X	
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work					X

together to support improved student outcomes.					
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				X	
<p>Narrative: In 3,000 characters or less, describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.</p> <p>We assign each family an appropriately credentialed home school teacher (HST). The HST meets with families to collaboratively create an individual education that reflects a combination of optimal learning approaches. Their role is similar to that of a case manager teacher within an exceptional needs education environment. During regularly scheduled meetings, HSTs collaborate with families to provide needed support and to review student performance and progress to date. HSTs also schedule additional appointments and support as needed. We ensure students are engaged in appropriate educational activities on instructional days and assess independent work quality and time value. This is our first year receiving federal funds and will focus on outreach efforts specific to these funds/services.</p>					

3. Seeking Input for Decision Making: Rate the LA's progress in the areas listed below.

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

	1	2	3	4	5
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				X	
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				X	
Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				X	
Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and				X	

evaluate family engagement activities at school and district levels.					
<p>Narrative: In 3,000 characters or less, describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.</p> <p>We pride ourselves on our strong relationships with families. However, we have seen a drop in parent participation due to COVID related challenges, including less free time. We will continue to seek creative ways to include all families in our substantive decision-making processes.</p>					

Local Performance Indicator: School Climate

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard..

Score: Met

Tools/Evidence:

Provide narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

We administered a local climate survey to solicit feedback regarding school safety and student connectedness. The results from the survey suggest a significant percentage of our students feel connected to school, look forward to school each day, and their teacher is supportive. We will administer the California Healthy Kids Survey, California School Parent Survey, and California School Staff Survey this year.

Local Performance Indicator: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education

Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Score: Met

Tools/Evidence:

Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Our LCAP Goal 3 is entitled Improve Access and Success in a Broad Course of Study. This goal aims to provide each student with the support they need to attain the expected learning outcomes for each class, particularly those required per state or school policy. The metrics for this goal include percent of English Learners (ELs) who make progress toward English proficiency as measured by the California Schools Dashboard English Learner Progress Indicator (ELPI), percent of English Learners (ELs) who reclassify, percent of students who score At Prepared on College Career Indicator (Dashboard), percent of parents/guardians of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who meet with a counselor/coordinator once per school year, percent English Language Development (ELD) teachers who participate in research-based instructional strategies and academic supports professional learning, percent of students who have access to in a broad course of study, and percent of students enrolled in a broad course of study.

Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Per our locally selected metrics, all students have access to and are enrolled in a broad course of study.

Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

We do not have any structural barriers to providing all students with access to a broad course of study. Still, we are making a concerted effort to refine our MTTS to provide all students with additional support to ensure success and not just access to a broad course of study.

In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

We are making a concerted effort to refine our MTTS to provide all students with additional support to ensure success and not just access to a broad course of study.

California Academic Accountability Framework

California LCFF Priorities	
1	Basic Services/Conditions for Learning
2	Implementation of State Academic Standards
3	Parent Involvement and Family Engagement
4	Student Achievement
5	Student Engagement
6	School Climate
7	Access to a Broad Course of Study
8	Outcomes to a Broad Course of Study

5 LOCAL PERFORMANCE INDICATORS

Basic Services/Conditions
Implementing State Academic Standards
Parent/Guardian/Family Engagement
School Climate Survey
Access to a Broad Course of Study

6 STATE PERFORMANCE INDICATORS

Academic Performance: ELA/Math (3-8)	College/Career Readiness
Chronic Absenteeism Rate (K-8)	Suspension Rate
Graduation Rate	English Learner Progress



Local Control Accountability Plan or LCAP

Charter School Renewal: AB 1505

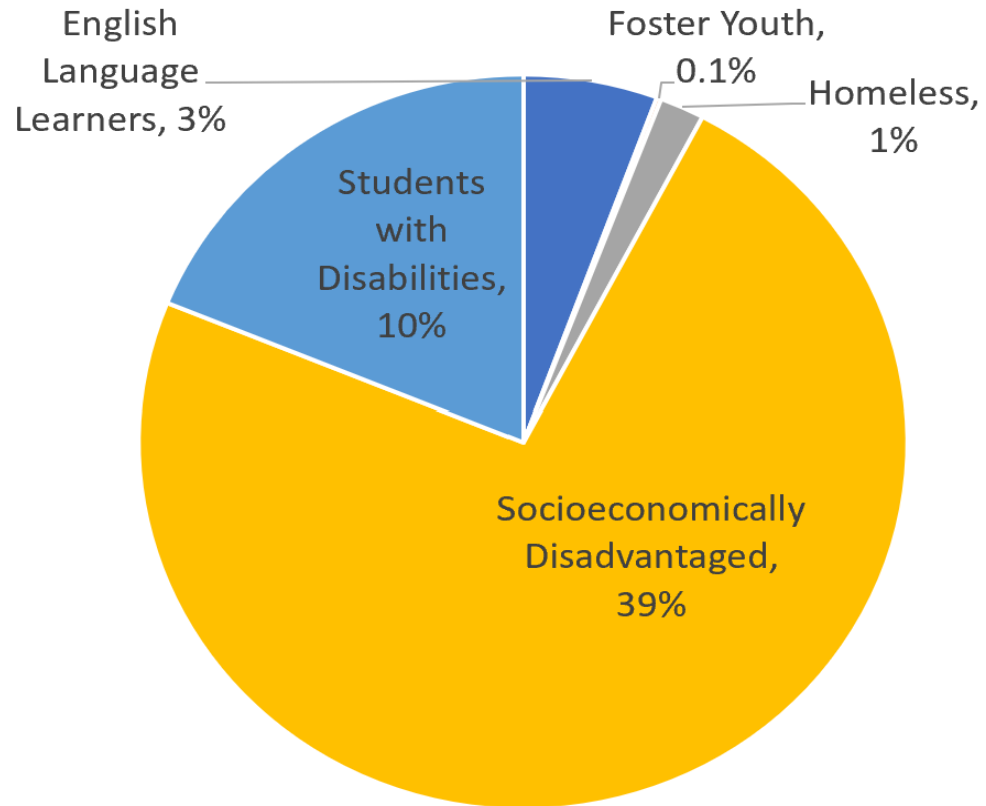
High

Middle

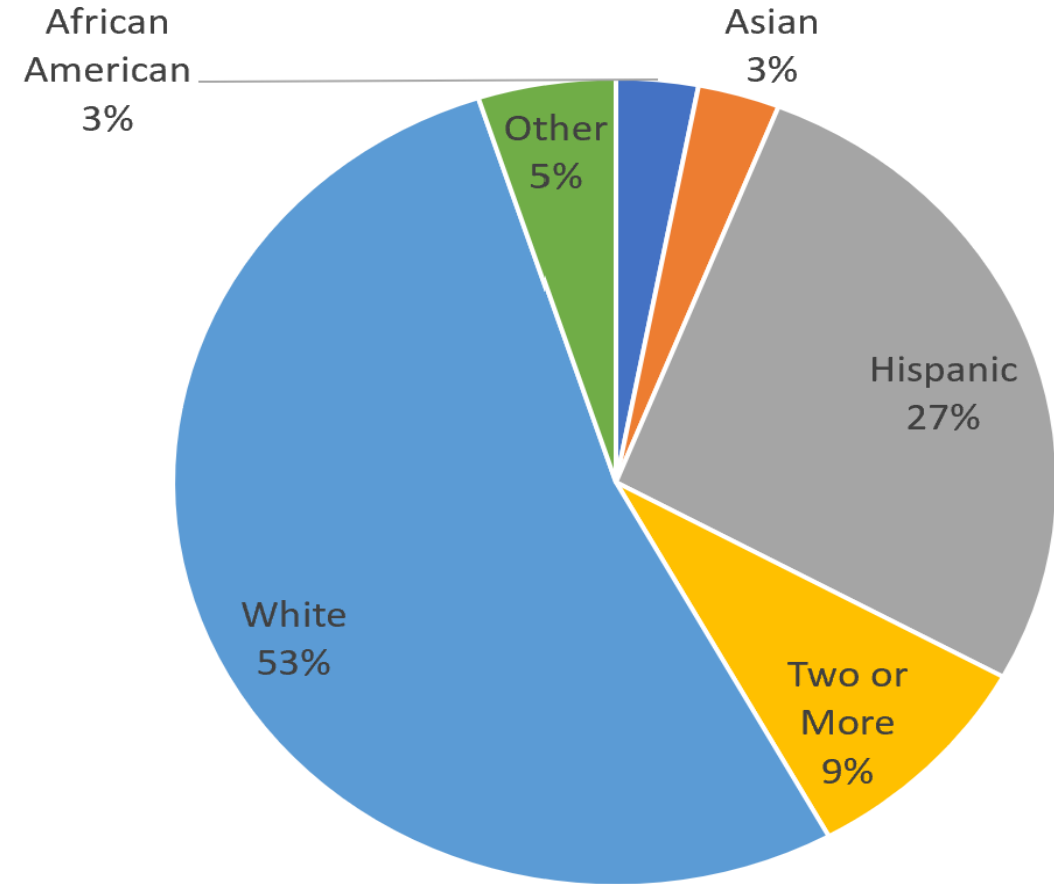
Low

Demographics

Student Groups



Race/Ethnicity



✓ Total Enrollment: 4,264

✓ Unduplicated Priority Groups (SES Disadvantaged, Foster, ELLs): 1,712/4,264 or 40%

Local Performance Indicators

5 LOCAL PERFORMANCE INDICATORS

Basic Services/Conditions
Implementing State Academic Standards
Parent/Guardian/Family Engagement
School Climate Survey
Access to a Broad Course of Study

6 STATE PERFORMANCE INDICATORS

Performance: ELA/Math (3-8)	College/Career Readiness
Chronic Absenteeism Rate (K-8)	Suspension Rate
Graduation Rate	English Learner Progress

LCAP Metrics

Goal 1: Optimize Conditions for Learning	Goal 3: Improve Access/Outcomes in Broad Course of Study
% <u>of</u> teachers fully credentialed & appropriately assigned	% <u>of</u> parents/guardians who provide input via school-administered parent survey)
% <u>of</u> students who have access to standards-aligned instruction materials/resources	
% <u>of</u> facilities maintained in good repair	
School climate survey results: Healthy Kids Survey	

California Schools Dashboard:

- Results submitted/reported in **October**
- Scoring options: Met or Not Met
- For each indicator, we must submit evidence. For example:
 - ✓ number of teacher position vacancies
 - ✓ number/quality of professional learning days for teachers
 - ✓ perceived quality of relationships with families
 - ✓ school climate survey

Chronic Absentee and Suspension Rates

5 LOCAL PERFORMANCE INDICATORS

Basic Services/Conditions
Implementing State Academic Standards
Parent/Guardian/Family Engagement
School Climate Survey
Access to a Broad Course of Study

6 STATE PERFORMANCE INDICATORS

Performance: ELA/Math (3-8)	College/Career Readiness
Chronic Absenteeism Rate (K-8)	Suspension Rate
Graduation Rate	English Learner Progress

LCAP Metrics

Goal 1: Optimize Conditions for Learning

Attendance Rate
Chronic Absenteeism Rate
Student Suspension Rate
Student Expulsion Rate

Not readily applicable to an independent study format

Graduation Rates: 2020-21

5 LOCAL PERFORMANCE INDICATORS

Basic Services/Conditions

Implementing State Academic Standards

Parent/Guardian/Family Engagement

School Climate Survey

Access to a Broad Course of Study

6 STATE PERFORMANCE INDICATORS

Performance: ELA/Math (3-8)

College/Career Readiness

Chronic Absenteeism Rate (K-8)

Suspension Rate

Graduation Rate

English Learner Progress

LCAP Metrics

Goal 1: Optimize Conditions for Learning

of students in middle school who dropout

% of students in high school who dropout

High school graduation rate

Goal 3: Improve Access/Outcomes in Broad Course of Study

% of students who have access to and are enrolled in a broad course of study

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	139	122	7	87.8%
English Learners	5	*	0	*
Homeless	4	*	0	*
Socioeconomically Disadvantaged	73	62	5	84.9%
Students with Disabilities	24	18	3	75.0%
African American	5	*	1	*
Asian	4	*	0	*
Filipino	1	*	0	*
Hispanic	44	38	2	86.4%
Native Hawaiian or Pacific Islander	2	*	0	*
White	67	58	3	86.6%
Two or More Races	11	10	0	90.9%

* Indicates student group consists of less than 11 students



State Assessment Results

5 LOCAL PERFORMANCE INDICATORS

Basic Services/Conditions
Implementing State Academic Standards
Parent/Guardian/Family Engagement
School Climate Survey
Access to a Broad Course of Study

6 STATE PERFORMANCE INDICATORS

Performance: ELA/Math (3-8)	College/Career Readiness
Chronic Absenteeism Rate (K-8)	Suspension Rate
Graduation Rate	English Learner Progress

LCAP Metrics Goal 2: Improve College Career Readiness

% scoring 3 or higher on an AP exam

% scoring Conditionally Ready or Prepared on the Early Assessment Program (EAP) in math and ELA

Distance from Standard (DFS) in math and ELA

% scoring At or Exceeding Standard in California Science Test

2021 % Meeting/Exceeding Standard

	ELA	Math	Science
State	49%	34%	29%
PCA	53%	34%	41%
Students with Disability (10%)	30%	20%	24%
English Language Learners (3%)	7%	19%	10%
Economically Disadvantaged (39%)	45%	25%	34%
White (53%)	56%	37%	44%
Hispanic or Latino (27%)	42%	23%	33%
Two or More (9%)	58%	44%	41%
Asian (3%)	84%	73%	67%

Meeting or Exceeding Standard: Schoolwide

ELA			
2018-19	2019-20	2020-21	Change
45%	No Test	53%	+8%
Math			
2018-19	2019-20	2020-21	Change
23%	No Test	34%	+11%
Science			
2018-19	2019-20	2020-21	Change
N/A	No Test	41%	N/A

College Career Readiness

5 LOCAL INDICATORS

Basic Services/Conditions
Implementing State Academic Standards
Parent/Guardian/Family Engagement
School Climate Survey

6 STATE INDICATORS

Academic Performance: ELA/Math (3-8)	College/Career Readiness
Chronic Absenteeism Rate (K-8)	Suspension Rate
Graduation Rate	English Learner Progress

LCAP Metrics

Goal 2: Improve College Career Readiness	Goal 3: Improve Access/Outcomes in Broad Course of Study
% <u>who</u> complete a Career Technical Education (CTE) Pathway	% <u>of</u> students who score At Prepared on College Career Indicator (Dashboard)
% <u>who</u> meet A-G requirements (for UC and Cal State Universities)	% <u>of</u> students that complete a program-specific exit survey
% <u>who</u> complete both A-G requirements AND a CTE Pathway	

- Waiting for release of official data
- Unique to California
- Career Technical Education or CTE not readily applicable to online format
- Progress across four years
- Examples of metrics used:
 - ✓ Career Technical Education (CTE) Pathway completion
 - ✓ College credit course completion
 - ✓ AP examination scores
 - ✓ A-G course completion
 - ✓ State Seal of Biliteracy

English Language Learner (ELL) Progress

5 LOCAL PERFORMANCE INDICATORS

Basic Services/Conditions
Implementing State Academic Standards
Parent/Guardian/Family Engagement
School Climate Survey
Access to a Broad Course of Study

6 STATE PERFORMANCE INDICATORS

Performance: ELA/Math (3-8)	College/Career Readiness
Chronic Absenteeism Rate (K-8)	Suspension Rate
Graduation Rate	English Learner Progress

LCAP

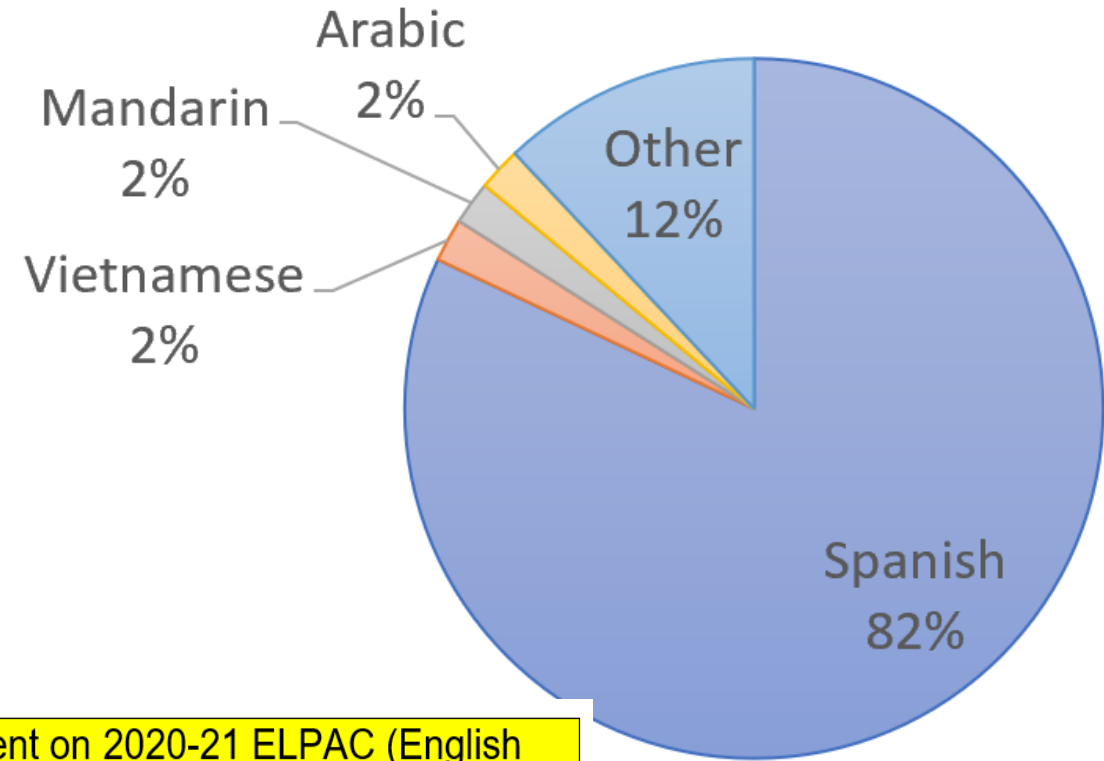
Goal 3: Improve Access/Outcomes in Broad Course of Study

% of ELLs who make progress in English language proficiency (Dashboard and ELPAC)
 % of ELLs who reclassify
 % of parents/guardians of ELLs who meet with a counselor/coordinator once per school year

% teachers who participate in professional learning specific to ELL instructional strategies

% of ELLs who *participate* in supplemental supports (beyond Tier 1)

141/4,264 or 3% are ELLs



% Scoring at Proficient on 2020-21 ELPAC (English Language Proficiency Assessment for California)

State	14%
PCA	24%

Redesignated as Fluent English Proficient: 2020-21

PCA	7%
State	7%
County	9%
Authorizing District	8%

Cover Sheet

2021-22 Local Control Accountability Plan (LCAP): One-time supplement to the annual update

Section: II. Academic Achievement
Item: B. 2021-22 Local Control Accountability Plan (LCAP): One-time supplement to the annual update
Purpose: FYI
Submitted by:
Related Material: PCAIcapsupplement template.docx

BACKGROUND:

BACKGROUND:

After we ratified our Local Control and Accountability Plan (LCAP) in the Spring of 2021, the state provided additional funding (e.g., ESSER III). State law (AB 130) requires schools/districts to update the governing board and education partners (used be called stakeholders) of the impact of additional funds on the LCAP at a regularly scheduled board meeting before February 28, 2022. The update must include a review of progress data related to the LCAP. Although the state designates a template (see attached) for the update, board approval is not required. The official LCAP approval process, in May/June 2022, will incorporate the designated update template.

FISCAL IMPACT:

N/A

RECOMMENDATION:

This is an information item.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Coast Academy	Krystin Demofonte, Executive Director	krystin.demofonte@pacificcoastacademy.org (619) 749-1928

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

After the Pacific Coast Academy board approved our 2020-21 Local Control and Accountability Plan (LCAP) in June of 2021, we received funds through the California Budget Act of 2021. Pacific Coast Academy has proactively facilitated opportunities for parents, students, staff, and members of the public to provide feedback/input/suggestions related to these funds as follows:

-Elementary and Secondary School Emergency Relief (ESSER) III funds: Before presenting our ESSER III Expenditure Plan to our board during a public meeting in October 2021, we proactively sought feedback from parents, students, staff, and members of the public regarding the optimal use of funds.

-Educator Effectiveness Grant: Before presenting our Educator Effectiveness Grant Expenditure Plan to our board in December of 2021, we held a public hearing. We proactively sought feedback from parents, students, staff, and members of the public before the public hearing regarding the optimal use of funds.

-American Rescue Plan- Homeless Children and Youth Act Grant (ARP-HCY II): Before presenting our ARP-HCY II Grant to our board in December of 2021, we proactively sought feedback from pertinent staff members, students, families, and community partners regarding the optimal use of funds.

We are currently developing our 2021-22 LCAP, including reviewing performance data with families and staff to identify specific needs. We intend our LCAP to reflect and support our comprehensive strategic planning to address needs identified through a comprehensive review of student performance data and feedback from educational partners. However, feedback received from our education partners throughout the LCAP development process demonstrates that they want an LCAP that is practical, not lengthy,

and complex. We are concerned that including one-time COVID stimulus funds in our LCAP will further complicate it, ultimately undermining its purpose. Thus, we are uncertain at this point whether we will include additional funds (provided through the California Budget Act of 2021) in our 2021-22 LCAP. Regardless, we will continue to engage educational partners in the expenditure of available funding to maximize the improvement of outcomes for students.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

This prompt does not apply to Pacific Coast Academy because we are not eligible for LCFF Concentration funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

We received one-time federal funds after the Pacific Coast Academy board approved our 2020-21 Local Control and Accountability Plan (LCAP) in June 2021. Pacific Coast Academy has proactively facilitated opportunities for parents, students, staff, and members of the public to provide feedback/input/suggestions related to these one-time federal funds (that are intended to support the recovery from COVID-19) as follows:

- Elementary and Secondary School Emergency Relief (ESSER) III funds: Before presenting our ESSER III Expenditure Plan to our board during a public meeting in October 2021, we proactively sought feedback from parents, students, staff, and members of the public regarding the optimal use of funds.
- American Rescue Plan- Homeless Children and Youth Act Grant (ARP-HCY II): Before presenting our ARP-HCY II Grant to our board in December of 2021, we proactively sought feedback from pertinent staff members, students, families, and community partners regarding the optimal use of funds.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our ESSER III Expenditure Plan addresses the academic, social, emotional, and mental health needs related to the COVID-19 pandemic, including maintaining safe in-person learning facilities. The Pacific Coast Academy (PCA) board approved our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan in October 2021. Thus far, we have expended \$23,000 in ESSER III funds for online academic support in English Language Arts, Mathematics, and science, including STEM (Science, Technology, Engineering, and Math) research-based intervention software.

LEAs that receive ESSER III funds must also create and submit a Safe Return to In-Person Instruction and Continuity of Services Plan (Safe Return Plan). Our Safe Return Plan reflects our effort to maintain the health and safety of students and staff and ensure

continuity of services. We are primarily a non-classroom-based school but do interact with families in person as needed, such as in our lending library. On such occasions, we observe all appropriate COVID procedures and protocols.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The three overarching Pacific Coast Academy 2020-21 LCAP Goals are:

1. Optimize Conditions for Learning
2. Facilitate College and Career Readiness; and
3. Facilitate Access/Success in a Broad Course of Study

The three Goals reflect needs identified through a comprehensive review of student performance data and feedback from educational partners. Further, the Actions outlined in our LCAP reflect our comprehensive strategic planning to meet each Goal. Accordingly, we make a concerted effort to support our LCAP Goals with funds received after its approval (June 2021). For example: (not an exhaustive list)

- The pandemic has increased the amount, and quality of social-emotional support students need to focus on their education and succeed academically. Our ESSER III Expenditure Plan includes allotments for trauma-informed practices based on the Collaborative for Academic, Social, and Emotional Learning or CASEL Framework. Trauma-informed practices increase support for meeting our LCAP Goal 1 (Optimize Conditions for Learning) and Goal 3 (Facilitate Access/Success in a Broad Course of Study).
- The pandemic has disrupted students' educational process, resulting in a significant stagnation of expected growth in learning, commonly referred to as learning loss. In particular, English Learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs are most vulnerable to the effects of the pandemic exacerbating previous achievement gaps. Our ESSER III Expenditure Plan includes allotments for summer schools and other academic support, including virtual academies. Using ESSER III funds to mitigate learning loss related to the pandemic supports all three of our LCAP Goals.

We also use funds received during the 2021-22 school year to support applicable plans, including The Safe Return to In-Person Instruction and Continuity of Services Plan and ESSER III Expenditure Plan. For example, our ESSER III Expenditure Plan includes allotments for COVID testing and personal protective equipment (PPE).

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Cover Sheet

2020-21 School Accountability Report Card (SARC)

Section: II. Academic Achievement
Item: C. 2020-21 School Accountability Report Card (SARC)
Purpose: Vote
Submitted by:

BACKGROUND:

BACKGROUND:

Background information: By February of each year, we must complete and disseminate a School Accountability Report Card (SARC) to the public (Ed Code §33126). The state intends that the SARC serve as a platform for schools to report their condition and performance publicly. Data reported in Local Control and Accountability Plans (LCAP) must be consistent with data reported in the SARC. Most data reported in the SARC is pre-populated by the state.

The governing board is required to approve the publication of the SARC. After approval by the governing board, schools must publish the SARC on their school website.

FISCAL IMPACT:

N/A

RECOMMENDATION:

Approve publication of the SARC.

Cover Sheet

Title 1: Schoolwide Program

Section: II. Academic Achievement
Item: D. Title 1: Schoolwide Program
Purpose: Vote
Submitted by:

BACKGROUND:

Beginning in the 2020-21 school year, we applied for and began to receive federal funding. Among the various federal funding sources, we receive Title 1, Part A funds designated for purchases related to helping students demonstrate proficiency of state academic standards. A local education agency (LEA) that receives Title I, Part A funds expends them within a Targeted Assistance School (TAS) program or Schoolwide Program (SWP).

We currently operate a TAS program that restricts Title 1, Part A purchases/services to particular students. Operating a TAS is time-consuming as it requires the tracking and reporting Title 1 services for each eligible student. Conversely, implementing a Title 1 SWP allows us to use Title 1, Part A funds schoolwide. An LEA may operate a Title I SWP if it believes the SWP will result in improved academic achievement and (20 USC 6312, 6314):

- The school board determines that the school serves an eligible attendance area or is a participating school under Section 1113 of the ESEA; and
- For the initial year of the schoolwide program:
 - The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; or
 - Not less than 40 percent of the children enrolled in the school are from low-income families (34 CFR 200.25[b][1]; ESSA Section 1114[a][1][A]).

Currently, 39% of Pacific Coast Academy students are identified as socioeconomically disadvantaged.

No material impact. We will receive the same amount of Title 1, Part A funds, but they will be spent schoolwide instead of restricted to eligible students.

RECOMMENDATION:

Approve the operation of a Schoolwide Program (SWP) for the expenditure of Title 1 funds.

Cover Sheet

Title 1 Schoolwide Program: Board Policy and Administrative Regulation

Section: II. Academic Achievement
Item: E. Title 1 Schoolwide Program: Board Policy and Administrative Regulation
Purpose: Vote
Submitted by:
Related Material: PCA attachment two for Title 1 BP and AR .docx
PCA attachment one for Title 1 BP and AR items.docx

BACKGROUND:

BACKGROUND:

A local education agency (LEA) that operates a Title I, Part A Schoolwide Program (SWP) are required to implement corresponding board policies and administrative procedures.

ISSUE:

Whether to approve the proposed Board Policy (BP) 6171 and corresponding administrative procedures. See attached.

STAFF RECOMMENDATION:

Approve Board Policy (BP) 6171 and corresponding administrative procedures.

FISCAL IMPACT:

No material impact. We will receive the same amount of Title 1, Part A funds, but they will be spent schoolwide instead of restricted to eligible students.

Title 1 Board Policy 6171

In order to improve the academic achievement of students from economically disadvantaged families, Pacific Coast Academy shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

(cf. Independent Study Policy adopted 10/28/21)

(cf. Work Sample Policy adopted 2/27/20)

(cf. 9th Grade Math Placement Policy adopted 10/23/19)

(cf. Promotion, Acceleration and Retention Policy adopted 8/26/21)

(cf. Supplemental Retention Policy (AB 107) adopted 8/26/21)

The Executive Director or designee shall provide technical assistance and support for the Title I program, including developing and implementing school plans and activities. (20 USC 6312)

The charter school receiving Title I funds shall develop a written parent involvement policy per 20 USC 6318.

(cf. Parent & Family Engagement Policy adopted 5/27/21)

Local Educational Agency Plan

The Executive Director or designee shall consult with teachers, principals, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The Executive Director or designee shall present this plan and any revisions to the Governing Board for approval. (20 USC 6312)

The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the charter school will use to help low-achieving students meet challenging academic standards.

Per AB 716 (j), charter schools may *utilize* the local control and accountability plan (LCAP) to serve as the single plan for student achievement (SPSA) required by 20 USC 6314 SPSA.

Additionally, per AB 716, a single school charter that operates an SWP may form an LCAP advisory committee to complete all requirements of a Title 1, Part A School Site Council (SSC).

Comparability of Services

We are a single-school charter precluding the need to compare services among school sites.

Program Evaluation

The Board shall use state assessment results and other available measures or indicators to determine whether the school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments annually. (20 USC 6316)

(cf. Independent Study Policy adopted 10/28/21)

(cf. Work Sample Policy adopted 2/27/20)

(cf. 9th Grade Math Placement Policy adopted 10/23/19)

(cf. Promotion, Acceleration and Retention Policy adopted 8/26/21)

(cf. Supplemental Retention Policy (AB 107) adopted 8/26/21)

Legal Reference:

EDUCATION CODE

11503 Parent involvement programs in Title I schools

52055.57 Districts identified or at risk of identification for program improvement

54020-54028 Economic Impact Aid

54420-54425 State Compensatory Education

64001 Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students, including:

- 6312 Local educational agency plan
- 6313 Eligibility of schools and school attendance areas; funding allocation
- 6314 Title I schoolwide programs
- 6315 Targeted assistance schools
- 6316 School improvement
- 6318 Parent involvement
- 6320 Participation of private school students
- 6321 Comparability of services

7881 Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.79 Improving basic programs for disadvantaged students

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

LEA Plan, rev. May 17, 2006

Provisions for Private School Students, Teachers, and Other Education Personnel in the No Child Left Behind Act of 2001, rev. November 1, 2005

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Title I Fiscal Issues, May 26, 2006

Designing Schoolwide Programs, March 22, 2006

Supplemental Educational Services, June 13, 2005

The Impact of the New Title I Requirements on Charter Schools, July 2004

Parental Involvement: Title I, Part A, April 23, 2004

Serving Preschool Children Under Title I, March 4, 2004

Title I Services to Eligible Private School Students, October 17, 2003

Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov/iasa/titleone>

No Child Left Behind: <http://www.ed.gov/nclb>

U.S. Department of Education: <http://www.ed.gov>

Title 1 Administrative Regulation 6171

Schoolwide Programs

Title I funds may be used and consolidated with other federal, state, and local program funds to upgrade the entire educational program in schools that meet eligibility criteria according to 20 USC 6314 and 34 CFR 200.25.

A local education agency (LEA) that receives Title I, Part A funds shall operate one of two programs:

- Schoolwide Program (SWP); or
- Targeted Assistance School (TAS) program.

A school may operate a Title I SWP if (20 USC 6312, 6314):

- The school board determines that the school serves an eligible attendance area or is a participating school under Section 1113 of the ESEA; and
- For the initial year of the schoolwide program:
 - The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; **or**
 - Not less than 40 percent of the children enrolled in the school are from low-income families (34 CFR 200.25[b][1]; ESSA Section 1114[a][1][A]).

A SWP school may use its Title I, Part A funds, and other educational funds to upgrade its entire educational program rather than target services only on identified children. The purpose of consolidating Title I, Part A funds is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency of state academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]). Thus, schools operating a Title I schoolwide program are not required to identify students eligible for Title I funded services.

The Pacific Coast Academy Executive Director or designee shall inform the parents/guardians of the school's SWP eligibility and its ability to consolidate funds from federal, state, and local sources for program purposes

SWP Performance Review

A SWP school shall develop, annually review, and update a single plan for student achievement (SPSA) that incorporates the plan required by 20 USC 6314 to reform the school's total instructional program and plans required by other categorical programs included in the state's consolidated application. (Education Code 64001; 20 USC 6314). Per AB 716 (j):

Single school districts and charter schools may *utilize* the local control and accountability plan to serve as the SPSA, provided that the local control and accountability plan meets federal school planning requirements and the stakeholder requirements established in subdivision (a) of Section 52062.

School Site Council

Per AB 716, a single school charter that operates a SWP may form an LCAP advisory committee to complete all requirements of a Title 1, Part A School Site Council (SSC).

(cf. Parent & Family Engagement Policy adopted 5/27/21)

Participation of Private School Students

The Executive Director or designee shall provide or contract to provide special education services or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis with participating public school students. (20 USC 6320, 7881)

Teachers, other educational personnel, and families of participating private school students shall have an opportunity to participate, on an equitable basis, in parent involvement activities and professional development according to 20 USC 6318 and 6319. (20 USC 6320, 7881)

Each year the Executive Director or designee shall contact officials of private schools with students who reside within charter school boundaries (regardless of whether the private school they attend is located within the charter school attendance area or whether private school officials have previously indicated an interest in participating in the Title 1, Part A program).

The Executive Director or designee shall consult, in a "meaningful and timely manner," with appropriate private school officials during the design and development of the charter school's Title I programs. Such consultation shall occur before the charter school makes any decision that affects the opportunities of eligible private school students to participate in Title I programs and shall include a discussion of (20 USC 6320, 7881; 34 CFR 200.63):

1. How the needs of private school students will be identified
2. What services will be offered
3. How, where, and by whom the services will be provided
4. How the services will be academically assessed and how assessment results will be used to improve those services
5. The size and scope of the equitable services to be provided to private school students and the proportion of funds that is allocated for such services
6. The method or sources of data that are used to determine the number of students from low-income families in participating school attendance areas who attend private schools
7. How and when the charter school will make decisions about the delivery of service to such students, including a thorough consideration and analysis of the views of private school officials on the provision of services through a third-party provider
8. How, if the charter school disagrees with the views of private school officials on the provision of services through a third-party provider, the charter school will provide to private school officials a written analysis of the reasons that the charter school has chosen not to use a contractor

Meetings between the charter school and private school officials shall continue throughout the

implementation and assessment of services. (20 USC 6320)

The Executive Director or designee shall maintain and provide to the California Department of Education upon request a written affirmation signed by officials of each participating private school that consultation has occurred. (20 USC 6320)

The Executive Director or designee shall maintain records of the consultation or the offer of consultation should private school officials not provide such affirmation within a reasonable time.

The Executive Director or designee also shall maintain records documenting that:

1. The needs of private school teachers and/or private school students were identified.
2. The funds made available were equitable to those allocated for public school students and teachers.
3. The charter school's program met the needs of the private school teachers and/or private school students.
4. The charter school made efforts to resolve any complaints made by private school representatives.

Cover Sheet

Independent Study Policy

Section: II. Academic Achievement
Item: G. Independent Study Policy
Purpose: Vote
Submitted by:
Related Material:
PCA_2021-2022_Independent_Study_Policy_Redlined_1.27.22.docx

BACKGROUND:

The currently adopted Independent Study Policy has been revised and updated by Procopio to meet AB 167 requirements.



Independent Study Policy

Pacific Coast Academy (hereinafter “Charter School”) may offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully in accordance with applicable law.

The purpose of the Pacific Coast Academy Governing Board approving this Independent Study Policy is to accomplish the following:

1. Establish the Time in Which an Assignment Must Be Completed
2. Establish the Procedure for Placement Determination
3. Outline What Must Be Included in a Current Written Agreement
4. Outline How Average Daily Attendance Will Be Calculated
5. Establish Compliance with the Education Code
6. Establish the Implementation of the Independent Study Policy

The Executive Director or designee retains discretion to approve independent study written agreements for students. The Charter School will provide appropriate services, supports, technology, and resources to enable students to complete their independent study program successfully. These independent study policies have been established by Charter School in alignment with Education Code § 51745 et seq., updated to meet the requirements of Assembly Bill 130 (2021) and Assembly Bill 167 (2021), and adopted pursuant to Education Code (“EC”) § 51747 and 5 C.C.R. § 11701. The following policies are effective as of the start of Charter School’s 2021-22 school year:

1. For each student in independent study, Charter School will assign a certificated employee to coordinate, evaluate, and provide general supervision of the student’s independent study instruction. (EC § 51747.5(a).)
2. For students in independent study in any grade level, the maximum length of time that may lapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is twenty (20) schooldays. (EC § 51747(a).)

- a. The assigned work shall be delivered to the supervising teacher (“Homeschool Teacher”) at an in-person meeting on at least one (1) occasion each semester for a minimum of (2) meetings per school year. The in-person meetings are an integral component of the School’s educational services. The Executive Director, in the Executive Director’s sole discretion, may waive only one in-person meeting per year for a pupil given extraordinary circumstances. If a pupil misses any of the two (2) in-person meetings, absent a Executive Director’s waiver, the administrative withdrawal process may be initiated for failure to comply with this policy.
3. When any student fails to complete three (3) assignments during any period of twenty (20) schooldays, fails to show the body of work for a learning period (student’s failure to demonstrate knowledge of required concepts for the learning period) as determined by the Homeschool Teacher, or fails to make satisfactory educational progress (defined below in Section 4), the Charter School will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to or otherwise be placed in a regular in-person school program. A written record of the findings of any evaluation will be maintained in the student’s permanent record. This record will 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 will be forwarded to that school. (EC § 51747(b).)
4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program (“IEP”). The Executive Director or designee is responsible for making this determination based on all of the following indicators:
 - a. The student’s achievement and engagement in the independent study program, as indicated by the student’s performance on student-level measures of student achievement and student engagement set forth below:
 - Pupil achievement and engagement, as measured by all of the following, as applicable:
 - Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., “CAASPP”, or any other subsequent assessment as certified by the state board of education),
 - The percentage of pupils that have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University,
 - The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs that align with state board-approved career technical education standards and frameworks,
 - The percentage of pupils who have successfully completed both the university entrance and career technical courses specified above,
 - The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (“ELPAC” or subsequent assessments of English proficiency certified by the state board),

- The English learner reclassification rate,
 - The percentage of pupils who have passed an advanced placement exam with a score of “3” or higher, and
 - The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college preparedness).
- Pupil engagement, as measured by all of the following, as applicable:
- School attendance rates,
 - Chronic absenteeism rates,
 - Middle school dropout rates,
 - High school dropout rates, and
 - High school graduation rates.
- b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
 - c. Learning required concepts, as determined by the Homeschool Teacher.
 - d. Progressing toward successful completion of the course of study or individual course, as determined by the Homeschool Teacher. (EC § 51747(b)(2).)
5. Charter School will provide content to students aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (EC § 51747(c).)
6. If a student does not generate attendance for more than three (3) schooldays or 60 percent of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the school’s approved instructional calendar, students found not participatory pursuant to EC § 51747.5 for more than the greater of three (3) schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span, or for students who are in violation of their independent study written agreement, Charter School shall:
- a. Verify the student’s current contact information;

- b. Notify the student's parent or guardian of the student's lack of participation within one schoolday of the recording of a non-attendance day or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
 - c. Reach out to the student directly and/or parent(s) or guardian(s), as well as health and social services as necessary, to determine the student's needs for reengagement; and
 - d. If the student has failed to complete three (3) assignments during any period of twenty (20) schooldays, fails to show the body of work for a learning period, or is failing to make satisfactory educational progress as defined in Section 4 herein, the Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being. (EC § 51747(d).)
7. Based on each student's grade level, Charter School will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-c below. (EC § 51747(e).)

"Live interaction" means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

"Synchronous instruction" means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the student's assigned teacher of record (e.g., Homeschool Teacher, ~~other certificated Charter School employee per CDE guidance and law~~), and involving live two-way communication. (EC § 51745.5.)

- a. For students in grades TK-3, inclusive, ~~their Homeschool Teacher~~ the Charter School will offer opportunities for daily synchronous instruction.
- b. For students in grades 4-8, inclusive, ~~their Homeschool Teacher~~ the Charter School will offer opportunities for weekly synchronous instruction, and ~~the Charter School will offer opportunities for~~ daily live interaction.

- c. For students in grades 9-12, inclusive, the ~~eir Homeschool Teacher-Charter School~~ will offer opportunities for weekly synchronous instruction.

Charter School will document each student's participation in live interaction and synchronous instruction pursuant to EC § 51747 on each school-day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction on a schoolday shall be documented as non-participatory for that schoolday for purposes of pupil participation reporting and tiered reengagement pursuant to EC § 51747. (EC § 51747.5(c).)

8. A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Executive Director or their assigned teacher of record. If there is such a request, Charter School will offer to help the student enroll in the in-person program offered by their district of residence within five (5) schooldays. (EC § 51747(f).)
9. A current written independent study agreement for each independent study student will be maintained on file. Each written agreement will contain 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 used to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the student. These resources will 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 herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to 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 beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will 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 IEP 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 EC § 48915 or 48917, the agreement also will 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. (EC § 51747(g).)
- i. Charter School will comply with the signature requirements for independent study written agreements set forth in EC § 51747(g)(9), including:
 - i. For the 2021-22 School Year Only: Charter School will obtain a signed written agreement for an independent study program of any length of time from the student, or the student's parent or legal guardian 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 all persons who have direct responsibility for providing assistance to the student no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.
 - ii. Beginning in 2022-23 School Year and Thereafter (Must Obtain Signatures Before Independent Study Instruction): Each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, 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 all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph, "care giver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
- j. Upon the request of the parent or guardian of a student, before signing a written agreement pursuant to EC § 51747, the Charter School will conduct a telephone, videoconference, or in-person pupil-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. (EC § 51747(h)(2).)

10. Additional Independent Study Requirements:

- a. Charter School will not provide any funds or other thing of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district, or to his or her parent or guardian. (EC § 51747.3(a).)

- b. Charter School may only receive funding for the provision of independent study to students who are residents of Riverside County or who are residents of a county immediately adjacent to Riverside County. (EC § 51747.3(c).)
- c. No student with exceptional needs, as defined in EC § 56026, may participate in independent study unless the student's IEP specifically provides for that participation. (EC § 51745(c).)
- d. 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 as set forth in EC § 51747.5(b).
- e. Charter School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (EC § 51747.5(d).)
- f. Records of the independent study program will be maintained for audit purposes and shall include the following:
 - i. A copy of the independent study board policies.
 - ii. A separate listing of the students, by grade level who have participated in independent study identifying units of the curriculum attempted (also known as the "course of study") and units of the curriculum completed by students, as specified in their written agreements.
 - iii. A file of all written agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
 - iv. A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals.

- v. Any other documents charter schools are required to maintain as required by law. (5 C.C.R. § 11703.)
- g. Charter School will comply with all applicable law regarding independent study, including ADA-to-certificated teacher ratio requirements. (EC § 51745 et seq.; 5 C.C.R. § 11700 et seq.)

11. Average Daily Attendance:

It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for Average Daily Attendance (ADA) purposes:

- Students will initial “Monthly Independent Study Log” on the school days where they have completed school work Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: “By signing this log, I verify that my student completed school work on these days.”

Revised: ~~August 18, 2021~~ January 27, 2022

Cover Sheet

Resolution for Approving Student Awards

Section: II. Academic Achievement
Item: H. Resolution for Approving Student Awards
Purpose: Vote
Submitted by:
Related Material: Resolution to Approve Student Awards-PCA.docx

BACKGROUND:

This resolution, reviewed by Jennifer McQuarrie, allows for students with honors to receive specified recognition awards. This resolution was previously approved by the board, but is being updated to add item #7 to include pins and certificates for students who completed requirements for the President's Volunteer Service Award Program.



Pacific Coast Academy

13915 Danielson St. #103, Poway, CA 92064

Ph (619) 404-3190

PACIFIC COAST ACADEMY

Board Resolution 2022 –2

Adoption of Pacific Coast Academy Approving Student Awards

WHEREAS, Ed Code 44015 allows for awards to pupils for excellence

WHEREAS, such awards shall not exceed \$200 unless a larger award is expressly approved by the governing board.

WHEREAS, The School is not requesting awards larger than \$200.

NOW THEREFORE BE IT RESOLVED, the School will provide the following awards for student achievement.

1. National Honor Society and National Junior Honor Society pins and certificates for students newly inducted into National Honor Society or National Junior Honor Society
2. National Honor Society cords for those graduates who successfully participated in National Honor Society
3. Honor cords for those graduates whose GPAs qualify for honor roll
4. Salutatorian sashes for those graduates whose GPAs qualify for salutatorian
5. Valedictorian medals for those graduates whose GPAs qualify for valedictorian
6. Graduation cords for those graduates who qualify for Golden State Merit, State Seal of Biliteracy, and CTE Pathways Completion
7. Pins and certificates for students who completed requirements for the President's Volunteer Service Award Program



Pacific Coast Academy

13915 Danielson St. #103, Poway, CA 92064

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SECRETARY'S CERTIFICATE

I, _____, Secretary of the Board of Directors of Pacific Coast Academy a California nonprofit public benefit corporation, County of _____, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Pacific Coast Academy which was duly and regularly held on (date), at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

Secretary of the Board of Directors of

Pacific Coast Academy

Cover Sheet

Executive Director Evaluation Presentation

Section:	III. Other Business
Item:	A. Executive Director Evaluation Presentation
Purpose:	FYI
Submitted by:	
Related Material:	CEO Eval Matrix Example.pdf

SECTION	Metric Type	Goal	Notes	Rubric 4 = Met Goal, 5 = Exceed Goals, 3 = Barely Missed Goals, etc.	SCORE	Weighting	Item Score Normalized at 10/10	Product Scoring				
Key Performance Indicators	Finance	Monitor cashflow quarterly	Quarterly reports submitted to board in the FinancialPacket	positive cash = 5, unplanned additional sale of receivables = 4,	5	10%	12.5	1.25				
Key Performance Indicators	Finance	Reserves; 3% of operating budget month over month		-1% = 1, 0% = 2, 1% = 3, 2% = 4, 3% = 5 every 1% over the 3% = 1pt extra	5	10%	12.5	1.25				
Key Performance Indicators	Finance	Maintain 40/80	Reported monthly to the board in Financial Packet. Annually to state	40/80=5 not meeting due to state legislation = 4 not meeting =1	5	5%	12.5	0.625				
Key Performance Indicators	Workforce Development and Retention	Required Student to Teacher Ratio	Legal max is 25:1.	23-25:1 = 5, 21-22:1 = 4, 20:1 = 3, 19:1 = 2, 18:1 or less = 1	4	5%	10	0.5				
Key Performance Indicators	Workforce Development and Retention	85% Staff Retention		85% = 4, Any percent over or above will be equal to +-1pt	4	10%	10	1				
Key Performance Indicators	Student Development and Participation	85% Participation in Star 360	85% average= Full Marks Fall: Spring: Winter:	85% = 4, anything less is -1pt, anything over 89% is +1 point for each percent	4	10%	10	1				
Key Performance Indicators	Student Development and Participation	California Dashboard: 90% Attendance Rate		90% = 4, anything less is -1pt, anything over 89% is +1 point for each percent	4	10%	10	1				
Key Performance Indicators	Student Development and Participation	80% Senior Graduate		82% = 5, 80% = 4, 78% = 3, 76% = 2, 74% or less = 1 Every 2% over 82% = 1 extra pt	4	10%	10	1				
Key Performance Indicators	Student Development and Participation	70% of PCA students re-enroll next year		Goal Percentage = Full Marks; +2% = +1 point, +4% = +2 points, +6% = +3 points, +8% = +4 points -2% = -1 point, -5% = -2 points, -8% = -3 points, - 10% = -4 points	4	10%	10	1				
Key Performance Indicators	Charter Promises	Provide an individualized plan to all students.	Parent Survey Question = Do you feel you have the appropriate amount of support to implement your preferred curriculum?	5= 90% or above, 4=80-89, 3=70-79, 2=	4	10%	10	1				
Key Performance Indicators	Charter Promises	Annual Audit Report: Less than 5 findings, or findings that are out of our control due to legislative mandates		4 findings = 5, 5 findings = 4, 6 findings = 3, 7 findings = 2, 8 findings = 1 Each less than 5 = 1 extra pt	4	10.00%	10	1	Section Composite	Section Composite Percentile	Section Weight	Section Product Scoring
						100%			10.625	106.25%	60%	6.375

SECTION	Metric Type	Goal	Notes										
Organizational Excellence and Stakeholder Satisfaction	Parent Overall Stakeholder Satisfaction	85% neutral to very satisfied as a rolling average		Goal Percentage = Full Marks; +2% = +1 point, +5% = +2 points, +8% = +3 points, +10% = +4 points -2% = -1 point, -5% = -2 points, -8% = -3 points, -10% = -4 points	6	12.0%	15	1.8					
Organizational Excellence and Stakeholder Satisfaction	Parent Programs/Options Satisfaction	85% neutral to very satisfied as a rolling average		Goal Percentage = Full Marks; +2% = +1 point, +5% = +2 points, +8% = +3 points, +10% = +4 points -2% = -1 point, -5% = -2 points, -8% = -3 points, -10% = -4 points	6	12.0%	15	1.8					
Organizational Excellence and Stakeholder Satisfaction	Parent Satisfaction with Teacher/Staff	85% neutral to very satisfied as a rolling average		Goal Percentage = Full Marks; +2% = +1 point, +5% = +2 points, +8% = +3 points, +10% = +4 points -2% = -1 point, -5% = -2 points, -8% = -3 points, -10% = -4 points	6	12.0%	15	1.8					
Organizational Excellence and Stakeholder Satisfaction	Staff Satisfaction with duties assigned	78% neutral to very satisfied as a rolling average		Goal Percentage = Full Marks; +2% = +1 point, +5% = +2 points, +8% = +3 points, +10% = +4 points -2% = -1 point, -5% = -2 points, -8% = -3 points, -10% = -4 points	6	8.0%	15	1.2					
Organizational Excellence and Stakeholder Satisfaction	Staff Satisfaction with leadership	78% neutral to very satisfied as a rolling average		Goal Percentage = Full Marks; +2% = +1 point, +5% = +2 points, +8% = +3 points, +10% = +4 points -2% = -1 point, -5% = -2 points, -8% = -3 points, -10% = -4 points	6	8.0%	15	1.2					
Organizational Excellence and Stakeholder Satisfaction	Staff Overall Satisfaction with employment	78% neutral to very satisfied as a rolling average		Goal Percentage = Full Marks; +2% = +1 point, +5% = +2 points, +8% = +3 points, +10% = +4 points -2% = -1 point, -5% = -2 points, -8% = -3 points, -10% = -4 points	6	8.0%	15	1.2					
Organizational Excellence and Stakeholder Satisfaction	Board on Track, Direct Reports Survey	80% satisfied			6	5.0%	15	0.75					
Organizational Excellence and Stakeholder Satisfaction	Board on Track, Board of Directors Survey	80% congruent			6	5.0%	15	0.75					
Organizational Excellence and Stakeholder Satisfaction	Board on Track, Board of Directors Survey	80% satisfied			6	5.0%	15	0.75	Section Composite	Section Composite Percentile	Section Weight	Section Product Scoring	
Organizational Excellence and Stakeholder Satisfaction	Board of Directors Engagement		The intention here is for the office of the CEO to regularly connect with individual board members; and, empower the office of the CEO to gauge for board member engagement and burnout through their respective tenures.	Potential KPIs include regular 1 on 1 meetings (virtual or in person); parallel measures of BoT surveys and internally anonymous surveys on engagement, satisfaction, burnout — based on Net Promoter language.	4	10.0%	10	1					
Organizational Excellence and Stakeholder Satisfaction	Board of Directors Recruiting, Retainment, and Training		The purpose of this item is to charge the office of the CEO to grow a culture of increasing collaboration and strategic competency with each successive edition of the school board through two primary veins: (1) Recruitment and Retainment, and (2) Training. The aim is for the office of the CEO to corporately offer a minimum of twice a year trainings to the board based on CEO recommended topics to bolster board competency as well as board input/requests.	A potential KPI for successive strengthening of board editions can be done through internally anonymous board surveys as compared to the senior directorship of the organization.	4	15.0%	10	1.5					
						100%			11.25	112.50%	25%	2.8125	

SECTION	Metric Type	Goal	Notes									
CEO Specific Goals	Professional Development	On track for new admin credential (on track percentage is goal) 17 months process, on track? New admin credential (over time period, ratio across a pace; units vs. months to complete - on pace)		On track = full marks. Ahead per class = +1 point per class (ie. semester or quarter); behind by class would = -1 point per class.	4	20%	10	2				
CEO Specific Goals	Academic Excellence	Do the CASSPP math & LA scores increase from last year?		Increase and hold for the following year; 3-5% (Each percent worth extra point)	4	20%	10	2				
CEO Specific Goals	Organizational Efficiency	Year 1, audit org chart and recommend -- Year 2, implement and promote.		Completion of org chart audit this year= 5, Completion of audit by end of next year= 4,	4	20%	10	2				
CEO Specific Goals	Executive Leadership and Senior Leadership Development	Training SD's and directors to lead their teams effectively	Working on the organization vs. in the organization.	Being with monthly meetings with SDs = 4; create and curate dashboard metrics (with a potential command tree/escalation board) based on business lines for tracking, refinement, and regular review/optimization to assist the office of the CEO to focus a majority of time on high level — reducing frequency and lengths of meetings with SDs in favor of dashboard management; identify future year opportunities for growing the capital within the organization in both a managed up and growth oriented model — creating increasingly capable iterations of across the various facets of competency required o the organization such as finance, legislation, governance, public relations, academic excellence, etc.	4	20%	10	2	Section Composite	Section Composite Percentile	Section Weight	Section Product Scoring
CEO Specific Goals	Executive Lens	Identify opportunities and threats; recommend to board potential avenues of strategic planning	What if charters are legislated out, in part or in whole? What do we do to prepare? Quarterly SWOT Analysis/Updates.	Share ideas with board = 4, include backup plans and scenarios = 5; with understanding sometimes the situation remains stable or changes entirely which can change the recommendations prior. Potential KPIs can include quarterly SWOT memos with delivery at 4, strategic concepts 1 year out = 5, concepts 2 years and further out = 6.	4	20%	10	2	10	100.00%	15%	1.5
						100%						
									Sections Average	Sections Percentile Average	Section Product Scoring Total	FINAL SCORE
									10.625	106.25%	10.6875	106.88%

SECTION	Metric Type	Goal	Notes	Rubric 4 = Met Goal, 5 = Exceed Goals, 3 = Barely Missed Goals, etc.	SCORE	Weighting	Item Score Normalized at 10/10	Product Scoring				
Key Performance Indicators	Finance	Monitor cashflow quarterly	Quarterly reports submitted to board in the Financial Packet	positive cash = 5, unplanned additional sale of receivables = 4, -1% = 1, 0% = 2, 1% = 3, 2% = 4, 3% = 5 every 1% over the 3% = 1pt extra	5	10%	12.5	1.25				
Key Performance Indicators	Finance	Reserves: 3% of operating budget month over month		40/80=5 not meeting due to state legislation = 4 not meeting = 1	5	10%	12.5	1.25				
Key Performance Indicators	Finance	Maintain 40/80	Reported monthly to the board in Financial Packet. Annually to state	23-25:1 = 5, 21-22:1 = 4, 20:1 = 3, 19:1 = 2, 18:1 or less = 1	5	5%	12.5	0.625				
Key Performance Indicators	Workforce Development and Retention	Required Student to Teacher Ratio	Legal max is 25:1.	85% = 4, anything less is -1pt, anything over 89% is +1 point for each percent	4	5%	10	0.5				
Key Performance Indicators	Workforce Development and Retention	85% Staff Retention		82% = 5, 80% = 4, 78% = 3, 76% = 2, 74% or less = 1 Every 2% over 82% = 1 extra pt	4	10%	10	1				
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Key Performance Indicators	Student Development and Participation	California Dashboard: 90% Attendance Rate		5= 90% or above, 4=80-89, 3=70-79, 2=	4	10%	10	1				
Key Performance Indicators	Student Development and Participation	80% Senior Graduate		4 findings = 5, 5 findings = 4, 6 findings = 3, 7 findings = 2, 8 findings = 1 Each less than 5 = 1 extra pt	4	10.00%	10	1	Section Composite	Section Composite Percentile	Section Weight	Section Product Scoring
Key Performance Indicators	Student Development and Participation	70% of PCA students re-enroll next year				100%			10.625	106.25%	60%	6.375
Key Performance Indicators	Charter Promises	Provide an individualized plan to all students.	Parent Survey Question = Do you feel you have the appropriate amount of support to implement your preferred curriculum?									
Key Performance Indicators	Charter Promises	Annual Audit Report: Less than 5 findings, or findings that are out of our control due to legislative mandates										
SECTION	Metric Type	Goal	Notes									
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Organizational Excellence and Stakeholder Satisfaction	Parent Programs/Options Satisfaction	85% neutral to very satisfied as a rolling average		Goal Percentage = Full Marks; +2% = +1 point, +5% = +2 points, +8% = +3 points, +10% = +4 points -2% = -1 point, -5% = -2 points, -8% = -3 points, -10% = -4 points	6	12.0%	15	1.8				
Organizational Excellence and Stakeholder Satisfaction	Parent Satisfaction with Teacher/Staff	85% neutral to very satisfied as a rolling average		Goal Percentage = Full Marks; +2% = +1 point, +5% = +2 points, +8% = +3 points, +10% = +4 points -2% = -1 point, -5% = -2 points, -8% = -3 points, -10% = -4 points	6	12.0%	15	1.8				
Organizational Excellence and Stakeholder Satisfaction	Staff Satisfaction with duties assigned	78% neutral to very satisfied as a rolling average		Goal Percentage = Full Marks; +2% = +1 point, +5% = +2 points, +8% = +3 points, +10% = +4 points -2% = -1 point, -5% = -2 points, -8% = -3 points, -10% = -4 points	6	8.0%	15	1.2				
Organizational Excellence and Stakeholder Satisfaction	Staff Satisfaction with leadership	78% neutral to very satisfied as a rolling average		Goal Percentage = Full Marks; +2% = +1 point, +5% = +2 points, +8% = +3 points, +10% = +4 points -2% = -1 point, -5% = -2 points, -8% = -3 points, -10% = -4 points	6	8.0%	15	1.2				
Organizational Excellence and Stakeholder Satisfaction	Staff Overall Satisfaction with employment	78% neutral to very satisfied as a rolling average		Goal Percentage = Full Marks; +2% = +1 point, +5% = +2 points, +8% = +3 points, +10% = +4 points -2% = -1 point, -5% = -2 points, -8% = -3 points, -10% = -4 points	6	8.0%	15	1.2				
Organizational Excellence and Stakeholder Satisfaction	Board on Track, Direct Reports Survey	80% satisfied			6	5.0%	15	0.75				
Organizational Excellence and Stakeholder Satisfaction	Board on Track, Board of Directors Survey	80% congruent			6	5.0%	15	0.75				
Organizational Excellence and Stakeholder Satisfaction	Board on Track, Board of Directors Survey	80% satisfied			6	5.0%	15	0.75	Section Composite	Section Composite Percentile	Section Weight	Section Product Scoring
Organizational Excellence and Stakeholder Satisfaction	Board of Directors Engagement		The intention here is for the office of the CEO to regularly connect with individual board members; and, empower the office of the CEO to gauge for board member engagement and burnout through their respective tenures.	Potential KPIs include regular 1 on 1 meetings (virtual or in person); parallel measures of BoT surveys and internally anonymous surveys on engagement, satisfaction, burnout — based on Net Promoter language.	4	10.0%	10	1				
Organizational Excellence and Stakeholder Satisfaction	Board of Directors Recruiting, Retainment, and Training		The purpose of this item is to charge the office of the CEO to grow a culture of increasing collaboration and strategic competency with each successive edition of the school board through two primary veins: (1) Recruitment and Retainment, and (2) Training. The aim is for the office of the CEO to corporately offer a minimum of twice a year trainings to the board based on CEO recommended topics to bolster board competency as well as board input/requests.	A potential KPI for successive strengthening of board editions can be done through internally anonymous board surveys as compared to the senior directorship of the organization.	4	15.0%	10	1.5				
						100%			11.25	112.50%	25%	2.8125
SECTION	Metric Type	Goal	Notes									
CEO Specific Goals	Professional Development	On track for new admin credential (on track percentage is goal) 17 months process, on track? New admin credential (over time period, ratio across a pace; units vs. months to complete - on pace)		On track = full marks. Ahead per class = +1 point per class (ie. semester or quarter); behind by class would = -1 point per class.	4	20%	10	2				
CEO Specific Goals	Academic Excellence	Do the CASSPP math & LA scores increase from last year?		Increase and hold for the following year; 3-5% (Each percent worth extra point)	4	20%	10	2				
CEO Specific Goals	Organizational Efficiency	Year 1, audit org chart and recommend -- Year 2, implement and promote.		Completion of org chart audit this year= 5, Completion of audit by end of next year= 4, Being with monthly meetings with SDs = 4; create and curate dashboard metrics (with a potential command tree/escalation board) based on business lines for tracking, refinement, and regular review/optimization to assist the office of the CEO to focus a majority of time on high level — reducing frequency and lengths of meetings with SDs in favor of dashboard management; identify future year opportunities for growing the capital within the organization in both a managed up and growth oriented model — creating increasingly capable iterations of across the various facets of competency required o the organization such as finance, legislation, governance, public relations, academic excellence, etc.	4	20%	10	2	Section Composite	Section Composite Percentile	Section Weight	Section Product Scoring
CEO Specific Goals	Executive Leadership and Senior Leadership Development	Training SD's and directors to lead their teams effectively	Working on the organization vs. in the organization.	Share ideas with board = 4, include backup plans and scenarios = 5; with understanding sometimes the situation remains stable or changes entirely which can change the recommendations prior. Potential KPIs can include quarterly SWOT memos with delivery at 4, strategic concepts 1 year out = 5, concepts 2 years and further out = 6.	4	20%	10	2	10	100.00%	15%	1.5
CEO Specific Goals	Executive Lens	Identify opportunities and threats; recommend to board potential avenues of strategic planning	What if charters are legislated out, in part or in whole? What do we do to prepare? Quarterly SWOT Analysis/Updates.			100%						
									Sections Average	Sections Percentile Average	Section Product Scoring Total	FINAL SCORE
									10.625	106.25%	10.6875	106.88%

Cover Sheet

Expense Reimbursement Policy

Section: III. Other Business
Item: B. Expense Reimbursement Policy
Purpose: Vote
Submitted by:
Related Material:

PCA_2021-
2022_Expense_Reimbursement_Policy_v1_7.26.2021_Redlined_1.26.2022.docx

BACKGROUND:

The previously approved expense reimbursement policy is being presented to the board with a change in the hotel's approved expenses when the per diem rate is not available.



Pacific Coast Academy

Expense Reimbursement Policy

2021-2022

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EXPENSE REIMBURSEMENT POLICY

The School's policy is to reimburse its employees for all reasonable and necessary expenditures or losses incurred in direct consequence of the discharge of their duties.

TRAVEL

MILEAGE

While COVID-19 related restrictions and the virtual instruction platforms in place, most employees are not expected or required to travel in order to discharge any duties on behalf of the School. Accordingly, such employees are not eligible for travel reimbursements at this time (including, but not limited to, in-person attendance at conferences, mileage, etc.).

Regional Coordinators and Homeschool Teachers are expected to use their personal vehicles during the course and scope of their employment. As such, the School provides a \$500 stipend each semester to cover costs related to the use of personal vehicles. These stipends are intended to reimburse those employees for all vehicle-related expenses, including gasoline, wear and tear, and personal auto insurance for all travel required in direct consequence of the discharge of their job duties. The School does not pay for local travel to and from the office (regular commute) and will not be responsible for traffic or parking violations.

If Regional Coordinators and/or Homeschool Teachers believe the stipend amount is insufficient, the employee must provide the School with a copy of valid documentation that the employee has incurred an expense higher than the normal stipend. Employees are responsible for maintaining an accounting of their mileage. Employees who believe they will exceed the standard stipend should submit for pre-approval from the Executive Director. The School may periodically request follow-up documentation to verify that the employee is incurring the expense.

The School will pay the per semester stipend in a prorated manner once per month over the length of the semester. If an employee's employment terminates before the end of any month, the stipend will be prorated to reflect the employee's dates of employment.

If the School requires any other employee to drive their personal vehicles in the course and scope of their employment, the employee will be reimbursed for the reasonable and necessary expense of using their personal vehicle on behalf of the School. Such employees will receive a reimbursement payment from the School for mileage expenses incurred after submitting an expense reimbursement form as set forth below. For those employees that are assigned to a worksite, the employee will receive a reimbursement payment for mileage expenses incurred beyond the employee's normal commute to their assigned worksite.

Employees will be paid for mileage reimbursement at the per mile rate amount designated by the Federal Internal Revenue Service at the time the miles are driven on behalf of the School. Employees are required to accurately submit a report of miles driven on behalf of the School within 30 days of incurring the mileage.

If any employee believes that the mileage reimbursement that he or she receives from the School is insufficient to reimburse the employee for all reasonable expenses necessarily incurred by the employee in using his or her personal vehicle on behalf of the School, the employee must immediately report this expense issue to the School's Human Resources Department. Employees will be required to submit documentation to support any request for additional mileage reimbursement.

HOTELS, MEALS, AND GRATUITY

The Executive Director or designee must pre-approve all out-of-town travel which requires overnight stays.

Hotels

Employees will be reimbursed for overnight stays at hotels/motels when the event is more than 150 miles from either the employee's residence or the School site, or at the pre-approval of the Executive Director or designee.

- Staff may stay at the rate of up to two-times the federal per diem rate with the executive director or the deputy director's pre-approval.
- Lodging in excess of double the per diem rate (excluding room tax and mandatory additional charges) must have the Executive Director or their deputy's advance approval and accompanied with the use of Advance Approval for Lodging form.
- The Executive Director needs approval from the Board President and CFO or Board Secretary for anything above double the federal per diem rate. (using the Advance Approval for Lodging form)
- If any employee exceeds the lodging allowance without prior approval, PCA will only reimburse up to double the federal per diem rate.

Meals

Employees will be reimbursed for any breakfast, lunch, or dinner that is not included as part of the related event. Meal reimbursements cannot exceed the established federal per diem rate and will require receipts for documentation purposes.

- Employees cannot be reimbursed for alcoholic beverages.
- Employees will not be reimbursed for any hotel expenses of a personal nature (i.e., in-room movies or mini bar expenses).

Gratuity

Employees are allowed to tip up to 18% of the subtotal cost, rounded up to the nearest dollar, when

gratuity is customary for an approved expense (such as meals or taxi fares). Any incremental excess is the responsibility of the employee.

In order to be eligible for reimbursement employees must follow the procedures noted below:

- Fill out, print, and sign the official School reimbursement or expense form within 30 days of the expense.
- Attach backup documentation (i.e. receipts, maps for mileage, agenda of meeting or conference) to the form and make a copy of both the form and documentation for your personal records.
- Submit the signed form with all documentation (i.e. receipts, maps to support mileage, agenda of meeting or conference) to the employee's supervisor, Executive Director, or Deputy Executive Director and copy the Business Office on the email: accounting@pacificcoastacademy.org.
- Employees will be reimbursed within fifteen (15) business days of the approval of the reimbursement or expense request.

PERSONAL CELL PHONES

Employees who are required to use their personal cell phones to perform work on behalf of the School will be provided a stipend to reimburse them for use of their personal cell phones. The School has established a \$10 monthly stipend amount based on its good faith belief that the stipend will more than fully reimburse employees for any reasonable and necessary expense incurred by employees in using their personal cell phones on behalf of the School.

Employees must submit proof of the applicable cell phone expense and supporting documentation on a quarterly basis (July-September, October–December, January–March, May-June). By the 15th day following each designated quarter, the employee should provide a signed reimbursement or expense form with the following items:

- A signed statement affirming that the sum of each monthly stipend received during the preceding quarter accurately reimburses the employee for reasonable and necessary expense related to his/her personal cell phone use in the discharge of his/her duties and is not in excess of the expenses incurred.
- Copies of the cover pages of monthly statements for applicable expenses incurred in the preceding quarter identifying the employee's name and address as well as the type and dollar amount of service.

If any employee believes that the stipend that he or she receives from the School is insufficient to reimburse the employee for all reasonable expenses necessarily incurred by the employee in using his or her personal cell phone on behalf of the School, the employee must immediately report this expense issue to the School's Human Resources Department. Employees will be required to submit documentation to support any request for additional cell phone reimbursement.

INTERNET EXPENSES

Employees who are required to use their personal internet access (Wi-Fi) to perform work on behalf of the School will be provided a stipend to reimburse them for use of their personal internet access. The School has established a \$25 monthly stipend amount based on its good faith belief that the stipend will more than fully reimburse employees for any reasonable and necessary expense incurred by employees in using their personal internet access on behalf of the School.

Employees must submit proof of the applicable internet expense and supporting documentation on a quarterly basis (July-September, October-December, January-March, May-June). By the 15th day following each designated quarter, the employee should provide a signed reimbursement or expense form with the following items:

- A signed statement affirming that the sum of each monthly stipend received during the preceding quarter accurately reimburses the employee for reasonable and necessary expense related to his/her internet use in the discharge of his/her duties and is not in excess of the expenses incurred.
- Copies of the cover pages of monthly statements for applicable expenses incurred in the preceding quarter identifying the employee's name and address as well as the type and dollar amount of service.

If any employee believes that the stipend that he or she receives from the School is insufficient to reimburse the employee for all reasonable expenses necessarily incurred by the employee in using his or her personal internet access on behalf of the School, the employee must immediately report this expense issue to the School's Human Resources Department. Employees will be required to submit documentation to support any request for additional personal internet access reimbursement.

UTILITIES

Employees who are required to use some of their personal utilities (e.g. electricity) while performing remote work on behalf of the School may receive a stipend for reimbursement of the employee's use of their personal utilities. The School has established a \$15 utilities stipend per month based on its good faith belief that the stipend will more than fully reimburse employees for any reasonable and necessary expense incurred in using some of their personal utilities while performing work on behalf of the School.

Employees must submit proof of the applicable utilities expenses and supporting documentation on a quarterly basis (July-September, October-December, January-March, May-June). By the 15th day following each designated quarter, the employee should provide a signed reimbursement or expense form with the following items:

- A signed statement affirming that the sum of each monthly stipend received during the preceding quarter accurately reimburses the employee for reasonable and necessary expense related to his/her personal utilities use in the discharge of his/her duties and is not in excess of the expenses

incurred.

- Copies of the cover pages of monthly statements for applicable expenses incurred in the preceding quarter identifying the employee's name and address as well as the type and dollar amount of service.

If an employee believes that the stipend provided by School is insufficient to reimburse the employee for all reasonable expenses necessarily incurred in using their personal utilities on behalf of School, the employee must immediately report this expense issue to the School's Human Resources Department. Employees will be required to submit documentation to support any request for additional utilities reimbursement.

****Please note that the School may establish varying stipend amounts for personal cell phones, internet expenses and utilities based on multiple factors such as workload, part-time or full-time status of the employee and other relevant factors.**

OTHER EXPENSES

With the exception of those certain employees who are required to use their personal vehicles, cell phones, internet access and utilities during the course and scope of their employment for the School, it is the School's policy to provide its employees with all necessary equipment and supplies to perform their duties on behalf of the School. The School does not require employees to purchase any additional equipment in order to perform work for the School. If any employee believes that additional equipment is reasonable and necessary to perform his or her duties on behalf of the School, the employee must immediately notify the School's Human Resources Department.

OFFICE SUPPLIES

The School will issue employees gift cards to an office supply vendor on a per semester basis for the purchase of ink (if applicable), paper, miscellaneous desk supplies (e.g. staplers, paper clips, writing utensils and file folders) and/or stamps/ mailing charges for School related correspondence. Any other items outside these categories must be pre-approved by the employee's supervisor before an employee purchases any other item using the School issued gift card. Employees must submit receipts for all purchases used with the gift card directly to Human Resources at the end of each semester. To the extent an employee believes additional funds in excess of the gift card are reasonable and necessary to perform his or her job during the applicable semester and/or an employee incurs reasonable and necessary expenses, the employee must immediately notify the Human Resources Department.

If employees choose to purchase additional equipment or supplies without written authorization from the School, such expenses would not be reasonable or necessarily incurred in connection with work for the School. Those expenses would be optional expenses that employees voluntarily elect to incur and not reasonably necessary expenditures incurred by employees in direct consequence of the discharge of their duties for the School.

If, however, an employee believes that he or she has been required to incur any unexpected necessary

and reasonable expense in order to perform his or her duties on behalf of the School, the employee should immediately report that expense to the School's Human Resources Department. Employees will be required to submit documentation to support any request for reimbursement of such expenses.

REPORTING

If any employee believes that he or she has not been fully reimbursed for all reasonable and necessary expenses he or she has been required to incur while working for the School, the employee should immediately inform the School's Human Resources Department. All reports of possible inadequate reimbursement will be promptly reviewed, including a review of all of the employee's expense related records and receipts. If, as a result of the review, it is determined that the employee has been inadequately reimbursed for actual and necessary business expenses, the School will promptly reimburse the employee, in full, for all actual, reasonable, and necessary business-related expenses incurred. It is every employee's responsibility to keep accurate records and receipts of all business-related expenses for the purpose of requesting reimbursement.

There will be no retaliation against any employee who reports an expense reimbursement issue in good faith or who honestly assists in reviewing such an issue, even if the review produces insufficient evidence that there has been a violation.

Cover Sheet

Approval of 2020-21 Audit Report

Section: III. Other Business
Item: C. Approval of 2020-21 Audit Report
Purpose: Vote
Submitted by:
Related Material: 20-21 Audit Rpt - Pacific Coast Academy.pdf

BACKGROUND:

The completion of the 2019-2020 Audit was completed by Wilkenson.

DRAFT

Pending Items:

Pacific Coast
Academy
Charter #1892

Audit Report

June 30, 2021



Pacific Coast Academy Charter School

Financial Statements and Supplemental Information

Year Ended June 30, 2021

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Brian K. Hadley, CPA
Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report

To the Board of Directors
Pacific Coast Academy Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Pacific Coast Academy Charter School (the School), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the School as of June 30, 2021, and the respective changes in financial position and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information, as required by the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 31, 2022, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

El Cajon, California
January 31, 2022

Financial Statements

Pacific Coast Academy Charter School

Statement of Financial Position

June 30, 2021

Assets

Cash and cash equivalents	\$ 5,335,027
Accounts receivable	14,401,887
Accounts receivable - related entities	819,871
Prepaid expenses	209,196
Security deposits	6,630
Total Assets	<u>\$ 20,772,611</u>

Liabilities and Net Assets

Liabilities

Accounts payable	\$ 1,934,890
Accounts payable - related entities	282,960
Accrued payroll liabilities	993,926
Unearned revenue	160,278
Notes payable	3,093,725
Short term loans payable	9,762,000
Total Liabilities	<u>16,227,779</u>

Net Assets

Without donor restrictions	
Undesignated	<u>4,544,832</u>
	<u>4,544,832</u>
Total Net Assets	<u>4,544,832</u>
Total Liabilities and Net Assets	<u>\$ 20,772,611</u>

The accompanying notes are an integral part of this statement.

Pacific Coast Academy Charter School

Statement of Activities Year Ended June 30, 2021

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue, Support, and Gains			
Local Control Funding Formula (LCFF) sources			
State aid	\$ 35,405,711	\$ -	\$ 35,405,711
Education protection account state aid	814,788	-	814,788
Transfers in lieu of property taxes	885,797	-	885,797
Total LCFF sources	<u>37,106,296</u>	<u>-</u>	<u>37,106,296</u>
Federal contracts and grants	-	1,232,348	1,232,348
State contracts and grants	1,420,564	4,223,633	5,644,197
Local contracts and grants	72,662	-	72,662
Interest income	22,983	-	22,983
Net assets released from restriction -			
Grant restrictions satisfied	<u>5,455,981</u>	<u>(5,455,981)</u>	<u>-</u>
Total revenue, support, and gains	<u>44,078,486</u>	<u>-</u>	<u>44,078,486</u>
Expenses and Losses			
Program services expense	29,586,742	-	29,586,742
Supporting services expense	<u>13,828,553</u>	<u>-</u>	<u>13,828,553</u>
Total expenses and losses	<u>43,415,295</u>	<u>-</u>	<u>43,415,295</u>
Change in Net Assets	663,191	-	663,191
Net Assets, Beginning of Year	<u>3,881,641</u>	<u>-</u>	<u>3,881,641</u>
Net Assets, End of Year	<u>\$ 4,544,832</u>	<u>\$ -</u>	<u>\$ 4,544,832</u>

The accompanying notes are an integral part of this statement.

Pacific Coast Academy Charter School

Statement of Functional Expenses Year Ended June 30, 2021

	<u>Program Services</u>	<u>Supporting Services</u>	
	Educational	Management and	
	Programs	General	Total
Salaries and wages	\$ 15,831,164	\$ 2,977,374	\$ 18,808,538
Pension expense	2,136,203	401,757	2,537,960
Other employee benefits	2,046,718	384,927	2,431,645
Payroll taxes	342,343	64,385	406,728
Fees for services:			
Management	-	2,159,354	2,159,354
Legal	-	224,266	224,266
Audit	-	13,076	13,076
Professional consulting	37,374	3,305,620	3,342,994
District oversight	-	36,005	36,005
Banking and payroll services	-	53,051	53,051
Office expenses	135,436	-	135,436
Occupancy	196,515	-	196,515
Travel	-	15,705	15,705
Conferences, conventions, and meetings	-	18,154	18,154
Interest	-	333,037	333,037
Insurance	-	371,412	371,412
Other expenses:			
Books and supplies	6,239,201	-	6,239,201
Equipment rental and repair	1,380	-	1,380
Special education encroachment	2,620,408	-	2,620,408
Bad debt	-	3,432,698	3,432,698
Miscellaneous	-	37,732	37,732
Total expenses by function	<u>\$ 29,586,742</u>	<u>\$ 13,828,553</u>	<u>\$ 43,415,295</u>

The accompanying notes are an integral part of this statement.

Pacific Coast Academy Charter School

Statement of Cash Flows
Year Ended June 30, 2021

Cash Flows from Operating Activities

Receipts from federal, state, and local contracts and grants	\$ 38,855,434
Receipts from property taxes	1,162,658
Receipts from operating interest	22,983
Payments for salaries and benefits	(24,298,703)
Payments to vendors	(18,841,547)

Net Cash Used For Operating Activities(3,099,175)**Cash Flows from Financing Activities**

Increase in short term loans payable	4,791,600
Decrease in notes payable	(2,698)
Interest paid	(333,037)

Net Cash From Financing Activities4,455,865**Net Change in Cash and Cash Equivalents**

1,356,690

Cash and Cash Equivalents, Beginning of Year3,978,337**Cash and Cash Equivalents, End of Year**\$ 5,335,027**Reconciliation of Change in Net Assets to Net Cash****Used For Operating Activities**

Change in net assets	\$ 663,191
Adjustments to reconcile change in net assets to net cash:	
Interest paid	333,037
Changes in operating assets and liabilities	
(Increase) Decrease in assets	
Accounts receivable	(8,697,894)
Accounts receivable - related entities	4,500,205
Prepaid expenses	137,315
Security deposits	(1,230)
Increase (Decrease) in liabilities	
Accounts payable	1,550,051
Accounts payable - related entities	(1,630,296)
Accrued payroll liabilities	(113,832)
Unearned revenue	160,278

Net Cash Used For Operating Activities\$ (3,099,175)

The accompanying notes are an integral part of this statement.

Pacific Coast Academy Charter School

Notes to the Financial Statements

Year Ended June 30, 2021

A. Principal Activity and Summary of Significant Accounting Policies

Organization Structure

Pacific Coast Academy (the School) was formed on May 2, 2017, as a charter school pursuant to California Education Code §47600 under a charter agreement with Dehesa Elementary School District (the District). The School became a nonprofit public benefit corporation on November 8, 2017. The charter agreement was approved by Dehesa Elementary School District and submitted to the California Board of Education in April 2017. The school began operations on July 1, 2017.

Pacific Coast Academy is a tuition-free, K-12 independent study charter school. The School offers an online and offline based curriculum, academically accelerated instructional program with thematic units, project-based learning, and enriched to support students who have the desire to work ahead or work deeper in their studies.

Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. The School uses the accrual basis of accounting, under which revenues are recognized when they are earned, and expenditures are recognized in the accounting period in which the liability is incurred.

Cash and Cash Equivalents

The School considers all cash and highly liquid financial instruments with original maturities of three months or less, which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

Accounts Receivable

Accounts receivables consist primarily of noninterest-bearing amounts due to the School for federal, state, and local grants and contracts receivable. The amounts in accounts receivable are considered fully collectable and as such there has not been an allowance for uncollectable accounts or discount established for the School.

Property and Equipment

The School records property and equipment additions over \$5,000 at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any resulting gain or loss is included in the statements of activities. Costs of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed in the current period.

The School reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2021.

Pacific Coast Academy Charter School

Notes to the Financial Statements (Continued)

Year Ended June 30, 2021

Investments

The School records investment purchases at cost, or if donated, at fair value on the date of donation. Thereafter, investments are reported at their fair values on the statement of financial position. Net investment return/(loss) is reported in the statement of activities and consists of interest and dividend income, realized and unrealized capital gains and losses, less external and direct internal investment expenses.

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Revenue and Revenue Recognition

The School recognizes revenue from sales when the products are transferred and services are provided. The School records special events revenue equal to the cost of direct benefits to donors, and contribution revenue for the difference. Contributions are recognized when cash, securities or other assets, an unconditional promise to give, or notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met. Some federal, state, and local contracts and grants are conditioned upon certain performance requirements and the incurrence of allowable qualifying expense. In such cases the revenue is recognized once all performance requirements have been met.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to our program services, administration, and fundraising and developing activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles.

Advertising

Advertising costs are expensed as incurred and approximated \$0 during the year ended June 30, 2021.

Pacific Coast Academy Charter School

Notes to the Financial Statements (Continued)

Year Ended June 30, 2021

Functional Allocation of Expenses

The costs of program and supporting services activities have been summarized on a functional bases in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the program and supporting services benefited.

Income Taxes

The School is a 509(a)(1) publicly supported non-profit organization that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The School is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The School may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2021, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The School follows provisions of uncertain tax positions as addressed in ASC 958. The School recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2021.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires the School to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

Financial Instruments and Credit Risk

The School manages deposit concentration risk by placing cash, money market accounts, and certificates of deposit with financial institutions believed by the School to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, the School has not experienced losses in any of these accounts. Credit risk associated with contributions receivable is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from government agencies.

LCFF Revenues and Payments in Lieu of Property Taxes

The School's primary funding source is a combination of local property taxes and state revenues. The California Department of Education computes the local control funding formula (LCFF) on statewide charter school rates multiplied by the schools' average daily attendance (ADA) as reported at the second principal apportionment period (P2). The result is then reduced by property tax revenues transferred from the District to the school, which is funding in lieu of property taxes, and education protection account funds paid by the state under proposition 30. The remaining balance is paid from the state general fund, in the form of LCFF State Aid. LCFF funding sources, inclusive of state and local sources, made up 84% of the School's revenue.

Pacific Coast Academy Charter School

Notes to the Financial Statements (Continued)

Year Ended June 30, 2021

The School is not at risk of losing these funding sources, as long as the schools maintain a steady level of ADA, as these funding sources are mandated by the California State Constitution to fund schools.

New Accounting Guidance

The Financial Accounting Standards Board (FASB) issues accounting standards updates and additional guidance for not-for-profit and for-profit agencies to establish consistent accounting across all organizations in the United States. The following table represents items that have been issued by FASB that became effective in the 2020-21 fiscal year:

Description	Date Issued
FASB Accounting Standards Update 2017-11 - <i>Earnings Per Share (Topic 260)</i>	Jan-18
FASB Accounting Standards Update 2017-11 - <i>Distinguishing Liabilities from Equity (Topic 480)</i>	Jan-18
FASB Accounting Standards Update 2017-11 - <i>Derivatives and Hedging (Topic 815)</i>	Jan-18
FASB Accounting Standards Update 2019-05 - <i>Financial Instruments, Credit Losses (Topic 326)</i>	May-19
FASB Accounting Standards Update 2019-11 - <i>Codification Improvements to Financial Instruments, Credit Losses (Topic 326)</i>	Nov-19
FASB Accounting Standards Update 2020-03 - <i>Codification Improvements to Financial Instruments</i>	Mar-20
FASB Accounting Standards Update 2020-04 - <i>Reference Rate Reform (Topic 848)</i>	Mar-20
FASB Accounting Standards Update 2021-01 - <i>Reference Rate Reform (Topic 848)</i>	Jan-21
FASB Accounting Standards Update 2021-03 - <i>Intangibles Goodwill and Other (Topic 350)</i>	Mar-21

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The School has adopted provisions of effective Accounting Standards Updates. The implementation of these items did not result in a change to financial presentation for the School.

Subsequent Events

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through January 31, 2022, the date the financial statements were available to be issued.

Pacific Coast Academy Charter School

Notes to the Financial Statements (Continued)

Year Ended June 30, 2021

B. Liquidity and Availability

The School's financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

Cash and cash equivalents	\$ 5,335,027
Accounts receivable	14,401,887
Accounts receivable - related entities	819,871
Prepaid expenses	<u>209,196</u>
	<u><u>\$ 20,765,981</u></u>

C. Fair Value Measurements and Disclosure

The School reports certain assets and liabilities at fair value in the financial statements. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction in the principal, or most advantageous, market at the measurement date under current market conditions regardless of whether that price is directly observable or estimated using another valuation technique. Inputs used to determine fair value refer broadly to the assumptions that market participants would use in pricing the asset or liability, including assumptions about risk. Inputs may be observable or unobservable. Observable inputs are inputs that reflect the assumptions market participants would use in pricing the asset or liability based on market data obtained from sources independent of the reporting entity. Unobservable inputs are inputs that reflect the reporting entity's own assumptions about the assumptions market participants would use in pricing the asset or liability based on the best information available. A three-tier hierarchy categorizes the inputs as follows:

- Level 1: Quoted prices (unadjusted) in active markets for identical assets or liabilities that we can access at the measurement date.
- Level 2: Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly. These include quoted prices for similar assets or liabilities in active markets, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the asset or liability, and market-corroborated inputs.
- Level 3: Unobservable inputs for the asset or liability. In these situations, the School develops inputs using the best information available in the circumstances.

In some cases, the inputs used to measure the fair value of an asset, or a liability might be categorized within different levels of the fair value hierarchy. In those cases, the fair value measurement is categorized in its entirety in the same level of the fair value hierarchy as the lowest level input that is significant to the measurement. Assessing the significance of a particular input to entire measurement requires judgment, considering factors specific to the asset or liability. The categorization of an asset within the hierarchy is based upon the pricing transparency of the asset and does not necessarily correspond to the School's assessment of the quality, risk, or liquidity profile of the asset or liability.

Pacific Coast Academy Charter School

Notes to the Financial Statements (Continued)

Year Ended June 30, 2021

The School has funds at the San Diego County Treasury which invests funds in various markets such as CDs, money market, and U.S. government obligations. Those CDs and U.S. government obligations are valued by the custodians of the securities using pricing models based on credit quality, time to maturity, stated interest rates, and market rate assumptions and are classified within Level 2.

The following table presents assets and liabilities measured at fair value on a recurring basis at June 30, 2020:

Assets	Total	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Operating investments:				
Cash in county treasury	\$ 1,178,315	\$ -	\$ 1,178,315	\$ -
	<u>\$ 1,178,315</u>	<u>\$ -</u>	<u>\$ 1,178,315</u>	<u>\$ -</u>

D. Cash and Cash Equivalents

The School's cash and cash equivalents on June 30, 2021, consisted of the following:

Cash in county treasury	\$ 1,178,315
Cash in bank accounts	<u>4,156,712</u>
Total cash and cash equivalents	<u>\$ 5,335,027</u>

Cash in County Treasury

The School is a voluntary participant and therefore maintains a portion of its cash in the San Diego County Treasury as part of the common investment pool (\$1,178,315 as of June 30, 2020). The County Treasury is restricted by Government Code §53635 pursuant to §53601 to invest in time deposits, U.S. Government Securities, state registered warrants, notes or bonds, State Treasurer's investment pool, banker's acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse agreements.

The fair value of the School's investment in this pool is reported in the accompanying financial statements at amounts based upon the School's pro-rata share of the fair value provided by the County Treasury for the entire County Treasury portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasury, which are recorded on an amortized cost basis. Cash may be added or withdrawn from the investment pool without limitation.

Pacific Coast Academy Charter School

Notes to the Financial Statements (Continued)

Year Ended June 30, 2021

Cash in Bank

The remainder of the School's cash, (\$4,156,712, as of June 30, 2021) is held in financial institutions which are insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of \$250,000 per depositor. As of June 30, 2021, the School held \$4,202,760 in excess of the FDIC insured amounts. The School reduces its exposure to risk by maintaining such deposits with high quality financial institutions. The School has not experienced any losses in such accounts and believe it is not exposed to any significant credit risk.

E. Accounts Receivable

As of June 30, 2021, the School's accounts receivable consisted of the following:

Federal Government	
Special Education	\$ 548,757
Title I	321,576
State Government	
State Aid	11,831,009
Lottery Funding	282,739
Expanded Learning Opportunities	152,523
Mental Health	186,572
Special Education	825,878
Local Government	
Property tax payments	198,358
Other Local Sources	
Other local sources	54,475
Total Accounts Receivable	<u>\$ 14,401,887</u>

F. Prepaid Expenses

As of June 30, 2021, the School's prepaid expenses consisted of the following:

Service contracts	\$ 10,650
DIVVY account	198,546
Total Prepaid Expenses	<u>\$ 209,196</u>

G. Accounts Payable

As of June 30, 2021, the School's accounts payable consisted of the following:

Vendors	\$ 1,728,208
Grantor Government	206,682
Total Accounts Payable	<u>\$ 1,934,890</u>

Pacific Coast Academy Charter School

Notes to the Financial Statements (Continued)

Year Ended June 30, 2021

H. Accrued Payroll and Related Liabilities

As of June 30, 2021, the School's accrued payroll and related liabilities consisted of the following:

Accrued Salaries	\$ 503,461
Accrued Pension and Retirement	374,254
Accrued Payroll Tax	<u>116,211</u>
Total Accrued Expenses and Other Benefits	<u>\$ 993,926</u>

I. Unearned Revenue

At year end the School had performance obligations remaining to expend funds for the CARES Act – Elementary and Secondary School Emergency Relief II grant. As such, unexpected cash received is reflected in unearned revenue.

The following table provides information about significant changes in unearned revenue for the year ended June 30, 2020:

Unearned Revenue, beginning of period	\$ -
Increases in deferred revenue due to cash received during the period	160,278
Decreases in deferred revenue due to performance obligations met during the period	<u>-</u>
Unearned Revenue, end of period	<u>\$ 160,278</u>

J. Notes Payable

Paycheck Protection Program

On April 29, 2020 Pacific Coast Academy was approved for \$3,093,725 in Paycheck Protection Program (PPP) Loan from the Small Business Administration. The PPP, established as part of the Coronavirus Aid, Relief and Economic Securities Act (CARES Act), provides for loans to qualifying businesses for amounts up to 2.5 times of the average monthly payroll expenses of the qualifying business. The loans and accrued interest are forgivable after 24 weeks as long as the borrower uses the loan proceeds for eligible purposes, including payroll, benefits, rent and utilities, and maintains its payroll levels. The amount of loan forgiveness will be reduced if the borrower terminates employees or reduces salaries.

The unforgiven portion of the PPP loan is payable over two years at an interest rate of 1%, with a deferral of payments for the first six months. The School intends to use the proceeds for purposes consistent with the PPP. While the School currently believes that its use of the loan proceeds will meet the conditions for forgiveness of the loan, there is not a guarantee that the School will not take actions that could cause the School to be ineligible for forgiveness of the loan, in whole or in part.

Pacific Coast Academy Charter School

Notes to the Financial Statements (Continued)

Year Ended June 30, 2021

K. Short Term Loans Payable

During the 2020-21 year the School entered into agreements with Charter School Capital (CSC), whereby CSC provided discounted cash up front secured by future accounts receivables. The receivables get collected by the School following which a payment is made to CSC. The total face value and discount of receivables is shown below.

<u>Date of Agreement</u>	<u>Face Value of Receivable</u>	<u>Discount of Receivable</u>	<u>Cash Received</u>	<u>Effective Interest Rate</u>
4/5/2021	\$ 3,704,100	\$ 145,367	\$ 3,558,733	6.75%
5/14/2021	\$ 3,604,500	\$ 83,291	\$ 3,521,209	6.98%
6/30/2021	\$ 2,453,400	\$ 25,109	\$ 2,428,291	12.59%
Total	<u>\$ 9,762,000</u>	<u>\$ 253,767</u>	<u>\$ 9,508,233</u>	

The amount of the short-term loans outstanding as of June 30, 2021, is as follows:

	<u>Beginning Balance</u>	<u>New Agreements</u>	<u>Amounts Paid</u>	<u>Ending Balance</u>
2020-21 Short Term Loans	\$ 4,970,400	\$ 9,762,000	\$ 4,970,400	\$ 9,762,000

L. Employee Retirement System

Qualified employees are covered under a multiple-employer defined benefit pension plan by an agency of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS). The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

- a. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.
- b. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.
- c. If the School chooses to stop participating in some of its multi-employer plans, the School may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

Pacific Coast Academy Charter School

Notes to the Financial Statements (Continued)

Year Ended June 30, 2021

The School's participation in this plan for the fiscal year ended June 30, 2021, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the three-digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2021, 2020 and 2019 is for the plan's year-end at June 30, 2021, 2020 and 2019, respectively. The zone status is based on information that the School received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented.

Period to Period Comparability:

Pacific Coast Academy Charter School increased in CalSTRS contributions from 2019 to 2020 by 38.58% followed by a decrease in 2021 of 2.86%. The increases in CalSTRS contributions were in large due to rising contribution rates along with an increase in revenues that cause salaries to also rise, increasing contributions further. The decrease in 2021 due to a decrease in employees contributing to the plan

Pension Fund	EIN/ Pension Plan Number	Pension Protection Act Zone Status Year Ended June 30,			FIP/RP Status Pending/ Implemented
		2021	2020	2019	
CalSTRS	37010	Yellow	Yellow	Yellow	No

Pension Fund	Contributions			Number of Employees	Surcharge Imposed
	2021	2020	2019		
CalSTRS	\$ 2,537,960	\$ 2,612,653	\$ 1,885,267	231	No
Total	\$ 2,537,960	\$ 2,612,653	\$ 1,885,267	231	

CalSTRS:

The School contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level of percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

For the fiscal year ended June 30, 2021, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 16.15% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The School made contributions as noted above. For the year ended June 30, 2021, the State contributed \$1,610,077 (10.328% of certificated salaries) on behalf of the School.

Pacific Coast Academy Charter School

Notes to the Financial Statements (Continued)

Year Ended June 30, 2021

M. Leases

The School entered a lease for facility use from Rexco Magnolia on March 20, 2018. The lease runs through June 2025. The future minimum lease payments are as follows:

<u>Year Ended June 30</u>	<u>Operating Leases</u>
2022	54,336
2023	54,336
2024	54,336
2025	54,336
Total minimum lease payments	<u>\$ 217,344</u>

N. Related Party Transaction

Related parties as defined by generally accepted accounting standards include:

1. Affiliates of the entity,
2. Management and members of their immediate families, or
3. Other parties that can significantly influence management or operating policies.

Mission Vista and Cabrillo Point Academy are related parties through common executive leadership and activities. Granite Mountain and Inspire Charter School – Los Angeles are related party through past common leadership and past activities when the schools were under the former Inspire umbrella.

Mission Vista, Pacific Coast, and Cabrillo Point share permissive aggregation and a shared staff memorandum of understanding and utilize efficiency in purchasing and payroll through macro transactions that benefit all the schools and then having each individual school be responsible for their portion. This saves money through eliminating extra intermediary costs and lets the group utilize discounted bulk purchasing options.

The following represent related party accounts receivable at June 30, 2021:

<u>Affiliated Organization</u>	<u>Receivable</u>	<u>Purpose</u>	<u>Repayment Term</u>
Inspire Charter School - Los Angeles	\$ 819,871	Operating expenditures	Due within 90 days
Total	<u>\$ 819,871</u>		

The following represent related party accounts payable at June 30, 2021:

<u>Affiliated Organization</u>	<u>Payable</u>	<u>Purpose</u>	<u>Repayment Term</u>
Granite Mountain Charter School	\$ 282,960	Operating expenditures	Due within 90 days
Total	<u>\$ 282,960</u>		

Pacific Coast Academy Charter School

Notes to the Financial Statements (Continued)

Year Ended June 30, 2021

O. Upcoming Changes in Accounting Pronouncements

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective over the next few fiscal years:

Description	Date Issued	Fiscal Year Effective
FASB Accounting Standards Update 2016-02 - <i>Leases (Topic 842)</i>	Feb-16	2022-23
FASB Accounting Standards Update 2016-13 - <i>Credit Losses (Topic 326)</i>	Jun-16	2023-24
FASB Accounting Standards Update 2017-04 - <i>Intangibles, Goodwill & Other (Topic 350)</i>	Jan-17	2023-24
FASB Accounting Standards Update 2017-12 - <i>Derivatives and Hedging (Topic 815)</i>	Aug-17	2021-22
FASB Accounting Standards Update 2018-01 - <i>Leases (Topic 842)</i>	Jan-18	2022-23
FASB Accounting Standards Update 2018-10 - <i>Codification Improvements to Topic 842 Leases</i>	Jul-18	2021-22
FASB Accounting Standards Update 2018-11 - <i>Leases Targeted Improvements (Topic 842)</i>	Jul-18	2022-23
FASB Accounting Standards Update 2018-12 - <i>Financial Services Insurance (Topic 944)</i>	Aug-18	2024-25
FASB Accounting Standards Update 2018-14 - <i>Compensation, Retirement Benefits - Defined Benefit Plans (Topic 715-20)</i>	Aug-18	2022-23
FASB Accounting Standards Update 2018-15 - <i>Intangibles, Goodwill and Other, Internal Use Software (Topic 350-40)</i>	Aug-18	2021-22
FASB Accounting Standards Update 2018-16 - <i>Derivatives and Hedging (Topic 815)</i>	Oct-18	2021-22
FASB Accounting Standards Update 2018-17 - <i>Consolidation (Topic 810)</i>	Oct-18	2021-22
FASB Accounting Standards Update 2018-18 - <i>Collaborative Arrangements (Topic 808)</i>	Nov-18	2021-22
FASB Accounting Standards Update 2018-19 - <i>Codification Improvements for Credit Losses (Topic 326)</i>	Nov-18	2023-24
FASB Accounting Standards Update 2018-20 - <i>Leases (Topic 842)</i>	Dec-18	2022-23
FASB Accounting Standards Update 2019-01 - <i>Leases (Topic 842)</i>	Mar-19	2022-23
FASB Accounting Standards Update 2019-02 - <i>Entertainment Film Costs (Topic 926-20)</i>	Mar-19	2021-22
FASB Accounting Standards Update 2019-09 - <i>Financial Services, Insurance (Topic 944)</i>	Nov-19	2024-25
FASB Accounting Standards Update 2019-10 - <i>Financial Instruments, Credit Losses</i>	Nov-19	2023-24

Pacific Coast Academy Charter School

Notes to the Financial Statements (Continued)

Year Ended June 30, 2021

Description	Date Issued	Fiscal Year Effective
FASB Accounting Standards Update 2019-10 - <i>Derivatives and Hedging (Topic 815)</i>	Nov-19	2021-22
FASB Accounting Standards Update 2019-12 - <i>Income Taxes (Topic 740)</i>	Dec-19	2022-23
FASB Accounting Standards Update 2020-01 - <i>Investments (Topics 321, 323, and 815)</i>	Jan-20	2022-23
FASB Accounting Standards Update 2020-05 - <i>Revenue from Contracts with Customers (Topic 606)</i>	Jun-20	2022-23
FASB Accounting Standards Update 2020-05 - <i>Leases (Topic 842)</i>	Jun-20	2022-23
FASB Accounting Standards Update 2020-06 - <i>Debt (Topic 470-20)</i>	Aug-20	2024-25
FASB Accounting Standards Update 2020-06 - <i>Derivatives and Hedging (Topic 815-40)</i>	Aug-20	2024-25
FASB Accounting Standards Update 2020-07 - <i>Not-For-Profit Entities (Topic 958)</i>	Sep-20	2021-22
FASB Accounting Standards Update 2020-08 - <i>Codification Improvements for Receivables (Topic 310-20)</i>	Oct-20	2022-23
FASB Accounting Standards Update 2020-10 - <i>Codification Improvements</i>	Nov-20	2025-26
FASB Accounting Standards Update 2021-02 - <i>Franchisors Revenue (Topic 952-606)</i>	Jan-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Earnings Per Share (Topic 260)</i>	May-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Debt Modifications and Extinguishments (Topic 470-50)</i>	May-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Stock Compensation (Topic 718)</i>	May-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Derivatives and Hedging (Topic 815-40)</i>	May-21	2022-23
FASB Accounting Standards Update 2021-05 - <i>Leases (Topic 842)</i>	Jul-21	2022-23
FASB Accounting Standards Update 2021-07 - <i>Stock Compensation (Topic 718)</i>	Oct-21	2022-23
FASB Accounting Standards Update 2021-08 - <i>Business Combinations (Topic 805)</i>	Oct-21	2024-25
FASB Accounting Standards Update 2021-09 - <i>Leases (Topic 842)</i>	Nov-21	2022-23

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the future fiscal years are not expected to impact the financial accounting or presentation for the School.

Pacific Coast Academy Charter School

Notes to the Financial Statements (Continued)

Year Ended June 30, 2021

P. COVID-19 Impact and Considerations

In March 2020 the World Health Organization declared the outbreak of the novel coronavirus COVID-19 a global pandemic. The nature of the pandemic resulted in a mandatory school property closure affecting Pacific Coast Academy Charter School from March 16, 2020 and continuing into the Fall of the 2020-21 school year. California Governor Gavin Newsom issued a state-wide executive order mandating that schools remain closed until the county in which the school is located is off the COVID-19 watch list for fourteen consecutive days. The 2020-21 fiscal year opened in a fully distance learning model, until such time as campuses were re-opened.

In addition to school closures, new regulations and safety measures were required to be put in place by all schools in California as part of a re-opening plan. Pacific Coast Academy Charter School established and followed a re-opening plan that they believe is providing a safe environment for the students and teachers.

The federal and state government have established temporary funding to assist in the additional costs that resulted from the COVID-19 pandemic. All California school districts are eligible for these funds. Some funding provided as a result of COVID-19 is intended to be spent over multiple years. The School has taken all of the requirements of each funding source into consideration in preparation of budgets for upcoming years.

Supplementary Information

Pacific Coast Academy Charter School

LEA Organization Structure
Year Ended June 30, 2021

Pacific Coast Academy began operations in the 2016-17 school year (#1816) and was authorized by Maricopa Unified School District.

GOVERNING BOARD

Name	Office	Term and Term Expiration
Kelly Durso	President	Three Year Term Expires June 2022
Jessica Ackermann	Vice President	Two Year Term Expires June 2022
John David Luckesen	Director	Two Year Term Expires August 2022
Johnny Tran	Secretary	Two Year Term Expires August 2022
Ben Fung	Director	Two Year Term Expires June 2023

ADMINISTRATION

Krystin Demofonte
Principal

Kristin Burer
Assistant Principal

See Accompanying Notes to Supplementary Information

Pacific Coast Academy Charter School

Schedule of Instructional Time

Year Ended June 30, 2021

<u>Grade Level</u>	<u>Minimum Daily Minutes Offered</u>	<u>Instructional Days Offered Multi-Track Calendar</u>	<u>J-13A Credited Days</u>	<u>Status</u>
6th Grade	N/A	180	N/A	Complied
7th Grade	N/A	180	N/A	Complied
8th Grade	N/A	180	N/A	Complied
9th Grade	N/A	180	N/A	Complied
10th Grade	N/A	180	N/A	Complied
11th Grade	N/A	180	N/A	Complied
12th Grade	N/A	180	N/A	Complied

See Accompanying Notes to Supplementary Information

Pacific Coast Academy Charter School

Schedule of Financial Trends & Analysis

Year Ended June 30, 2021

	Budget 2022	2021	2020	2019
Revenues	\$ 49,352,921	\$ 44,078,486	\$ 40,509,206	\$ 32,855,753
Expenses	48,643,821	43,415,295	37,611,618	31,908,960
Change in Net Assets	709,100	663,191	2,897,588	946,793
Ending Net Assets	\$ 5,253,932	\$ 4,544,832	\$ 3,881,641	\$ 984,053
Unrestricted Net Assets	\$ 5,253,932	\$ 4,544,832	\$ 3,881,641	\$ 984,053
Unrestricted net assets as a percentage of total expenses	10.80%	10.47%	10.32%	3.08%
Total Long Term Debt	\$ -	\$ -	\$ -	\$ -
ADA at P2	4,606	N/A	4,075	3,399

The School's ending net assets has increased by \$3,560,779 (362%) over the past two fiscal years. The significant increase is in large due to additional funding received as a result of the COVID-19 pandemic. Restricted ending net assets include multi-year grants that will be expended over the next two to three years.

As a result of the COVID-19 pandemic there was no attendance reporting for the 2020-21 fiscal year. Each LEA was funded based on the 2019-20 average daily attendance (ADA) reported.

The 2021-22 budget is presented for purposes of analysis only and has not been audited. Net assets are projected to increase by \$709,100 and ADA is projected to be 4,606 for the 2021-22 fiscal year.

See Accompanying Notes to Supplementary Information

Pacific Coast Academy Charter School

Reconciliation of Unaudited Actual Financial Report to Audited Financial Statements Year Ended June 30, 2021

June 30, 2020 annual financial alternative form net assets:	\$ 5,839,915
Adjustments and reclassifications:	
Understatement of accounts payable	7,843,429
Understatement of accounts payable	(9,810,800)
Overstatement of unearned revenue	3,766,013
Understatement of notes payable	<u>(3,093,725)</u>
Total adjustments and reclassifications	<u>(1,295,083)</u>
June 30, 2020 audited financial statements net assets:	<u><u>\$ 4,544,832</u></u>

See Accompanying Notes to Supplementary Information

Pacific Coast Academy Charter School

Notes to Supplementary Information

Year Ended June 30, 2021

A. Purpose of Schedules

LEA Organization Structure

This schedule provides information about the School's charter number, district of authorization, members of the governing board, and members of administration.

Schedule of Instructional Time

This schedule provides information regarding compliance with Education Code §47612.

Compliance with Education Code §47612 includes the following:

- 1) Charter schools may operate up to 5 tracks for attendance reporting.
- 2) Each track must be operated for a minimum of 175 days.
- 3) Each track must offer the required number of instructional minutes specified in Education Code §47612.5.
- 4) No track shall have less than 55% of its school days before April 15 each school year.

Compliance with Education Code §47612.5 involves offering a minimum number of annual instructional minutes as defined by grade level. Under Senate Bill 98 and Senate Bill 820, for the 2020-21 fiscal year, there is no minimum annual or minimum daily instructional minutes requirement for non-classroom based charter schools in existence during the 2019-20 fiscal year.

An LEA that closed due to a qualifying emergency in the 2020-21 fiscal year may submit a Form J-13A to avoid a penalty for not meeting the annual instructional day requirements. The School did not have an emergency closure and as such there are no credited days to account for on the Schedule of Instructional Time.

Schedule of Financial Trends & Analysis

This schedule displays summarized information from the current year and two previous years, along with budget information for the upcoming year. The information from this schedule is used to evaluate whether there are any financial indicators the School will not be able to continue operations in the next fiscal year. Based upon the information presented, the School appears to have sufficient reserves to continue operations for the 2021-22 fiscal year.

Reconciliation of Unaudited Actual Financial Report to Audited Financial Statements

This schedule provides information necessary to reconcile between the audited financial statements and the financial data submitted to the sponsoring school district via the unaudited actual financial report.

Pacific Coast Academy Charter School

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2021

Federal Grantor/Pass Through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Subrecipient Expenditures	Federal Expenditures
SPECIAL EDUCATION (IDEA) CLUSTER:				
U.S. Department of Education				
Passed through California Department of Education				
IDEA Basic Local Assistance	84.027	13379	\$ -	\$ 526,139
Total Special Education (IDEA) Cluster			-	526,139
OTHER PROGRAMS				
U.S. Department of Education				
Passed through State Department of Education				
Title I	84.010	14329	-	448,196
Total passed through State Department of Education			-	448,196
Total U.S. Department of Education			-	974,335
US DEPARTMENT OF TREASURY				
Passed through State Department of Education				
Coronavirus Relief Fund - Learning Loss Mitigation	21.019	25516	-	258,013
Total passed through State Department of Education			-	258,013
Total U.S. Department of Treasury			-	258,013
TOTAL EXPENDITURES OF FEDERAL AWARDS			\$ -	\$ 1,232,348

Pacific Coast Academy Charter School

Notes to the Schedule of Expenditures of Federal Awards Year Ended June 30, 2021

Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the School and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with requirements of 2 CFR §200.502 *Basis for Determining Federal Awards Expended* and 2CFR §200.510(b) *Schedule of Expenditures of Federal Awards*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the combined financial statements.

Summary of Significant Accounting Policies

The expenditures reported on the schedule are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule, if any, represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Indirect Cost Rate

The School did not charge indirect costs to federal programs.

Other Independent Auditor's Reports



Brian K. Hadley, CPA
 Aubrey W. Mann, CPA
 Kevin A. Sproul, CPA

Independent Auditor's Report on Internal Control Over Financial Reporting and on
 Compliance and Other Matters Based on an Audit of Financial statements
 Performed in Accordance with *Government Auditing Standards*

To the Board of Directors
 Pacific Coast Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Pacific Coast Academy Charter School (the School), as of and for the year ended June 30, 2021, and the related Notes to the Financial Statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated January 31, 2022.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

El Cajon, California
January 31, 2022



Brian K. Hadley, CPA
Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance

To the Board of Education
Pacific Coast Academy Charter School

Report on Compliance for Each Major Federal Program

We have audited Pacific Coast Academy Charter School's (the School) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2021. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

El Cajon, California
January 6, 2022



Brian K. Hadley, CPA
Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report on State Compliance

To the Board of Directors
Pacific Coast Academy Charter School

Report on State Compliance

We have audited the Pacific Coast Academy Charter School's (the School) compliance with the types of compliance requirements described in the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810, that could have a direct and material effect on each of the School's state programs identified below for the fiscal year ended June 30, 2021.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance*, prescribed in Title 5, *California Code of Regulations*, Section 19810. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the comptroller General of the United States; and the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below. An audit includes examining, on a test basis, evidence about each school's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the School's compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with state laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
Local Education Agencies Other Than Charter Schools	
A. Attendance.....	N/A
B. Teacher Certification and Misassignments.....	N/A
C. Kindergarten Continuance.....	N/A
F. Instructional Time.....	N/A
G. Instructional Materials.....	N/A
H. Ratio of Administrative Employees to Teachers.....	N/A
I. Classroom Teacher Salaries.....	N/A
J. Early Retirement Incentive.....	N/A
K. Gann Limit Calculation.....	N/A
L. School Accountability Report Card.....	N/A
O. K-3 Grade Span Adjustment.....	N/A
Q. Apprenticeship: Related and Supplemental Instruction.....	N/A
R. Comprehensive School Safety Plan.....	N/A
S. District of Choice.....	N/A
School Districts, County Offices of Education, and Charter Schools	
T. California Clean Energy Jobs Act.....	N/A
V. Proper Expenditure of Education Protection Account Funds.....	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts.....	Yes
Charter Schools	
AA. Attendance.....	Yes
BB. Mode of Instruction.....	N/A
CC. Nonclassroom Based Instruction/Independent Study.....	Yes
DD. Determination of Funding for Nonclassroom Based Instruction.....	Yes
FF. Charter School Facility Grant Program.....	N/A

The term N/A is used above to mean either the School did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

Opinion on State Compliance

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2021.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing. This report is an integral part of an audit performed in accordance with *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810. Accordingly, this report is not suitable for any other purpose.

El Cajon, California
January 31, 2022

Auditor's Results, Findings & Recommendations

Pacific Coast Academy Charter School

Schedule of Auditor's Results

Year Ended June 30, 2021

FINANCIAL STATEMENTS

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

One or more material weakness(es) identified? Yes X No

One or more significant deficiencies identified that are not considered material weakness(es)? Yes X No

Noncompliance material to financial statements noted? Yes X No

FEDERAL AWARDS

Internal control over major programs:

One or more material weakness(es) identified? Yes X No

One or more significant deficiencies identified that are not considered material weakness(es)? Yes X No

Type of auditor's report issued on compliance for major programs: Unmodified

Compliance supplement utilized for single audit July 2021 with
December 2021 Addendum

Any audit findings disclosed that are required to be reported in accordance with 2 CFR §200.516? Yes X No

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.027	IDEA Basic Local Assistance

Dollar threshold used to distinguish between Type A and Type B programs \$750,000

Auditee qualified as low-risk auditee? Yes X No

STATE AWARDS

Any audit findings disclosed that are required to be reported in accordance with *2019-20 Guide for Annual Audits of California K-12 Local Education Agencies*? Yes X No

Type of auditor's report issued on compliance for state programs: Unmodified

Pacific Coast Academy Charter School

Schedule of Findings and Questioned Costs

Year Ended June 30, 2021

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, or the *2020-21 Guide for Annual Audits of California K-12 Local Education Agencies and State Compliance Reporting* (the Audit Guide). Finding codes as identified in the Audit Guide are as follows:

Five Digit Code	AB 3627 Finding Type
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

A. Financial Statement Findings

None

B. Federal Award Findings

None

C. State Award Findings

None

PACIFIC COAST ACADEMY CHARTER SCHOOL

Schedule of Prior Year Audit Findings

Year Ended June 30, 2021

<u>Finding/Recommendation</u>	<u>Status</u>	<u>Explanation if Not Implemented</u>
There were no findings in the prior year audit.	N/A	N/A

Cover Sheet

2022-23 School Calendars

Section:	III. Other Business
Item:	D. 2022-23 School Calendars
Purpose:	Vote
Submitted by:	
Related Material:	PCA SY 2022-2023 ALL Calendars.pdf

2022-2023 School Calendar



August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Year Dates	
Aug 15	First Day of School
Jan 6	Last Day of 1st Semester
Jan 9	First Day of 2nd Semester
May 31	Last Day of School
School Calendar: 08/15-05/31	

Instructional Days	
85 Days	Semester 1
90 Days	Semester 2
175 Days	Total Instructional Days

Holidays	
Sep 5	Labor Day
Nov 11	Veterans Day
Nov 21 - 28	Thanksgiving Break
Dec 19 - Jan 2	Winter Break
Jan 16	Martin Luther King Day
Feb 17-23	School Recess
Feb 20	Washington/President's Day
Feb 24	Lincoln's Birthday
Apr 10 - 14	Spring Break
May 29	Memorial Day

Learning Periods	
LP 1	08/15/2022-09/12/2022 (20)
LP 2	09/13/2022-10/13/2022 (23)
LP 3	10/17/2022-11/10/2022 (19)
LP 4	11/14/2022-01/06/2023 (23)
LP 5	01/09/2023-02/10/2023 (24)
LP 6	02/13/2023-03/17/2023 (19)
LP 7	03/20/2023-04/28/2023 (25)
LP 8	05/01/2023-05/31/2023 (22)

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

School Accountability	
Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples

	School Closed
	Teacher In-service
	LP Start Dates
	First & Last Day of School/Semester

Assessment Windows	
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2022-2023 Admin Calendar



July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

School Accountability

Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples

School Year Dates

Aug 3	Teachers Return to Work
Aug 15	School Begins
Jan 6	Last Day of 1st Semester
Jan 9	First Day of 2nd Semester
May 31	Last Day of School
School Calendar: 08/15-05/31	

AD, Director, HSSC Work Days

18 Days	July
210 Days	Aug - Jun
228 Days	Total Admin Work Days

Instructional Days

85 Days	Semester 1
90 Days	Semester 2
175 Days	Total Instructional Days

Holidays

July 4 - 6	Independence Break
Sep 5	Labor Day
Nov 11	Veterans Day
Nov 21 - 28	Thanksgiving Break
Dec 19 - Jan 2	Winter Break
Jan 16	Martin Luther King Day
Feb 17 - 23	School Recess
Feb 20	Washington/President's Day
Feb 24	Lincoln's Birthday
Apr 10 - 14	Spring Break
May 29	Memorial Day

Learning Periods

LP 1	08/15/2022-09/12/2022 (20)
LP 2	09/13/2022-10/13/2022 (23)
LP 3	10/17/2022-11/10/2022 (19)
LP 4	11/14/2022-01/06/2023 (23)
LP 5	01/09/2023-02/10/2023 (24)
LP 6	02/13/2023-03/17/2023 (19)
LP 7	03/20/2023-04/28/2023 (25)
LP 8	05/01/2023-05/31/2023 (22)

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Assessment Windows

Feb-Mar	PFT Testing
Mar-May	CAASPP Testing



School Closed



First & Last Day of School

2022-2023 RC Calendar



July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

School Year Dates	
Aug 3	Teachers Return to Work
Aug 15	School Begins
Jan 6	Last Day of 1st Semester
Jan 9	First Day of 2nd Semester
May 31	Last Day of School
School Calendar: 08/15-05/31	

RC Work Days	
5 Days	Jul 18 - Jul 26 (floating)
201 Days	Jul 27 - Jun 15
206 Days	Total Work Days

Instructional Days	
85 Days	Semester 1
90 Days	Semester 2
175 Days	Total Instructional Days

Holidays	
Sep 5	Labor Day
Nov 11	Veterans Day
Nov 21 - 28	Thanksgiving Break
Dec 19 - Jan 2	Winter Break
Jan 16	Martin Luther King Day
Feb 17 - 23	School Recess
Feb 20	Washington/President's Day
Feb 24	Lincoln's Birthday
Apr 10 - 14	Spring Break
May 29	Memorial Day

Learning Periods	
LP 1	08/15/2022-09/12/2022 (20)
LP 2	09/13/2022-10/13/2022 (23)
LP 3	10/17/2022-11/10/2022 (19)
LP 4	11/14/2022-01/06/2023 (23)
LP 5	01/09/2023-02/10/2023 (24)
LP 6	02/13/2023-03/17/2023 (19)
LP 7	03/20/2023-04/28/2023 (25)
LP 8	05/01/2023-05/31/2023 (22)

School Accountability	
Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples

	School Closed
	Options for Floating Days
	LP Start Dates
	First & Last Day of School/Semester

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Assessment Windows	
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2022-2023 Certificated Support & Program Specialist Calendar



July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

School Year Dates

Aug 3	Teachers Return to Work
Aug 15	School Begins
Jan 6	Last Day of 1st Semester
Jan 9	First Day of 2nd Semester
May 31	Last Day of School
School Calendar: 08/15-05/31	

Staff Work Days

201 Days	Jul 25 - Jun 12
201 Days	Total Work Days

Instructional Days

85 Days	Semester 1
90 Days	Semester 2
175 Days	Total Instructional Days

Holidays

Sep 5	Labor Day
Nov 11	Veterans Day
Nov 21 - 28	Thanksgiving Break
Dec 19 - Jan 2	Winter Break
Jan 16	Martin Luther King Day
Feb 17 - 23	School Recess
Feb 20	Washington/President's Day
Feb 24	Lincoln's Birthday
Apr 10 - 14	Spring Break
May 29	Memorial Day

Learning Periods

LP 1	08/15/2022-09/12/2022 (20)
LP 2	09/13/2022-10/13/2022 (23)
LP 3	10/17/2022-11/10/2022 (19)
LP 4	11/14/2022-01/06/2023 (23)
LP 5	01/09/2023-02/10/2023 (24)
LP 6	02/13/2023-03/17/2023 (19)
LP 7	03/20/2023-04/28/2023 (25)
LP 8	05/01/2023-05/31/2023 (22)

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

School Accountability

Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples



School Closed



LP Start Dates



First & Last Day of School/Semester

Assessment Windows

Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2022-2023 Classified 228 Calendar



July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

School Accountability

Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples

School Year Dates

Aug 3	Teachers Return to Work
Aug 15	School Begins
Jan 6	Last Day of 1st Semester
Jan 9	First Day of 2nd Semester
May 31	Last Day of School
School Calendar: 08/15-05/31	

Staff Work Days

18 Days	July
210 Days	Aug - Jun
228 Days	Total Admin Work Days

Instructional Days


85 Days	Semester 1
90 Days	Semester 2
175 Days	Total Instructional Days

Holidays

July 4 - 6	Independence Break
Sep 5	Labor Day
Nov 11	Veterans Day
Nov 21 - 28	Thanksgiving Break
Dec 19 - Jan 2	Winter Break
Jan 16	Martin Luther King Day
Feb 17 - 23	School Recess
Feb 20	Washington/President's Day
Feb 24	Lincoln's Birthday
Apr 10 - 14	Spring Break
May 29	Memorial Day

Learning Periods

LP 1	08/15/2022-09/12/2022 (20)
LP 2	09/13/2022-10/13/2022 (23)
LP 3	10/17/2022-11/10/2022 (19)
LP 4	11/14/2022-01/06/2023 (23)
LP 5	01/09/2023-02/10/2023 (24)
LP 6	02/13/2023-03/17/2023 (19)
LP 7	03/20/2023-04/28/2023 (25)
LP 8	05/01/2023-05/31/2023 (22)

 School Closed

 First & Last Day of School

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Assessment Windows

Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2022-2023 Counselor Calendar



July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

School Year Dates	
Aug 3	Teachers Return to Work
Aug 15	School Begins
Jan 6	Last Day of 1st Semester
Jan 9	First Day of 2nd Semester
May 31	Last Day of School
School Calendar: 08/15-05/31	

Counselor Work Days	
2 Days	July (floating Jul 18 - Jul 29)
194 Days	Aug 3 - Jun 14
196 Days	Total Work Days

Instructional Days	
85 Days	Semester 1
90 Days	Semester 2
175 Days	Total Instructional Days

Holidays	
Sep 5	Labor Day
Nov 11	Veterans Day
Nov 21 - 28	Thanksgiving Break
Dec 19 - Jan 2	Winter Break
Jan 16	Martin Luther King Day
Feb 17 - 23	School Recess
Feb 20	Washington/President's Day
Feb 24	Lincoln's Birthday
Apr 10 - 14	Spring Break
May 29	Memorial Day

Learning Periods	
LP 1	08/15/2022-09/12/2022 (20)
LP 2	09/13/2022-10/13/2022 (23)
LP 3	10/17/2022-11/10/2022 (19)
LP 4	11/14/2022-01/06/2023 (23)
LP 5	01/09/2023-02/10/2023 (24)
LP 6	02/13/2023-03/17/2023 (19)
LP 7	03/20/2023-04/28/2023 (25)
LP 8	05/01/2023-05/31/2023 (22)

School Accountability	
Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples

	School Closed
	Options for Floating Days
	LP Start Dates
	First & Last Day of School/Semester

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Assessment Windows	
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2022-2023 HQT Calendar



July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

School Year Dates

Aug 3	Teachers Return to Work
Aug 15	School Begins
Jan 6	Last Day of 1st Semester
Jan 9	First Day of 2nd Semester
May 31	Last Day of School
School Calendar: 08/15-05/31	

Teacher Work Days

191 Days	Aug 3 - Jun 14
191 Days	Total Teacher Work Days

Instructional Days

85 Days	Semester 1
90 Days	Semester 2
175 Days	Total Instructional Days

Holidays

Sep 5	Labor Day
Nov 11	Veterans Day
Nov 21 - 28	Thanksgiving Break
Dec 19 - Jan 2	Winter Break
Jan 16	Martin Luther King Day
Feb 17 - 23	School Recess
Feb 20	Washington/President's Day
Feb 24	Lincoln's Birthday
Apr 10 - 14	Spring Break
May 29	Memorial Day

Learning Periods

LP 1	08/15/2022-09/12/2022 (20)
LP 2	09/13/2022-10/13/2022 (23)
LP 3	10/17/2022-11/10/2022 (19)
LP 4	11/14/2022-01/06/2023 (23)
LP 5	01/09/2023-02/10/2023 (24)
LP 6	02/13/2023-03/17/2023 (19)
LP 7	03/20/2023-04/28/2023 (25)
LP 8	05/01/2023-05/31/2023 (22)

January 2023						
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School Accountability

Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples



School Closed



LP Start Dates



First & Last Day of School/Semester

Assessment Windows

Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2022-2023 HST PT/FT/HS Calendar



July 2022						
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School Year Dates

Aug 3	Teachers Return to Work
Aug 15	School Begins
Jan 6	Last Day of 1st Semester
Jan 9	First Day of 2nd Semester
May 31	Last Day of School
School Calendar: 08/15-05/31	

Teacher Work Days

5 Days	July (floating Jul 18 - Jul 29)
191 Days	Aug 3 - Jun 9
196 Days	Total Teacher Work Days

Instructional Days

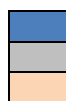
85 Days	Semester 1
90 Days	Semester 2
175 Days	Total Instructional Days

Holidays

Sep 5	Labor Day
Nov 11	Veterans Day
Nov 21 - 28	Thanksgiving Break
Dec 19 - Jan 2	Winter Break
Jan 16	Martin Luther King Day
Feb 17 - 23	School Recess
Feb 20	Washington/President's Day
Feb 24	Lincoln's Birthday
Apr 10 - 14	Spring Break
May 29	Memorial Day

Learning Periods

LP 1	08/15/2022-09/12/2022 (20)
LP 2	09/13/2022-10/13/2022 (23)
LP 3	10/17/2022-11/10/2022 (19)
LP 4	11/14/2022-01/06/2023 (23)
LP 5	01/09/2023-02/10/2023 (24)
LP 6	02/13/2023-03/17/2023 (19)
LP 7	03/20/2023-04/28/2023 (25)
LP 8	05/01/2023-05/31/2023 (22)



School Closed

Options for Floating Days

LP Start Dates



First & Last Day of School/Semester

January 2023						
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Assessment Windows

Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2022-2023 Student Support, Program Specialist & Classified 191 Calendar



July 2022						
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Aug 15	School Begins
Jan 6	Last Day of 1st Semester
Jan 9	First Day of 2nd Semester
May 31	Last Day of School
School Calendar: 08/15-05/31	

Staff Work Days	
191 Days	Aug 1 - Jun 5
191 Days	Total Work Days
Instructional Days	
85 Days	Semester 1
90 Days	Semester 2
175 Days	Total Instructional Days

Holidays	
Sep 5	Labor Day
Nov 11	Veterans Day
Nov 21 - 28	Thanksgiving Break
Dec 19 - Jan 2	Winter Break
Jan 16	Martin Luther King Day
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School Accountability	
Every LP	Attendance Logs
Every LP	Student Conference
Every LP	AWRs
Every LP	Collect & upload work samples

	School Closed
	LP Start Dates
	First & Last Day of School/Semester

Assessment Windows	
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

Cover Sheet

Resolution for Administrative Credential

Section: III. Other Business
Item: E. Resolution for Administrative Credential
Purpose: Vote
Submitted by:
Related Material:

Resolution for Preliminary Administrative Services Credential Program.docx
Preliminary Administrative Services Credential Program_Resolution_Exhibit A.docx

BACKGROUND:


The resolution was created by Jennifer McQuarrie in order to approve the purchase and payments of classes, books and supplies, and credentials and assessments associated with the continuing education of the Executive Director.

Preliminary Administrative Services Credential Program through San Diego County Office of Ed

Cost is \$8,300, plus a one-time, \$100 technology and materials fee

CPACE - Performance Exam - \$358 each time

Book List:

Book Title	Author(s)	Course Number	ISBN
Leading for Instructional Improvement	Stephen Fink/Anneke Markholt	ASC 601 / ASC 605	ISBN-13: 978-0470542750
Culturally Responsive Teaching and the Brain	Zaretta L. Hammond	ASC 602	ISBN-13: 978-1483308012 audible 
Becoming a School Principal	Sarah E. Fiarman	ASC 602 / ASC 605	ISBN-13: 978-1612508467
Equity Partnerships	Randall B. Lindsey, Angela Louque, Reyes L. Quezada, Cynthia L. Jew	ASC 603	ISBN-13: 978-1544324159
Leading for Professional Learning	Joanna Michelson, Stephen Fink, Anneke Markholt	ASC 604	ISBN-13: 978-1119440444
Transforming School Culture	Anthony Muhammad	ASC 604	ISBN-13: 978-0335244041
Intentional Interruptions	Steven Katz, Lisa Ain Dack	ASC 605 / ASC 607	ISBN-13: 978-1412998796
A Principal's Guide to Special Education (3rd Edition)	David Bateman	ASC 606	ISBN-13: 978-0865864795
The Principal's Quick-Reference: Guide to School Law	Dennis R Dunklee, Robert J. Shoop	ASC 606	ISBN-13: 978-1483333335



Pacific Coast Academy

13915 Danielson St. #200, Poway, CA 92064
Ph (619) 404-3190

Resolution of Pacific Coast Academy Board of Directors 2022-04

Resolution for Preliminary Administrative Services Credential Program

WHEREAS, the governing board of Pacific Coast Academy understands that employees are the school's most valuable assets and understands that employer payment of tuition and educational expense reimbursement programs reduce employee turnover;

WHEREAS, the governing board of Pacific Coast Academy has determined that it is in the best interests of Pacific Coast Academy for the Executive Director to earn a Preliminary Administrative Services Credential to be reimbursed or paid for by the Pacific Coast Academy;

WHEREAS, the Executive Director, intends to enroll in the Preliminary Administrative Services Credential Program through the San Diego County Office of Education, and said related costs are \$8,300.00 in tuition, plus a one-time \$100 technology and materials fee, in addition to costs associated with the required book list.

NOW, THEREFORE, BE IT RESOLVED THAT:

The governing board of Pacific Coast Academy hereby agrees to directly pay for, or reimburse the Executive Director, for tuition, fees and books incurred in connection with her enrollment in the Preliminary Administrative Services Credential through the San Diego County Office of Education. Said expenses may be paid directly to the San Diego County Office of Education or may be paid to the Executive Director after presentment of documentation demonstrating out of pocket expenses. The Board hereby authorizes the expenditure for tuition in the amount of \$8,300.00, plus a one-time \$100 technology and materials fees. Additional expenses are authorized for purchasing the books required for the program, as reflected on Exhibit A. Other expenses incurred may be authorized by further resolution of the board of directors.

SECRETARY'S CERTIFICATE

I, _____, Secretary of the Board of Directors of Pacific Coast Academy a California nonprofit public benefit corporation, County of _____, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Pacific Coast Academy which was duly and regularly held on _____ (date), at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

Secretary of the Board of Directors of

Pacific Coast Academy

Cover Sheet

Resolution to end Support and Evaluation Committee (CSEC)

Section: III. Other Business
Item: F. Resolution to end Support and Evaluation Committee
(CSEC)
Purpose: Vote
Submitted by:
Related Material:
Resolution for Ending CEO Support and Evaluation Committee.docx

BACKGROUND:

The CSEC committee will end and the evaluation lead selected by the board will meet with the Executive Director.



Pacific Coast Academy
13915 Danielson St. #200, Poway, CA 92064
Ph (619) 404-3190

Resolution of Pacific Coast Academy Board of Directors

2022-03

Resolution for Ending CEO Support and Evaluation Committee

WHEREAS, the governing board of Pacific Coast Academy had created the CEO Support and Evaluation Committee (CSEC);

WHEREAS, the governing board has determined that it desires to disband the CSEC;

NOW, THEREFORE, BE IT RESOLVED THAT:

The governing board of Pacific Coast Academy hereby disbands the CEO Support and Evaluation Committee (CSEC) effective immediately.

SECRETARY'S CERTIFICATE

I, _____, Secretary of the Board of Directors of Pacific Coast Academy a California nonprofit public benefit corporation, County of _____, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Pacific Coast Academy which was duly and regularly held on _____ (date), at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

Secretary of the Board of Directors of

Pacific Coast Academy

Cover Sheet

Approve Minutes:12-09-21 Special Board Meeting

Section:	IV. Consent Agenda
Item:	A. Approve Minutes:12-09-21 Special Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on December 9, 2021



Pacific Coast Academy

Minutes

Special Board Meeting

Date and Time

Thursday December 9, 2021 at 4:45 PM

Meeting via Teleconference

Zoom Link

<https://us06web.zoom.us/j/84374850619>

Meeting ID:

843 7485 0619

Join by Phone

(669) 900-6833

Directors Present

Benjamin Fung (remote), JD Luckesen (remote), Jessica Ackermann (remote), Johnny Tran (remote)

Directors Absent

Kelly Durso

Guests Present

Jennifer Faber (remote), Krystin Demofonte (remote)

I. Opening Items

A. Call the Meeting to Order

Jessica Ackermann called a meeting of the board of directors of Pacific Coast Academy to order on Thursday Dec 9, 2021 at 4:47 PM.

B.

Roll Call of Board Members

C. Approval of Agenda

Johnny Tran made a motion to approve the agenda.
JD Luckesen seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Public Comments

There were no public comments

E. Resolution for Continuing School Board Authority to Hold Virtual Meetings Pursuant to AB 361

Johnny Tran made a motion to approve Resolution for Continuing School Board Authority to Hold Virtual Meetings Pursuant to AB 361.
JD Luckesen seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. Board Committee for Continuing School Board Authority to Hold Virtual Meetings Pursuant to AB 361

The board discussed and agreed to continue to meet virtually and include the resolution at the beginning of each meeting to evaluate and discuss.

G. Public Hearing on the 2021-22 Educator Effectiveness Grant Plan

The public hearing was opened at 5:00pm
Rupi shared the total amount of funds received by the LEA to be \$644,100.00 and shared the various ways the funding will be used/distributed.
State has outlined the 8 categories that must be covered within the budget such as instruction in literacy, strategies for accelerating learning,

This does need to be implemented for another 1.5 years. We will continue to bring to the board to review, discuss and modify.

Public hearing was closed at 5:05pm

II. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:06 PM.

Respectfully Submitted,
Jessica Ackermann

Prepared By:
Jennifer Faber

Noted By:

Board Secretary

Public comment rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate with the administrative team your desire to address the board or simply communicate orally your desire to address the board when the board asks for public comments. Speakers may be called in the order that requests are received. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. If a member of the public utilizes a translator to address the board, those individuals are allotted 4 minutes each. If the board utilizes simultaneous translation equipment in a manner that allows the board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: Pacific Coast Academy Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Pacific Coast Academy Office at [\(619\) 749-1928](tel:6197491928) at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Cover Sheet

Approve Minutes:12-09-21 Regular Board Meeting

Section: IV. Consent Agenda
Item: B. Approve Minutes:12-09-21 Regular Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Scheduled Board Meeting on December 9, 2021



Pacific Coast Academy

Minutes

Regular Scheduled Board Meeting

Date and Time

Thursday December 9, 2021 at 5:00 PM

Location

13915 Danielson St. #200, Poway, CA 92064

Meeting via Teleconference

Zoom Link

<https://us06web.zoom.us/j/84374850619>

Meeting ID:

843 7485 0619

Join by Phone

(669) 900-6833

Directors Present

Benjamin Fung (remote), JD Luckesen (remote), Jessica Ackermann (remote), Johnny Tran (remote)

Directors Absent

Kelly Durso

Guests Present

Jennifer Faber (remote), Krystin Demofonte (remote)

I. Opening Items

A. Call the Meeting to Order

Jessica Ackermann called a meeting of the board of directors of Pacific Coast Academy to order on Thursday Dec 9, 2021 at 5:07 PM.

B. Roll Call of Board Members

C. Approval of Agenda

Johnny Tran made a motion to approve the agenda.
JD Luckesen seconded the motion.
Agenda Section I, Item E is being removed from the agenda as updates will be covered during another agenda item.
The board **VOTED** unanimously to approve the motion.

D. Public Comments

There was no public comments

E. Executive Director's Report

This item was removed from the agenda

II. Academic Achievement

A. Educator Effectiveness Grant Plan

JD Luckesen made a motion to approve Educator Effectiveness Grant Plan.
Benjamin Fung seconded the motion.
The board approved the Educator Effectiveness Grant Plan that was discussed during the special meeting.

The board **VOTED** unanimously to approve the motion.

III. Finance

A. American Rescue Plan Act of 2021-Homeless Children and Youth Assurances

Johnny Tran made a motion to approve the American Rescue Plan Act of 2021-Homeless Children and Youth Assurances.
JD Luckesen seconded the motion.
The board voted to accept the funds and agreed to follow the guidelines outlined.
The board **VOTED** unanimously to approve the motion.

B. 2021-2022 1st Interim Report

JD Luckesen made a motion to 2021-2022 1st Interim Report.
Johnny Tran seconded the motion.
Total projected revenue increased by 760K greatly due to Title I funds.
Another was special education per pupil funding
Projected surplus for remainder of year is just short of 1 million
Estimated enrollment remains the same
Healthy cash balance and surplus

Enrollment projections remain at 4,5000

The board **VOTED** unanimously to approve the motion.

C.

October 2021 Financial Reports

Benjamin Fung made a motion to approve the October 2021 Financial Reports.

Johnny Tran seconded the motion.

The board **VOTED** unanimously to approve the motion.

IV. Other Business

A. Executive Director Formal Check-in

The Executive Director shared

Goal #1: Goal met by attending the CDSC conference December 6-7, 2021

Goal #2: Goal met by sending parent survey to families and analyzed survey data

Goal #3: Goal met by sending parent survey regarding curriculum data and

analyzing survey data and comparing with other assessment data

Goal #4: Goal met by establishing a Governance Plan and continuing to evaluate as moving forward in the year

Goal #5: Board Policies: always reviewing, revising and updating

The Executive Director shared Staff Survey Data results.

B. Casbo Annual Conference Cost

Johnny Tran made a motion to approve Casbo Annual Conference Costs according to the Expense Reimbursement Policy.

JD Luckesen seconded the motion.

One of the goals of the Executive Director is to participate in professional development and conferences. The executive director is requesting approval for the funding of the approximated cost of the CASBO conference for herself and the Deputy Executive Director.

Motion to approve the conference budget according to the Expense Reimbursement Policy.

The board **VOTED** unanimously to approve the motion.

C. Resolution of the Governing Board of Pacific Coast Academy Regarding Board Approval for Interfund Transfers or Loans

Benjamin Fung made a motion to approve Resolution of the Governing Board of Pacific Coast Academy Regarding Board Approval for Interfund Transfers or Loans.

JD Luckesen seconded the motion.

The board **VOTED** unanimously to approve the motion.

V. Consent Agenda

A. Approve Minutes

Motion to approve the minutes from Regular Scheduled Board Meeting on 10-21-21.

The board **VOTED** unanimously to approve the motion.

B. Title IX Policy

C.

Harassment, Discrimination, Intimidation and Bullying Prevention Policy

D. 2021-2022 Compensation Policy

E. Employee Handbook

F. Approve Consent Agenda

JD Luckesen made a motion to approve consent agenda.

Johnny Tran seconded the motion.

The board **VOTED** unanimously to approve the motion.

VI. Closed Session

A. Employee Performance Evaluation: Executive Director § 54956.9

The board motioned to move into closed session at 5:55pm

The board returned from closed session at 7:00pm.

No decisions were made in closed session.

VII. Closing Items

A. Announcement of Next Scheduled Meeting January 27 at 5:00pm

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:01 PM.

Respectfully Submitted,
Jessica Ackermann

Prepared By:
Jennifer Faber

Noted By:

Board Secretary

Public comment rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate with the administrative team your desire to address the board or simply communicate orally your desire to address the board when the board asks for public comments. Speakers may be called in the order that requests are received. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. If a member of the public utilizes a translator to address the board, those individuals are allotted 4 minutes each. If the board utilizes simultaneous translation equipment in a manner that allows the board to

hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: Pacific Coast Academy Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Pacific Coast Academy Office at [\(619\) 749-1928](tel:6197491928) at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Cover Sheet

December financials including December and November Check Registers

Section:	IV. Consent Agenda
Item:	C. December financials including December and November
Check Registers	
Purpose:	
Submitted by:	
Related Material:	21.12-PCA - Financial Board Presentation.pdf



Pacific Coast Academy

Monthly Financial Presentation – December 2021

Highlights

Highlights

- Revenue projection increased \$2.4M from prior month
- Expenses remain relatively flat from prior month (decreased \$50K)
- Projected surplus at \$3.4M
- No outstanding factoring
- Estimated enrollment at 12/31 was 4,460, ADA projection assumes flat enrollment

Compliance and Reporting

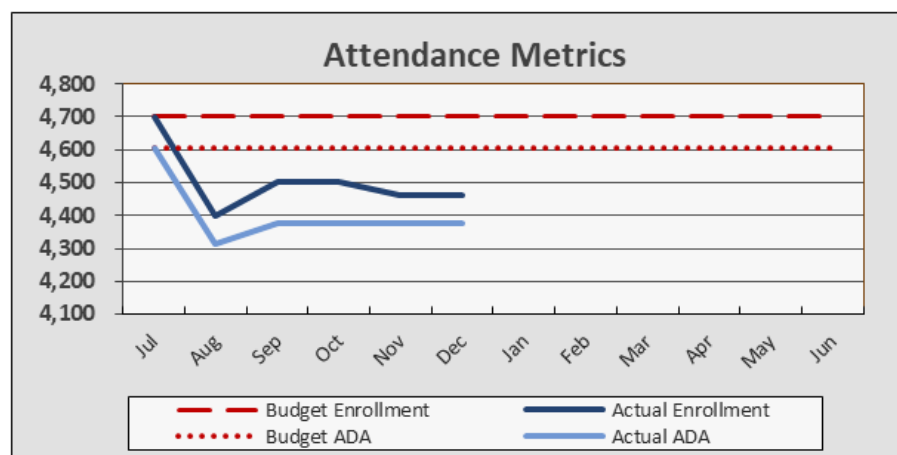
- Both 40/80 and 25:1 PTR are within compliance

Cert.	Instr.
48.9%	80.4%
4,548,049	192,324

Pupil:Teacher Ratio
21.15 :1

Attendance

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Enrollment	4503	4500	4700
ADA	4405	4378	4606
Attendance Rate	97.8%	98.0%	98.0%
Unduplicated %	39.4%	39.4%	39.9%
Revenue per ADA		\$11,720	\$10,715
Expenses per ADA		\$10,943	\$10,561



- Enrollment at 12/31 = 4,460
- P1 ADA = 4378.15

Revenue

- Revenue projections increase from prior month due to the following:
 - **PPP Loan**: The school recognized the revenue from the PPP loan (\$3M) forgiveness in FY20-21, but this revenue has been moved to FY21-22
 - **ELO-G**: All funding was recognized in PY (FY20-21) totaling \$1.4M
 - \$350K was previously in this year's budget but has now been removed.
 - **ADA projection** is 32 lower than PY, lowering revenue by \$325K
 - The net change from these 3 items increased revenue by \$2.4M

Revenue

	Year-to-Date		
	Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 17,570,892	\$ 17,775,324	\$ (204,432)
Federal Revenue	1,127,292	778,544	348,748
Other State Revenue	1,357,182	1,314,380	42,802
Other Local Revenue	7,765	-	7,765
Total Revenue	\$ 20,063,131	\$ 19,868,249	\$ 194,882

Annual/Full Year		
Forecast	Budget	Fav/(Unf)
\$ 41,919,610	\$ 44,131,513	\$ (2,211,903)
5,377,357	1,168,211	4,209,146
4,007,559	4,053,198	(45,639)
7,765	-	7,765
\$ 51,312,290	\$ 49,352,921	\$ 1,959,369

Expenses

- Salaries and Benefits increased \$200K over prior month projection
- All remaining expenses were down \$250K from prior month projection
 - Net change in expenses = a decrease of \$50K

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 9,687,456	\$ 9,270,762	\$ (416,694)	\$ 19,403,855	\$ 18,541,524	\$ (862,330)
Classified Salaries	1,663,095	1,821,533	158,437	3,330,292	3,643,065	312,773
Benefits	3,528,740	3,461,539	(67,201)	7,078,109	6,984,370	(93,739)
Books and Supplies	3,157,102	4,075,149	918,047	8,592,617	8,657,840	65,222
Subagreement Services	2,533,964	3,466,132	932,168	6,579,786	7,228,465	648,679
Operations	241,817	234,700	(7,117)	481,185	469,400	(11,785)
Facilities	177,751	102,200	(75,551)	358,640	204,400	(154,240)
Professional Services	930,318	1,233,454	303,135	2,050,094	2,542,119	492,026
Depreciation	-	15,000	15,000	-	30,000	30,000
Interest	36,135	342,638	306,503	36,135	342,638	306,503
Total Expenses	\$ 21,956,378	\$ 24,023,106	\$ 2,066,728	\$ 47,910,712	\$ 48,643,821	\$ 733,109

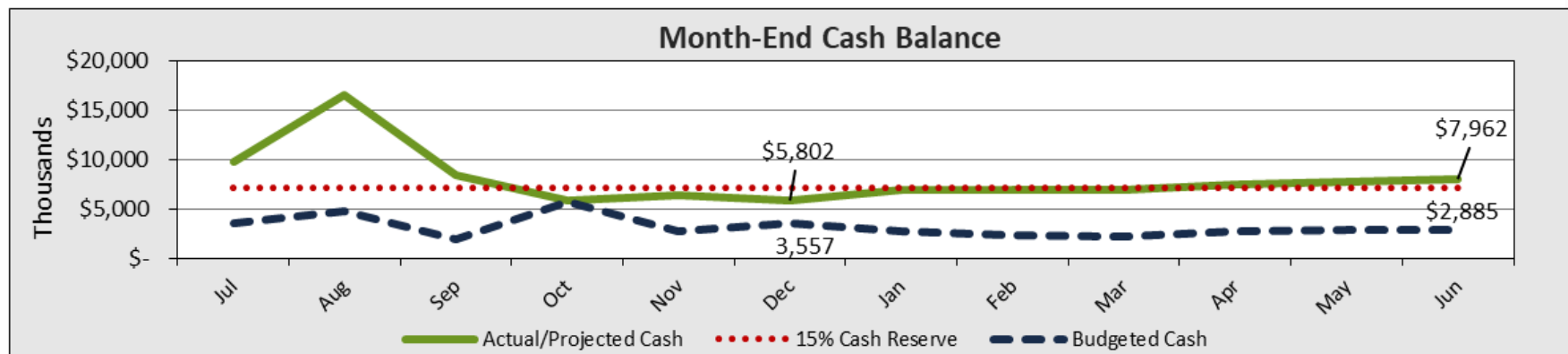
Fund Balance

- Year-end surplus forecast **increased \$850k** from prior month
 - Increase stems mainly from revenue recognition of ELO funding
- Projected end of year fund balance exceeds State requirements of 3% and Authorizer requirement of 5%.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (1,893,247)	\$ (4,154,857)	\$ 2,261,610	\$ 3,401,578	\$ 709,100	\$ 2,692,478
Beginning Fund Balance	<u>4,544,833</u>	<u>8,506,897</u>		<u>4,544,833</u>	<u>8,506,897</u>	
Ending Fund Balance	<u>\$ 2,651,585</u>	<u>\$ 4,352,040</u>		<u>\$ 7,946,411</u>	<u>\$ 9,215,997</u>	
As a % of Annual Expenses	5.5%	8.9%		16.6%	18.9%	

Cash Balance

- 12/31 cash balance: **\$5.8M**
- Current balance includes \$3M in unrecognized revenue from the PPP loan forgiveness
- Next projected factoring: **N/A**



Appendices

- Monthly Cash Flow / Forecast 21-22
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register (Nov. and Dec.)
- Top 5 Vendors (Nov. and Dec.)
- AP Aging

Pacific Coast Academy**Monthly Cash Flow/Forecast FY21-22**

Revised 01/17/2022

ADA = 4378.15

**Revenues****State Aid - Revenue Limit**

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
8011 LCFF State Aid	1,864,947	1,864,947	3,356,904	3,356,904	3,356,904	3,356,904	3,356,904	3,914,327	3,914,327	3,914,327	3,914,327	3,914,326	-	40,086,050	42,198,697	(2,112,647)
8012 Education Protection Account	-	-	203,697	-	-	203,697	-	-	-	249,329	-	-	218,908	875,630	921,200	(45,570)
8019 State Aid - Prior Year	-	-	5,988	-	-	-	-	-	-	-	-	-	-	5,988	-	5,988
8096 In Lieu of Property Taxes	-	-	-	-	-	-	70,864	70,864	270,071	135,036	135,036	135,036	135,036	951,941	1,011,616	(59,674)
	1,864,947	1,864,947	3,566,589	3,356,904	3,356,904	3,560,601	3,427,768	3,985,191	4,184,399	4,298,692	4,049,363	4,049,362	353,943	41,919,610	44,131,513	(2,211,903)

Federal Revenue

8181 Special Education - Entitlement	-	-	-	-	-	-	246,983	-	-	-	-	141,934	141,934	530,851	558,478	(27,627)
8290 Title I, Part A - Basic Low Income	-	-	-	100,023	-	-	474,922	-	-	-	-	-	58,284	633,229	506,480	126,749
8291 Title II, Part A - Teacher Quality	-	-	-	26,725	-	-	80,174	-	-	-	-	-	(0)	106,899	89,297	17,602
8293 Title III - Limited English	-	-	-	1,847	-	-	-	-	-	-	-	12,109	-	13,956	13,956	-
8296 Other Federal Revenue	-	-	842,627	-	-	-	-	-	-	-	-	-	-	842,627	-	842,627
8299 Prior Year Federal Revenue	3,678	22,608	-	129,784	-	-	-	-	-	-	-	3,093,725	-	3,249,795	-	3,249,795
	3,678	22,608	842,627	258,379	-	-	802,079	-	-	-	-	3,247,768	200,218	5,377,357	1,168,211	4,209,146

Other State Revenue

8311 State Special Education	140,475	140,475	252,854	252,854	252,854	252,854	254,293	254,293	247,103	247,103	247,103	247,103	247,103	3,036,466	2,653,885	382,581
8550 Mandated Cost	-	-	-	-	-	89,715	-	-	-	-	-	-	-	89,715	87,893	1,822
8560 State Lottery	-	-	-	-	-	-	210,826	-	-	210,826	-	-	484,624	906,277	953,442	(47,165)
8598 Prior Year Revenue	-	3,342	7,226	(35,467)	-	-	-	-	-	-	-	-	-	(24,899)	-	(24,899)
8599 Other State Revenue	-	-	-	17,000	-	(17,000)	-	-	-	-	-	-	-	-	357,978	(357,978)
	140,475	143,817	260,080	234,387	252,854	325,569	465,120	254,293	247,103	457,929	247,103	247,103	731,727	4,007,559	4,053,198	(45,639)

Other Local Revenue

8660 Interest Revenue	1,778	142	-	5,658	-	-	-	-	-	-	-	-	-	7,579	-	7,579
8980 Contributions, Unrestricted	-	79	1,710	1,607	(3,209)	-	-	-	-	-	-	-	-	186	-	186
	1,778	221	1,710	7,265	(3,209)	-	-	-	-	-	-	-	-	7,765	-	7,765

Total Revenue

	2,010,878	2,031,593	4,671,006	3,856,935	3,606,549	3,886,170	4,694,966	4,239,484	4,431,501	4,756,621	4,296,466	7,544,233	1,285,888	51,312,290	49,352,921	1,959,369
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Expenses**Certificated Salaries**

1100 Teachers' Salaries	1,079,678	1,182,444	1,228,077	1,230,167	1,080,694	1,096,387	1,204,490	1,204,490	1,204,490	1,204,490	1,204,490	1,204,490	-	14,124,386	12,737,806	(1,386,580)
1175 Teachers' Extra Duty/Stipends	13,579	68,519	71,760	78,656	202,117	217,052	73,197	73,197	73,197	73,197	73,197	73,197	-	1,090,868	1,489,368	398,500
1200 Pupil Support Salaries	72,067	113,647	112,500	111,768	117,114	117,931	107,722	107,722	107,722	107,722	107,722	107,722	-	1,291,359	1,407,042	115,683
1300 Administrators' Salaries	180,861	204,851	194,790	198,540	200,390	201,680	186,674	186,674	186,674	186,674	186,674	186,674	-	2,301,158	2,230,500	(70,658)
1900 Other Certificated Salaries	32,041	66,287	49,374	53,564	53,306	57,613	47,316	47,316	47,316	47,316	47,316	47,316	-	596,083	676,808	80,725
	1,378,226	1,635,748	1,656,502	1,672,695	1,653,622	1,690,663	1,619,400	1,619,400	1,619,400	1,619,400	1,619,400	1,619,400	-	19,403,855	18,541,524	(862,330)

Classified Salaries

2100 Instructional Salaries	16,525	26,228	28,333	29,824	38,712	37,646	25,005	25,005	25,005	25,005	25,005	25,005	-	327,297	361,663	34,366
2200 Support Salaries	84,157	99,546	108,934	105,080	106,114	112,842	107,478	107,478	107,478	107,478	107,478	107,478	-	1,261,543	1,462,038	200,495
2300 Classified Administrators' Salaries	47,800	54,172	44,011	40,597	37,931	38,056	46,337	46,337	46,337	46,337	46,337	46,337	-	540,592	810,502	269,910
2400 Clerical and Office Staff Salaries	87,783	92,065	83,301	77,933	86,637	88,182	86,278	86,278	86,278	86,278	86,278	86,278	-	1,033,570	900,486	(133,084)
2900 Other Classified Salaries	9,825	11,155	13,322	12,424	21,685	22,275	12,767	12,767	12,767	12,767	12,767	12,767	-	167,290	108,376	(58,914)
	246,090	283,165	277,902	265,858	291,079	299,003	277,866	277,866	277,866	277,866	277,866	277,866	-	3,330,292	3,643,065	312,773

Benefits

3101 STRS	227,917	266,985	270,478	252,988	271,784	275,804	259,818	259,818	259,818	259,818	259,818	259,818	-	3,124,864	2,970,390	(154,475)
3301 OASDI	14,928	17,281	16,779	15,927	16,941	16,875	17,249	17,249	17,249	17,249	17,249	17,249	-	202,226	225,875	23,649
3311 Medicare	22,786	27,075	27,232	27,276	27,380	27,894	27,550	27,550	27,550	27,550	27,550	27,550	-	324,944	321,677	(3,267)
3401 Health and Welfare	175,167	188,702	197,567	202,243	230,371	242,869	202,208	202,208	202,208	202,208	202,208	202,208	-	2,450,169	2,448,000	(2,169)
3501 State Unemployment	3,037	7,178	2,051	1,593	434	27,839	25,847	20,678	10,339	5,169	5,169	5,169	-	114,506	153,230	38,724
3601 Workers' Compensation	14,120	31,009	15,029	22,429	15,173	14,902	17,100	17,100	17,100	17,100	17,100	17,100	-	215,264	199,661	(15,602)
3901 Other Benefits	-	-	-	-	312,697	-	-	-	-	-	-	-	333,439	646,136	665,538	19,402
	457,955	538,230	529,137	522,455	874,780	606,183	549,774	544,604	534,265	529,096	529,096	529,096	333,439	7,078,109	6,984,370	(93,739)

Pacific Coast Academy**Monthly Cash Flow/Forecast FY21-22**

Revised 01/17/2022

ADA = 4378.15



	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Materials	903	8,127	913	490	831	304	567	435	501	468	485	477	-	14,502	-	(14,502)
4302 School Supplies	148,753	551,991	523,442	235,436	201,077	241,204	770,938	745,448	865,685	721,796	641,761	711,052	-	6,358,582	6,476,682	118,099
4305 Software	50,035	183,981	40,769	143,628	30,923	32,477	64,690	64,690	64,690	64,690	64,690	64,690	-	869,953	810,978	(58,975)
4310 Office Expense	1,930	12,641	7,610	32,024	4,142	9,108	3,408	3,408	3,408	3,408	3,408	3,408	-	87,906	43,100	(44,806)
4311 Business Meals	129	84	88	(58)	-	-	-	-	-	-	-	-	-	243	-	(243)
4400 Noncapitalized Equipment	3,438	93,381	530,841	23,406	21,364	21,689	98,136	94,892	110,197	91,881	81,693	90,513	-	1,261,432	1,327,080	65,648
	205,189	850,205	1,103,663	434,926	258,336	304,783	937,739	908,874	1,044,482	882,243	792,037	870,140	-	8,592,617	8,657,840	65,222
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,300	1,300
5102 Special Education	5,397	73,741	29,117	278,898	161,127	210,745	211,633	211,633	211,633	211,633	211,633	211,633	213,175	2,242,000	2,671,700	429,700
5105 Security	-	-	-	-	107	917	-	-	-	-	-	-	-	1,024	-	(1,024)
5106 Other Educational Consultants	4,256	47,967	451,256	507,866	470,325	292,243	443,334	428,676	497,819	415,074	369,050	408,896	-	4,336,762	4,554,265	217,503
	9,653	121,709	480,372	786,765	631,560	503,905	654,967	640,309	709,452	626,707	580,683	620,529	213,175	6,579,786	7,228,465	648,679
Operations and Housekeeping																
5201 Auto and Travel	-	285	2,008	3,654	4,335	5,925	2,975	2,975	2,975	2,975	2,975	2,975	-	34,057	12,300	(21,757)
5300 Dues & Memberships	-	17,370	183	-	-	3,770	150	150	150	150	150	150	-	22,223	1,900	(20,323)
5400 Insurance	27,841	29,359	31,635	27,083	30,275	28,442	33,842	33,842	33,842	33,842	33,842	33,842	-	377,685	427,200	49,515
5501 Utilities	222	1,360	4,895	812	1,648	2,697	408	408	408	408	408	408	-	14,084	5,200	(8,884)
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	500	500
5900 Communications	100	203	2,764	872	1,282	3,126	800	800	800	800	800	800	-	13,145	10,100	(3,045)
5901 Postage and Shipping	1,577	1,829	1,151	2,274	2,464	378	1,720	1,720	1,720	1,720	1,720	1,720	-	19,992	12,200	(7,792)
	29,740	50,406	42,635	34,695	40,005	44,337	39,895	39,895	39,895	39,895	39,895	39,895	-	481,185	469,400	(11,785)
Facilities, Repairs and Other Leases																
5601 Rent	17,762	16,007	29,701	39,744	33,115	35,060	29,140	29,140	29,140	29,140	29,140	29,140	-	346,230	204,400	(141,830)
5604 Other Leases	3,095	1,008	-	-	-	622	1,008	1,008	1,008	1,008	1,008	1,008	-	10,773	-	(10,773)
5610 Repairs and Maintenance	-	-	747	650	-	240	-	-	-	-	-	-	-	1,637	-	(1,637)
	20,857	17,014	30,448	40,394	33,115	35,922	30,148	30,148	30,148	30,148	30,148	30,148	-	358,640	204,400	(154,240)
Professional/Consulting Services																
5801 IT	472	3,062	78,979	10,352	4,513	4,239	4,237	4,237	4,237	4,237	4,237	4,237	-	127,038	592,840	465,802
5802 Audit & Taxes	-	-	-	-	900	-	5,500	-	-	-	-	-	-	6,400	16,100	9,700
5803 Legal	10,000	19,767	15,568	12,705	4,008	24,896	14,717	14,717	14,717	14,717	14,717	14,717	11,117	186,361	185,800	(561)
5804 Professional Development	4,345	4,045	1,769	560	2,295	3,528	11,069	11,069	11,069	11,069	11,069	11,069	-	82,957	115,251	32,294
5805 General Consulting	-	406	379	-	-	(3,464)	3,542	3,542	3,542	3,542	3,542	3,542	-	18,572	44,700	26,129
5806 Special Activities/Field Trips	1,759	15,951	13,925	20,687	6,175	9,412	17,300	16,728	19,426	16,197	14,401	15,956	-	167,919	54,637	(113,282)
5807 Bank Charges	2,036	1,034	1,160	1,152	1,589	1,464	1,933	1,933	1,933	1,933	1,933	1,933	-	20,034	24,400	4,366
5808 Printing	500	-	-	115	310	202	-	-	-	-	-	-	-	1,127	-	(1,127)
5809 Other taxes and fees	3,431	530	80	3,054	564	170	4,317	4,317	4,317	4,317	4,317	4,317	-	33,729	54,400	20,671
5810 Payroll Service Fee	947	3,241	2,615	2,119	2,439	5,392	2,558	2,558	2,558	2,558	2,558	2,558	-	32,104	32,300	196
5811 Management Fee	77,612	83,184	78,862	76,297	67,267	66,067	83,765	83,765	83,765	83,765	83,765	83,765	-	951,882	976,476	24,595
5812 District Oversight Fee	18,649	18,649	35,606	33,569	33,569	35,606	34,278	39,852	41,844	42,987	40,494	40,494	3,599	419,196	441,315	22,119
5813 County Fees	-	-	-	-	-	-	925	-	-	925	-	-	925	2,775	3,900	1,125
	119,751	149,869	228,945	160,610	123,630	147,514	184,141	182,718	187,408	186,247	181,033	182,588	15,641	2,050,094	2,542,119	492,026
Depreciation																
6900 Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30,000	30,000
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30,000	30,000
Interest																
7438 Interest Expense	36,135	-	-	-	-	-	-	-	-	-	-	-	-	36,135	342,638	306,503
	36,135	-	-	-	-	-	-	-	-	-	-	-	-	36,135	342,638	306,503
Total Expenses	2,503,596	3,646,346	4,349,603	3,918,397	3,906,126	3,632,310	4,293,929	4,243,813	4,442,916	4,191,602	4,050,157	4,169,661	562,255	47,910,712	48,643,821	733,109
Monthly Surplus (Deficit)	(492,718)	(1,614,753)	321,404	(61,463)	(299,578)	253,860	401,037	(4,329)	(11,415)	565,019	246,309	3,374,571	723,633	3,401,578	709,100	2,692,478

Pacific Coast Academy**Monthly Cash Flow/Forecast FY21-22**

Revised 01/17/2022

ADA = 4378.15

**Cash Flow Adjustments**

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast
Monthly Surplus (Deficit)	(492,718)	(1,614,753)	321,404	(61,463)	(299,578)	253,860	401,037	(4,329)	(11,415)	565,019	246,309	3,374,571	723,633	7.10%
Cash flows from operating activities														3,401,578
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	3,345,520	9,497,937	(665,719)	808,663	-	-	682,349	-	-	-	-	-	(1,285,888)	12,382,861
Grants and Contributions Rec.	2,221,332	257,994	-	-	(54)	54	-	-	-	-	-	-	-	2,479,325
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	(138,134)	(95,680)	101,448	(69,548)	40,175	14,351	-	-	-	-	-	-	-	(147,388)
Other Assets	-	-	-	(999)	-	-	-	-	-	-	-	-	-	(999)
Accounts Payable	(586,674)	(291,478)	678,574	(545,204)	(37,013)	(128,535)	-	-	-	-	-	-	562,255	(348,074)
Accrued Expenses	62,462	217,871	93,551	(188,849)	920,050	(775,785)	-	-	-	-	-	-	-	329,299
Other Liabilities	(2,453,400)	(3,342)	(167,504)	(6,431)	-	17,000	-	-	-	-	-	-	-	(2,613,678)
Cash flows from financing activities														
Proceeds from Factoring	2,496,000	-	-	-	-	-	-	-	-	-	-	-	-	2,496,000
Payments on Factoring	-	(1,226,700)	(8,535,300)	(2,496,000)	-	-	-	-	-	-	-	-	-	(12,258,000)
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	(3,093,725)	-	(3,093,725)
Total Change in Cash	4,454,388	6,741,848	(8,173,547)	(2,559,831)	623,580	(619,055)	1,083,386	(4,329)	(11,415)	565,019	246,309	280,846		
Cash, Beginning of Month	5,335,027	9,789,415	16,531,263	8,357,716	5,797,885	6,421,465	5,802,410	6,885,796	6,881,467	6,870,052	7,435,071	7,681,380		
Cash, End of Month	9,789,415	16,531,263	8,357,716	5,797,885	6,421,465	5,802,410	6,885,796	6,881,467	6,870,052	7,435,071	7,681,380	7,962,226		

Cert.	Instr.
48.9%	80.4%
4,548,049	192,324

Pupil:Teacher Ratio
21.15 :1

Pacific Coast Academy**Budget vs Actual**

For the period ended December 31, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 3,356,904	\$ 3,359,196	\$ (2,292)	\$ 17,157,510	\$ 17,169,225	\$ (11,715)	\$ 42,198,697
Education Protection Account	203,697	-	203,697	407,394	230,300	177,094	921,200
State Aid - Prior Year	-	-	-	5,988	-	5,988	-
In Lieu of Property Taxes	-	71,581	(71,581)	-	375,799	(375,799)	1,011,616
Total State Aid - Revenue Limit	3,560,601	3,430,777	129,824	17,570,892	17,775,324	(204,432)	44,131,513
Federal Revenue							
Special Education - Entitlement	-	44,457	(44,457)	-	182,767	(182,767)	558,478
Title I, Part A - Basic Low Income	-	379,860	(379,860)	100,023	506,480	(406,457)	506,480
Title II, Part A - Teacher Quality	-	66,973	(66,973)	26,725	89,297	(62,572)	89,297
Title III - Limited English	-	-	-	1,847	-	1,847	13,956
Other Federal Revenue	-	-	-	842,627	-	842,627	-
Prior Year Federal Revenue	-	-	-	156,070	-	156,070	-
Total Federal Revenue	-	491,290	(491,290)	1,127,292	778,544	348,748	1,168,211
Other State Revenue							
State Special Education	252,854	211,259	41,595	1,292,366	868,509	423,857	2,653,885
Mandated Cost	89,715	87,893	1,822	89,715	87,893	1,822	87,893
State Lottery	-	-	-	-	-	-	953,442
Prior Year Revenue	-	-	-	(24,899)	-	(24,899)	-
Other State Revenue	(17,000)	-	(17,000)	-	357,978	(357,978)	357,978
Total Other State Revenue	325,569	299,152	26,418	1,357,182	1,314,380	42,802	4,053,198
Other Local Revenue							-
Interest Revenue	-	-	-	7,579	-	7,579	-
Contributions, Unrestricted	-	-	-	186	-	186	-
Total Other Local Revenue	-	-	-	7,765	-	7,765	-
Total Revenues	\$ 3,886,170	\$ 4,221,218	\$ (335,048)	\$ 20,063,131	\$ 19,868,249	\$ 194,882	\$ 49,352,921
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 1,096,387	\$ 1,061,484	\$ (34,903)	\$ 6,897,446	\$ 6,368,903	\$ (528,543)	\$ 12,737,806
Teachers' Extra Duty/Stipends	217,052	124,114	(92,938)	651,684	744,684	93,000	1,489,368
Pupil Support Salaries	117,931	117,254	(678)	645,028	703,521	58,493	1,407,042
Administrators' Salaries	201,680	185,875	(15,805)	1,181,113	1,115,250	(65,863)	2,230,500
Other Certificated Salaries	57,613	56,401	(1,212)	312,185	338,404	26,219	676,808
Total Certificated Salaries	1,690,663	1,545,127	(145,536)	9,687,456	9,270,762	(416,694)	18,541,525
Classified Salaries							
Instructional Salaries	37,646	30,139	(7,508)	177,268	180,831	3,564	361,663
Support Salaries	112,842	121,837	8,994	616,673	731,019	114,346	1,462,038
Supervisors' and Administrators' Salaries	38,056	67,542	29,485	262,568	405,251	142,684	810,502
Clerical and Office Staff Salaries	88,182	75,041	(13,142)	515,901	450,243	(65,658)	900,486
Other Classified Salaries	22,275	9,031	(13,244)	90,686	54,188	(36,498)	108,376
Total Classified Salaries	299,003	303,589	4,586	1,663,095	1,821,533	158,437	3,643,065
Benefits							
State Teachers' Retirement System, certificated	275,804	247,532	(28,271)	1,565,957	1,485,195	(80,762)	2,970,390
OASDI/Medicare/Alternative, certificated positio	16,875	18,823	1,948	98,731	112,937	14,207	225,875
Medicare/Alternative, certificated positions	27,894	26,806	(1,088)	159,642	160,838	1,197	321,677
Health and Welfare Benefits, certificated positio	242,869	204,000	(38,869)	1,236,919	1,224,000	(12,919)	2,448,000
State Unemployment Insurance, certificated po	27,839	7,662	(20,178)	42,133	45,969	3,836	153,230
Workers' Compensation Insurance, certificated	14,902	16,638	1,736	112,662	99,831	(12,832)	199,661
Other Benefits, certificated positions	-	55,461	55,461	312,697	332,769	20,072	665,538
Total Benefits	606,183	576,923	(29,259)	3,528,740	3,461,539	(67,201)	6,984,370
Books & Supplies							
Textbooks and Core Materials	304	-	(304)	11,568	-	(11,568)	-
School Supplies	241,204	491,080	249,876	1,901,902	3,027,725	1,125,823	6,476,682
Software	32,477	67,582	35,104	481,814	405,489	(76,325)	810,978
Office Expense	9,108	3,592	(5,517)	67,456	21,550	(45,906)	43,100
Business Meals	-	-	-	243	-	(243)	-
Noncapitalized Equipment	21,689	100,623	78,933	694,119	620,385	(73,735)	1,327,080
Total Books & Supplies	304,783	662,876	358,093	3,157,102	4,075,149	918,047	8,657,840
Subagreement Services							
Nursing	-	108	108	-	650	650	1,300

Pacific Coast Academy**Budget vs Actual**

For the period ended December 31, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Special Education	210,745	222,642	11,897	759,025	1,335,850	576,825	2,671,700
Transportation	-	100	100	-	600	600	1,200
Security	917	-	(917)	1,024	-	(1,024)	-
Other Educational Consultants	292,243	345,317	53,074	1,773,914	2,129,032	355,118	4,554,265
Total Subagreement Services	503,905	568,167	64,262	2,533,964	3,466,132	932,168	7,228,465
Operations & Housekeeping							
Auto and Travel	5,925	1,025	(4,900)	16,207	6,150	(10,057)	12,300
Dues & Memberships	3,770	158	(3,612)	21,323	950	(20,373)	1,900
Insurance	28,442	35,600	7,158	174,635	213,600	38,965	427,200
Utilities	2,697	433	(2,263)	11,634	2,600	(9,034)	5,200
Janitorial Services	-	42	42	-	250	250	500
Communications	3,126	842	(2,284)	8,345	5,050	(3,295)	10,100
Postage and Shipping	378	1,017	638	9,674	6,100	(3,574)	12,200
Total Operations & Housekeeping	44,337	39,117	(5,220)	241,817	234,700	(7,117)	469,400
Facilities, Repairs & Other Leases							
Rent	35,060	17,033	(18,027)	171,388	102,200	(69,188)	204,400
Other Leases	622	-	(622)	4,726	-	(4,726)	-
Repairs and Maintenance	240	-	(240)	1,637	-	(1,637)	-
Total Facilities, Repairs & Other Leases	35,922	17,033	(18,889)	177,751	102,200	(75,551)	204,400
Professional/Consulting Services							
IT	4,239	49,403	45,164	101,618	296,420	194,802	592,840
Audit & Taxes	-	5,367	5,367	900	16,100	15,200	16,100
Legal	24,896	15,483	(9,413)	86,944	92,900	5,955	185,800
Professional Development	3,528	9,604	6,076	16,542	57,626	41,083	115,251
General Consulting	(3,464)	3,725	7,189	(2,679)	22,350	25,029	44,700
Special Activities/Field Trips	9,412	4,143	(5,270)	67,909	25,542	(42,368)	54,637
Bank Charges	1,464	2,033	569	8,434	12,200	3,766	24,400
Printing	202	-	(202)	1,127	-	(1,127)	-
Other Taxes and Fees	170	4,533	4,363	7,829	27,200	19,371	54,400
Payroll Service Fee	5,392	2,692	(2,700)	16,754	16,150	(604)	32,300
Management Fee	66,067	81,373	15,306	449,289	488,238	38,949	976,476
District Oversight Fee	35,606	34,308	(1,298)	175,649	177,753	2,104	441,315
County Fees	-	-	-	-	975	975	3,900
Total Professional/Consulting Services	147,514	212,664	65,150	930,318	1,233,454	303,135	2,542,119
Depreciation							
Depreciation Expense	-	2,500	2,500	-	15,000	15,000	30,000
Total Depreciation	-	2,500	2,500	-	15,000	15,000	30,000
Interest							
Interest Expense	-	-	-	36,135	342,638	306,503	342,638
Total Interest	-	-	-	36,135	342,638	306,503	342,638
Total Expenses	\$ 3,632,310	\$ 3,927,996	\$ 295,686	\$ 21,956,378	\$ 24,023,106	\$ 2,066,728	\$ 48,643,821
Change in Net Assets	253,860	293,222	(39,362)	(1,893,247)	(4,154,857)	2,261,610	709,100
Net Assets, Beginning of Period	2,397,725			4,544,833			
Net Assets, End of Period	\$ 2,651,585			\$ 2,651,585			

Pacific Coast Academy**Statement of Financial Position**

December 31, 2021

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 5,802,410	\$ 5,335,027	\$ 467,383	\$ 0
Total Cash & Cash Equivalents	5,802,410	5,335,027	467,383	9%
Accounts Receivable	28,550	54,476	(25,925)	-48%
Public Funding Receivables	1,361,011	14,347,411	(12,986,400)	-91%
Factored Receivables	-	(7,308,600)	7,308,600	-100%
Due To/From Related Parties	536,911	536,911	-	0%
Prepaid Expenses	356,585	209,196	147,388	70%
Total Current Assets	8,085,466	13,174,420	(5,088,954)	-39%
Long-Term Assets				
Deposits	7,629	6,630	999	15%
Total Long Term Assets	7,629	6,630	999	15%
Total Assets	\$ 8,093,095	\$ 13,181,050	\$ (5,087,955)	-39%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 686,619	\$ 1,596,948	\$ (910,329)	-57%
Accrued Liabilities	1,661,165	1,331,866	329,299	25%
Deferred Revenue	-	2,613,678	(2,613,678)	-100%
Notes Payable, Current Portion	3,093,725	3,093,725	-	0%
Total Current Liabilities	5,441,509	8,636,218	(3,194,708)	-37%
Total Liabilities	5,441,509	8,636,218	(3,194,708)	-37%
Total Net Assets	2,651,585	4,544,833	(1,893,247)	-42%
Total Liabilities and Net Assets	\$ 8,093,095	\$ 13,181,050	\$ (5,087,955)	-39%

Pacific Coast Academy

Statement of Cash Flows

For the period ended December 31, 2021

	Month Ended 12/31/21	YTD Ended 12/31/21
Cash Flows from Operating Activities		
Change in Net Assets	\$ 253,860	\$ (1,893,247)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	-	12,986,400
Grants, Contributions & Pledges Receivable	54	(7,282,675)
Prepaid Expenses	14,351	(147,388)
Other Assets	-	(999)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	(128,535)	(910,329)
Accrued Expenses	(775,785)	329,299
Deferred Revenue	17,000	(2,613,678)
Total Cash Flows from Operating Activities	(619,055)	467,383
Change in Cash & Cash Equivalents	(619,055)	467,383
Cash & Cash Equivalents, Beginning of Period	6,421,465	5,335,027
Cash and Cash Equivalents, End of Period	\$ 5,802,410	\$ 5,802,410

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
18635	Voya Financial FBO CalSTRS Pension2	11/2/2021	\$ 312,696.55
18636	Deborah Fakhri	11/4/2021	2,080.00
18637	Adel Olahne-Szabo	11/5/2021	240.00
18638	Anchor Counseling & Education Solutions, LLC	11/5/2021	63.75
18639	Angela Aymin	11/5/2021	1,470.00
18640	Art With Larisse	11/5/2021	45.00
18641	Barbara Mulvany	11/5/2021	60.00
18642	Basir Ahad	11/5/2021	725.00
18643	Beakerz LLC	11/5/2021	240.00
18644	Beautiful Feet Books, Inc.	11/5/2021	238.39
18645	Big Little Ones, LLC	11/5/2021	103.85
18646	Blue Shield of California	11/5/2021	431,489.84
18647	Brave Writer, LLC	11/5/2021	457.00
18648	Bright Solutions for Dyslexia, LLC	11/5/2021	676.40
18649	CA Productions	11/5/2021	580.00
18650	CDW Government	11/5/2021	2,820.90
18651	Cherie Peacock	11/5/2021	270.00
18652	Chira Tennis Academy	11/5/2021	1,505.00
18653	Christine Santiago	11/5/2021	300.00
18654	Code Ninjas Poway	11/5/2021	199.00
18655	Crystal Torres	11/5/2021	336.00
18656	Daniel and Davis Optometry, Inc	11/5/2021	3,085.00
18657	Elemental Science	11/5/2021	19.80
18658	Evan-Moor	11/5/2021	22.81
18659	Family Karate	11/5/2021	750.00
18660	Floaties Swim School	11/5/2021	451.05
18661	GamED Academy, LLC	11/5/2021	60.00
18662	Green Acres Ranch Inc	11/5/2021	325.00
18663	Harbottle Law Group	11/5/2021	3,597.00
18664	HBCO LLC	11/5/2021	1,666.18
18665	HM Systems Inc.	11/5/2021	5,672.60
18666	Hollywood Music	11/5/2021	460.00
18667	Home Science Tools	11/5/2021	121.58
18668	Icetown Carlsbad	11/5/2021	184.00
18669	Inspire School of Ballet	11/5/2021	267.00
18670	JKWInnovations	11/5/2021	4,427.50
18671	Kaiser Foundation Health Plan	11/5/2021	3,963.41
18672	Kaiser Foundation Health Plan	11/5/2021	106,407.52
18673	Kathy Ruiz	11/5/2021	370.72
18674	Kimberly Flatt	11/5/2021	150.53

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
18675	Lakeshore	11/5/2021	386.37
18676	Laura Lisak	11/5/2021	450.00
18677	Learning Unbound	11/5/2021	98.80
18678	Little Passports	11/5/2021	980.38
18679	LynchDanceInstitute	11/5/2021	586.00
18680	Maestro Performance Products	11/5/2021	570.00
18681	Noonan Family Swim School, Inc	11/5/2021	450.00
18682	Othentik Gym	11/5/2021	300.00
18683	Oxford Consulting Services	11/5/2021	407.00
18684	Partners in Special Education, Inc.	11/5/2021	422.50
18685	Patricia Hebert	11/5/2021	700.00
18686	Prodigies	11/5/2021	101.00
18687	Rachel Fitzgerald	11/5/2021	875.00
18688	Reshma Solbach	11/5/2021	560.00
18689	Roos Music	11/5/2021	180.00
18690	San Diego Danceworks	11/5/2021	790.00
18691	San Diego Horse Rentals LLC	11/5/2021	590.00
18692	Shuebox Educational Services- Rebecca Shue	11/5/2021	375.00
18693	Singapore Math Inc.	11/5/2021	101.20
18694	Sonya Rosenberg	11/5/2021	440.00
18695	Specialized Therapy Services, Inc.	11/5/2021	25,000.00
18696	Starfall Education Foundation	11/5/2021	70.00
18697	Staump Productions	11/5/2021	160.00
18699	Studies Weekly	11/5/2021	1,224.49
18700	The San Diego Music and Art Cooperative	11/5/2021	2,070.00
18701	The Sk8 Coach LLC	11/5/2021	280.00
18702	Total Raptor eXperience	11/5/2021	500.00
18703	USKA	11/5/2021	1,668.00
18704	Valued Voices	11/5/2021	Void
18705	Visago LLC	11/5/2021	480.00
18706	Wagner's School of Music, LLC	11/5/2021	176.00
18707	Waterworks Aquatics	11/5/2021	982.00
18708	Well-Trained Mind Academy	11/5/2021	735.00
18709	Whitebrook Farm	11/5/2021	180.00
18710	Zaner-Bloser	11/5/2021	45.63
18711	Homeschool Enrichment Centers	11/5/2021	405.00
18712	Homeschool Enrichment Services LLC	11/5/2021	373.00
18713	Drama Kids Intl. Temecula Valley	11/9/2021	1,020.00
18714	Franchise Tax Board	11/11/2021	282.51
18715	Voya Financial FBO CalSTRS Pension2	11/11/2021	Void
18716	Academy of Music Outreach	11/12/2021	1,468.75

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
18717	ACES	11/12/2021	4,787.50
18718	Addiction Treatment Technologies LLC	11/12/2021	Void
18719	Al Zamora	11/12/2021	897.00
18720	Amanda Stubbs	11/12/2021	269.36
18721	Art Smarts Inc	11/12/2021	10.00
18722	Barbara Mulvany	11/12/2021	100.00
18723	Bitsbox	11/12/2021	631.65
18724	Brain Builders STEM Education	11/12/2021	1,812.00
18725	California Music Studios	11/12/2021	134.25
18726	Caroline Murphy	11/12/2021	225.00
18727	CDW Government	11/12/2021	641.11
18728	Charlotte Littlehales	11/12/2021	1,113.50
18729	Cindy Warner	11/12/2021	50.00
18730	CM School Supply	11/12/2021	67.20
18731	Cognitive Square, Inc	11/12/2021	58.53
18732	Companion Corporation	11/12/2021	2,170.64
18733	Danica Prohaszka	11/12/2021	1,400.00
18734	De Angelo's Music	11/12/2021	420.00
18735	Deborah Fakhri	11/12/2021	225.00
18736	Drew's Art Box LLC	11/12/2021	140.00
18737	E-Therapy LLC	11/12/2021	2,729.25
18738	Educational Development Corporation	11/12/2021	421.29
18739	Eldred's School of Martial Arts Inc.	11/12/2021	197.00
18740	EMH Sports USA, Inc.	11/12/2021	1,312.00
18741	Evan-Moor	11/12/2021	67.63
18742	Family Karate	11/12/2021	390.00
18743	GamED Academy, LLC	11/12/2021	30.00
18744	Gracie Barra San Diego	11/12/2021	375.00
18745	Gymninny Kids	11/12/2021	3,981.33
18746	Hands 4 Building, LLC	11/12/2021	403.97
18747	HBCO LLC	11/12/2021	94.95
18748	Hidden Fox Farm	11/12/2021	310.00
18749	Hollywood Music	11/12/2021	530.62
18750	Home Science Tools	11/12/2021	363.38
18751	Homeschool Enrichment Centers	11/12/2021	180.00
18752	Homeschool Enrichment Services LLC	11/12/2021	270.00
18753	Honest History Co.	11/12/2021	414.51
18754	Huntington Music	11/12/2021	300.00
18755	JKWInnovations	11/12/2021	10,403.00
18756	Kari Behrendt	11/12/2021	559.00
18757	Kelly Hilton	11/12/2021	560.00

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
18758	Lakeshore	11/12/2021	32.47
18759	Laura Lisak	11/12/2021	338.00
18760	Learning Journeys Forum	11/12/2021	400.00
18761	Learning Without Tears	11/12/2021	79.96
18762	Lori Sandground	11/12/2021	860.00
18763	Lucy Conway	11/12/2021	5,465.00
18764	Marisa Donnelly	11/12/2021	600.00
18765	Mary Schmid	11/12/2021	85.18
18766	Masashi Alex Nakamura	11/12/2021	3,636.68
18767	Mathnasium Of Point Loma	11/12/2021	2,139.00
18768	Mathnasium of Poway	11/12/2021	1,316.00
18769	McGraw Hill LLC	11/12/2021	1,012.89
18770	Medieval Times USA, Inc.	11/12/2021	775.70
18771	Megan Casey	11/12/2021	120.85
18772	MEL Science U.S., LLC	11/12/2021	1,015.33
18773	Melinda Call	11/12/2021	1,050.00
18774	Memoria Press	11/12/2021	24.49
18775	Mercurius	11/12/2021	1,046.25
18776	Michael Dvoskin	11/12/2021	280.00
18777	Michael Kiyoshi Lim	11/12/2021	500.00
18778	Mikala JrR	11/12/2021	1,400.00
18779	Moving Beyond the Page	11/12/2021	746.13
18780	Murrieta Dance Project	11/12/2021	350.00
18781	Mystery Science Inc.	11/12/2021	356.00
18782	Nataly Jewel	11/12/2021	1,170.00
18783	Nicole the Math Lady, LLC.	11/12/2021	59.00
18784	Noonan Family Swim School, Inc	11/12/2021	340.50
18785	Oak Meadow Inc	11/12/2021	912.31
18786	Orange County Surf Coaching	11/12/2021	100.00
18787	Outliers Jiu Jitsu	11/12/2021	325.00
18788	Outside the Box Creation	11/12/2021	134.82
18789	Paint Box Art Studio	11/12/2021	990.00
18790	Pitch Michael	11/12/2021	1,020.00
18791	Power of Leverage Brazilian Jiu Jitsu	11/12/2021	197.53
18792	Professional Tutors of America	11/12/2021	3,278.75
18793	Rachael Kone	11/12/2021	245.00
18794	Rachel Robinson	11/12/2021	450.00
18795	Ramona Brazilian Jiu-Jitsu/ MMA	11/12/2021	3,591.00
18796	Rebecca Droigk	11/12/2021	377.50
18797	Redline Athletics 4S Ranch	11/12/2021	437.00
18798	Riffs Music	11/12/2021	260.00

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
18799	Rock Creek Enrichment Center	11/12/2021	240.00
18800	Rock n Tumble Gymnastics	11/12/2021	940.51
18801	Russian School of Mathematics	11/12/2021	576.00
18802	San Diego Center for Vision Care - Optometry, P.C.	11/12/2021	320.00
18803	San Diego Horse Rentals LLC	11/12/2021	75.00
18804	San Diego Liberal Arts Academy	11/12/2021	9,750.00
18805	Sara Musick	11/12/2021	210.00
18806	SCEGA Gymnastics	11/12/2021	91.00
18807	SHI International Corp	11/12/2021	18,299.24
18808	Shirley Stafford	11/12/2021	2,470.00
18809	Silicon Valley High School Inc.	11/12/2021	2,850.00
18810	Singapore Math Inc.	11/12/2021	518.16
18811	SmallTalk Pediatric Therapy	11/12/2021	5,508.00
18812	So Cal TTC	11/12/2021	899.65
18813	Spanish for You!	11/12/2021	50.70
18814	Spanish Immersion	11/12/2021	200.00
18815	Specialized Therapy Services, Inc.	11/12/2021	17,901.78
18816	Starfall Education Foundation	11/12/2021	35.00
18817	Studies Weekly	11/12/2021	615.68
18818	Success Martial Arts	11/12/2021	1,832.68
18819	Susan Harris	11/12/2021	155.00
18820	Susan R Simmons	11/12/2021	440.00
18821	TalkBox.Mom	11/12/2021	686.81
18822	Tamberly Slagle	11/12/2021	20,074.26
18823	Teaching Textbooks	11/12/2021	220.32
18824	The Coder School La Jolla	11/12/2021	149.00
18825	The League of Amazing Programmers	11/12/2021	630.00
18826	Tilghman's Academy of Music	11/12/2021	275.00
18827	Tim Hart	11/12/2021	200.00
18828	TK Fitness	11/12/2021	225.00
18829	Total Education Solutions	11/12/2021	116.00
18830	Trigger Memory Co., LLC	11/12/2021	78.90
18831	United Studios of Self Defense	11/12/2021	215.00
18832	VIP School of Music	11/12/2021	1,089.00
18833	Wagner's School of Music, LLC	11/12/2021	156.00
18834	Wagner's School of Music, LLC	11/12/2021	49.00
18835	White Dragon Martial Arts	11/12/2021	232.25
18836	Wilkinson Hadley King & Co. LLP	11/12/2021	900.00
18837	WriteShop	11/12/2021	208.44
18838	YMCA of San Diego County	11/12/2021	148.00
18839	Zaner-Bloser	11/12/2021	132.55

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
18840	Jessica Jimenez	11/16/2021	2,153.42
18841	Valued Voices	11/17/2021	675.00
18842	Kathryn Lillich	11/19/2021	560.00
18843	Achieve, Inc.	11/19/2021	350.00
18844	Adel Olahne-Szabo	11/19/2021	180.00
18845	Agility Kids, LLC	11/19/2021	741.00
18846	Airshine Music School	11/19/2021	700.00
18847	Aja Lee	11/19/2021	880.00
18848	Alliance Jiu Jitsu San Diego	11/19/2021	779.00
18849	Amaris Kiefner	11/19/2021	240.00
18850	Amber E Schreckengaust	11/19/2021	1,575.00
18851	Angela Aymin	11/19/2021	4,335.00
18852	April Lipsky	11/19/2021	210.00
18853	Archi Kapoor	11/19/2021	259.00
18854	Art In Motion	11/19/2021	90.00
18855	Art Steps, Inc.	11/19/2021	182.00
18856	Arthur J. Gallagher & Co. Insurance Brokers of CA, Inc.	11/19/2021	271.00
18857	Artskiddoo	11/19/2021	738.00
18858	ASC - Orange County	11/19/2021	4,495.00
18859	At Play Occupational Therapy Services Inc	11/19/2021	1,050.00
18860	Barbara Ernst Ankele	11/19/2021	200.00
18861	Barbara Mulvany	11/19/2021	320.00
18862	Bitsbox	11/19/2021	1,054.20
18863	Braille Abilities, LLC	11/19/2021	7,650.00
18864	Brave Writer, LLC	11/19/2021	64.90
18865	BYU Independent Study	11/19/2021	141.00
18866	Cadence Dance Project Inc	11/19/2021	710.00
18867	California Music Studios	11/19/2021	1,063.25
18868	Cameron Family YMCA	11/19/2021	1,127.00
18869	CDW Government	11/19/2021	12,309.36
18870	Checkmat Fallbrook Brazilian Jiu Jitsu	11/19/2021	985.00
18871	Chickie & Roo	11/19/2021	38.99
18872	Chira Tennis Academy	11/19/2021	1,050.00
18873	Committee for Children	11/19/2021	1,551.50
18874	Corona Dance Academy	11/19/2021	225.00
18875	Dance & Company	11/19/2021	563.00
18876	Don Johnston Incorporated	11/19/2021	675.00
18877	E-Therapy LLC	11/19/2021	3,137.25
18878	Emma Thompson	11/19/2021	900.00
18879	Endeavor Gymnastics	11/19/2021	615.00
18880	Evan-Moor	11/19/2021	99.99

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
18881	Faction Martial Arts LLC	11/19/2021	6,624.00
18882	Family Karate	11/19/2021	450.00
18883	Farida Hsu - DO NOT USE - INSTEAD USE HSUX001	11/19/2021	1,045.00
18884	Fidelity Security Life Insurance Co.	11/19/2021	2,030.16
18885	Firestorm Galaxy - Moreno Valley	11/19/2021	190.00
18886	Firestorm Freerunning and Acrobatics	11/19/2021	850.00
18887	Floaties Swim School	11/19/2021	1,840.60
18888	Floaties Swim School	11/19/2021	754.00
18889	Gail Shafer	11/19/2021	300.00
18890	Gracie Barra San Diego	11/19/2021	792.00
18891	Heather Wong	11/19/2021	241.14
18892	Hollywood Music	11/19/2021	1,095.00
18893	Home Science Tools	11/19/2021	344.04
18894	HopSkipDrive, Inc.	11/19/2021	811.78
18895	iCreate Art Studio	11/19/2021	270.00
18896	Image IV Systems	11/19/2021	310.44
18897	Inspire School of Ballet	11/19/2021	72.00
18898	Ivey Ranch Park	11/19/2021	700.00
18899	Jeniece Harris	11/19/2021	164.00
18900	JKWInnovations	11/19/2021	8,410.00
18901	Joobilo LLC	11/19/2021	14,372.00
18902	Julie Brennan	11/19/2021	915.00
18903	K12 Management DBA FuelEd	11/19/2021	10,350.00
18904	Kathy Shoemaker	11/19/2021	822.50
18905	Katie Brown	11/19/2021	233.71
18906	Sandra Brigman	11/19/2021	500.00
18907	Lakeshore	11/19/2021	73.64
18908	Le Cirque, Inc.	11/19/2021	290.00
18909	Leading Edge Learning Center, LLC	11/19/2021	192.00
18910	Learning Journeys Forum	11/19/2021	320.00
18911	Linda Hamby	11/19/2021	3,660.00
18912	Little Passports	11/19/2021	750.15
18913	Lori Sandground	11/19/2021	1,000.00
18914	Lynne-Marie Friedrichs	11/19/2021	405.00
18915	Marina Hayes	11/19/2021	1,125.00
18916	Marisa Donnelly	11/19/2021	900.00
18917	Mary York	11/19/2021	2,200.00
18918	McGrath Family YMCA	11/19/2021	746.00
18919	McGraw Hill LLC	11/19/2021	108.00
18920	MEL Science U.S., LLC	11/19/2021	368.44
18921	Melinda J. Beebe	11/19/2021	160.00

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
18922	Mercurius	11/19/2021	5.68
18923	Meredith Barr	11/19/2021	125.00
18924	Michael Dvoskin	11/19/2021	880.00
18925	Mike Slayen	11/19/2021	338.00
18926	Ms. Ree Math, LLC	11/19/2021	1,320.00
18927	Murrieta Academy of Music	11/19/2021	420.00
18928	Murrieta Dance Project	11/19/2021	308.00
18929	Music SD LLC	11/19/2021	109.00
18930	MusiKey	11/19/2021	351.00
18931	Nathan & Elizabeth Hileman	11/19/2021	630.00
18932	Noonan Family Swim School, Inc	11/19/2021	1,016.25
18933	Noonan Family Swim School, Inc.	11/19/2021	673.10
18934	Oak Meadow Inc	11/19/2021	448.69
18935	Oceanside Gymnastics	11/19/2021	1,467.00
18936	Ontrack Wellness	11/19/2021	258.00
18937	Outliers Jiu Jitsu	11/19/2021	175.00
18938	Paul Ciolek	11/19/2021	120.00
18939	Preferred Interpreting Service, LLC	11/19/2021	9,629.74
18940	Randall Music School	11/19/2021	1,171.87
18941	Rebecca Droigk	11/19/2021	157.50
18942	Rebecca Zimmer Huber	11/19/2021	510.00
18943	Riffs Music	11/19/2021	260.00
18944	Riverside County Office of Education	11/19/2021	175.00
18945	Riverside County Office of Education	11/19/2021	100.00
18946	Rock Creek Enrichment Center	11/19/2021	796.00
18947	Rubke-Foxworth Music Studio	11/19/2021	480.00
18948	San Diego Danceworks	11/19/2021	860.00
18949	San Diego Harp Academy	11/19/2021	920.00
18950	San Diego Surfing School, Inc.	11/19/2021	108.00
18951	SCEGA Gymnastics	11/19/2021	416.00
18952	School of Rock Otay Ranch	11/19/2021	329.00
18953	Science 2 U	11/19/2021	130.00
18954	Scott Carr	11/19/2021	243.00
18955	Sebesta's Rocking K Ranch	11/19/2021	2,310.00
18956	Seven Spears Martial Arts Academy	11/19/2021	1,334.00
18957	Singapore Math Inc.	11/19/2021	202.98
18958	Sonya Rosenberg	11/19/2021	300.00
18959	Spanish Immersion	11/19/2021	280.00
18960	Specialized Therapy Services, Inc.	11/19/2021	18,605.45
18961	Staump Productions	11/19/2021	1,095.00
18962	Studies Weekly	11/19/2021	64.54

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
18963	Sue Lee	11/19/2021	200.00
18964	Susan Creswell	11/19/2021	930.00
18965	Susan Harris	11/19/2021	1,130.00
18966	Swim to Shore	11/19/2021	284.00
18967	TalkBox.Mom	11/19/2021	356.15
18968	Temecula Clay	11/19/2021	315.00
18969	Temecula Music Teacher, LLC	11/19/2021	795.00
18970	Terra Arts Foundation	11/19/2021	6,093.00
18971	The Music Factory	11/19/2021	318.00
18972	The Salvation Army KROC Center	11/19/2021	1,447.50
18973	Time4Learning.com	11/19/2021	2,624.80
18974	Toby Wells YMCA	11/19/2021	991.00
18975	Toni Brooks	11/19/2021	180.00
18976	Up & Movin'	11/19/2021	644.00
18977	Veronica Anne Richards	11/19/2021	288.00
18978	White Dragon Martial Arts	11/19/2021	846.25
18979	White Dragon of East County	11/19/2021	1,007.90
18980	Xtreme Fit Temecula	11/19/2021	358.00
18981	Yiyi Ku	11/19/2021	350.00
18982	YMCA Business Center	11/19/2021	453.00
18983	YMCA of San Diego County	11/19/2021	305.00
18984	YMCA of San Diego County	11/19/2021	332.00
18985	YMCA of San Diego County	11/19/2021	344.00
18986	YMCA of San Diego County	11/19/2021	86.00
18987	Ziggy's Tutoring	11/19/2021	1,365.00
18988	Peter and Sherri Mellos	11/22/2021	24,119.77
18990	Amazon Capital Services	11/23/2021	19,937.49
18991	Apex School of Movement San Diego	11/23/2021	3,440.00
18992	Apt 4 Music	11/23/2021	920.00
18993	Archi Kapoor	11/23/2021	690.00
18994	ASC - Orange County	11/23/2021	120.00
18995	Beltran Spanish Tutoring/Karen Beltran	11/23/2021	5,460.00
18996	Champion Gymnastics	11/23/2021	4,402.90
18997	Champion Rhythmics	11/23/2021	550.00
18998	Corona Dance Academy	11/23/2021	300.00
18999	Denise Buskirk	11/23/2021	1,557.00
19000	Elijah Gerak	11/23/2021	1,200.00
19001	Faction Martial Arts LLC	11/23/2021	700.00
19002	Floaties Swim School	11/23/2021	376.00
19003	Gracie Jiu Jitsu San Marcos LLC	11/23/2021	314.00
19004	IceTown Carlsbad	11/23/2021	184.00

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
19005	Jeniece Harris	11/23/2021	90.00
19006	Joseph Brigantino	11/23/2021	133.28
19007	Learn to Rip	11/23/2021	120.00
19008	Lieras Piano Studio	11/23/2021	320.00
19009	LynchDanceInstitute	11/23/2021	936.00
19010	Mathnasium of Vista	11/23/2021	678.00
19011	Momentum Tutoring	11/23/2021	136.00
19012	Murrieta Dance Project	11/23/2021	68.00
19013	Mutual of Omaha	11/23/2021	7,748.93
19014	Mystic Equine	11/23/2021	500.00
19015	Natasha Jaksch	11/23/2021	471.41
19016	Noonan Family Swim School, Inc	11/23/2021	633.50
19017	North County Academy of Dance	11/23/2021	3,571.00
19018	Paper Moon Music	11/23/2021	270.00
19019	Ramona Soccer League	11/23/2021	525.00
19020	Robin Dixon	11/23/2021	180.00
19021	Rock Fitness Gym	11/23/2021	200.00
19022	Sarah Lowery Piano Studio	11/23/2021	100.00
19023	Sebesta's Rocking K Ranch	11/23/2021	480.00
19024	Selene Gomez	11/23/2021	125.00
19025	Shree LLC	11/23/2021	3,843.73
19026	SoCal Athletics Inc.	11/23/2021	199.00
19027	Sonya Rosenberg	11/23/2021	300.00
19028	The Advantage Group	11/23/2021	1,154.00
19029	Tilghman's Academy of Music	11/23/2021	275.00
19030	U.S. Music Lessons	11/23/2021	409.00
19031	Valerie Hernandez	11/23/2021	270.00
19032	Wagner's School of Music, LLC	11/23/2021	3,891.11
19033	YMCA of San Diego County	11/23/2021	1,156.00
19034	Addiction Treatment Technologies LLC	11/29/2021	12,705.00
19035	Voya Financial FBO CalSTRS Pension2	11/29/2021	30,237.50
19036	Randall Music School	11/30/2021	468.75
PCA211101-01	Charter Impact, Inc.	11/1/2021	77,537.00
PCA211104-01	Amazon Capital Services	11/4/2021	Void
PCA211104-02	Amazon Capital Services	11/4/2021	15.07
PCA211104-03	Amazon Capital Services	11/4/2021	17.23
PCA211104-04	Amazon Capital Services	11/4/2021	29.08
PCA211104-05	Amazon Capital Services	11/4/2021	11.82
PCA211104-06	Amazon Capital Services	11/4/2021	11.88
PCA211104-07	Amazon Capital Services	11/4/2021	116.32
PCA211104-08	Amazon Capital Services	11/4/2021	11.82

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
PCA211104-09	Amazon Capital Services	11/4/2021	11.88
PCA211104-10	Amazon Capital Services	11/4/2021	145.40
PCA211104-11	Amazon Capital Services	11/4/2021	11.82
PCA211104-12	Amazon Capital Services	11/4/2021	20,372.11
PCA211105-01	All About Learning Press, Inc.	11/5/2021	223.92
PCA211105-02	All About Learning Press, Inc.	11/5/2021	193.02
PCA211105-03	All About Learning Press, Inc.	11/5/2021	171.52
PCA211105-04	Aqua Tots LA LLC	11/5/2021	124.00
PCA211105-05	Art of Problem Solving	11/5/2021	96.00
PCA211105-06	Art of Problem Solving	11/5/2021	96.00
PCA211105-07	Arttime Studio LLC	11/5/2021	350.00
PCA211105-08	Blake Litschke	11/5/2021	165.00
PCA211105-09	Charter Impact, Inc.	11/5/2021	1,144.74
PCA211105-10	Christine Alexander	11/5/2021	650.00
PCA211105-100	Rainbow Resource Center	11/5/2021	73.59
PCA211105-101	Rainbow Resource Center	11/5/2021	27.92
PCA211105-102	Rainbow Resource Center	11/5/2021	39.04
PCA211105-103	Rainbow Resource Center	11/5/2021	41.44
PCA211105-104	Rainbow Resource Center	11/5/2021	23.80
PCA211105-105	Rainbow Resource Center	11/5/2021	70.55
PCA211105-106	Rainbow Resource Center	11/5/2021	283.53
PCA211105-107	Rainbow Resource Center	11/5/2021	179.57
PCA211105-108	Rainbow Resource Center	11/5/2021	17.31
PCA211105-109	Rainbow Resource Center	11/5/2021	50.55
PCA211105-11	Effectual Educational Consulting Services	11/5/2021	390.00
PCA211105-110	Rainbow Resource Center	11/5/2021	39.83
PCA211105-111	Rainbow Resource Center	11/5/2021	52.49
PCA211105-112	Rainbow Resource Center	11/5/2021	95.25
PCA211105-113	Rainbow Resource Center	11/5/2021	41.39
PCA211105-114	Rainbow Resource Center	11/5/2021	38.75
PCA211105-115	Rainbow Resource Center	11/5/2021	69.97
PCA211105-116	Rainbow Resource Center	11/5/2021	61.31
PCA211105-117	Rainbow Resource Center	11/5/2021	95.44
PCA211105-118	Rainbow Resource Center	11/5/2021	324.31
PCA211105-119	Rainbow Resource Center	11/5/2021	37.93
PCA211105-12	Horse Savvy Training	11/5/2021	180.00
PCA211105-120	Rainbow Resource Center	11/5/2021	62.53
PCA211105-121	Rainbow Resource Center	11/5/2021	25.76
PCA211105-122	Rainbow Resource Center	11/5/2021	56.90
PCA211105-123	Rainbow Resource Center	11/5/2021	60.30
PCA211105-124	Rainbow Resource Center	11/5/2021	98.42

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
PCA211105-125	Rainbow Resource Center	11/5/2021	176.57
PCA211105-126	Rainbow Resource Center	11/5/2021	80.42
PCA211105-127	Rainbow Resource Center	11/5/2021	120.05
PCA211105-128	Rainbow Resource Center	11/5/2021	34.51
PCA211105-129	Rainbow Resource Center	11/5/2021	78.82
PCA211105-13	Horse Savvy Training	11/5/2021	220.00
PCA211105-130	Rainbow Resource Center	11/5/2021	142.81
PCA211105-131	Rainbow Resource Center	11/5/2021	445.58
PCA211105-132	Rainbow Resource Center	11/5/2021	439.86
PCA211105-133	Rainbow Resource Center	11/5/2021	23.45
PCA211105-134	Rainbow Resource Center	11/5/2021	16.86
PCA211105-135	Rainbow Resource Center	11/5/2021	16.86
PCA211105-136	Rainbow Resource Center	11/5/2021	222.61
PCA211105-137	Rainbow Resource Center	11/5/2021	334.75
PCA211105-138	Rainbow Resource Center	11/5/2021	49.09
PCA211105-139	Rainbow Resource Center	11/5/2021	48.45
PCA211105-14	Horse Savvy Training	11/5/2021	180.00
PCA211105-140	Rainbow Resource Center	11/5/2021	65.32
PCA211105-141	Sara Burdge	11/5/2021	300.00
PCA211105-142	Sara Burdge	11/5/2021	420.00
PCA211105-143	Savvas Learning Company LLC	11/5/2021	183.52
PCA211105-144	Set Apart	11/5/2021	4,100.00
PCA211105-145	Sunshine Vibes LLC	11/5/2021	200.00
PCA211105-146	Sunshine Vibes LLC	11/5/2021	229.00
PCA211105-147	Sunshine Vibes LLC	11/5/2021	200.00
PCA211105-148	Sunshine Vibes LLC	11/5/2021	200.00
PCA211105-149	Swiftkick Martial Arts	11/5/2021	645.00
PCA211105-15	Horse Savvy Training	11/5/2021	220.00
PCA211105-150	Teacher Synergy, LLC	11/5/2021	15.00
PCA211105-151	Teacher Synergy, LLC	11/5/2021	12.80
PCA211105-152	Teacher Synergy, LLC	11/5/2021	71.95
PCA211105-153	Teacher Synergy, LLC	11/5/2021	21.49
PCA211105-154	Teacher Synergy, LLC	11/5/2021	32.00
PCA211105-155	Teacher Synergy, LLC	11/5/2021	18.50
PCA211105-156	Teacher Synergy, LLC	11/5/2021	5.00
PCA211105-157	Teacher Synergy, LLC	11/5/2021	19.50
PCA211105-158	Teacher Synergy, LLC	11/5/2021	49.00
PCA211105-159	Teacher Synergy, LLC	11/5/2021	14.39
PCA211105-16	Horse Savvy Training	11/5/2021	220.00
PCA211105-160	Teacher Synergy, LLC	11/5/2021	26.75
PCA211105-161	Teacher Synergy, LLC	11/5/2021	27.49

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
PCA211105-162	Teacher Synergy, LLC	11/5/2021	86.35
PCA211105-163	Teacher Synergy, LLC	11/5/2021	34.00
PCA211105-164	Teacher Synergy, LLC	11/5/2021	17.00
PCA211105-165	Teacher Synergy, LLC	11/5/2021	2.00
PCA211105-166	Teacher Synergy, LLC	11/5/2021	2.00
PCA211105-167	Teacher Synergy, LLC	11/5/2021	10.00
PCA211105-168	Teacher Synergy, LLC	11/5/2021	11.00
PCA211105-169	The Origin Hip Hop Performing Arts Academy	11/5/2021	225.00
PCA211105-17	Horse Savvy Training	11/5/2021	175.00
PCA211105-170	The Stronghold	11/5/2021	350.00
PCA211105-171	The Stronghold	11/5/2021	176.00
PCA211105-172	The Stronghold	11/5/2021	176.00
PCA211105-173	The Stronghold	11/5/2021	176.00
PCA211105-174	Timberdoodle.com	11/5/2021	504.25
PCA211105-175	Wood & Ivory	11/5/2021	458.34
PCA211105-176	Wood & Ivory	11/5/2021	468.75
PCA211105-177	Wood & Ivory	11/5/2021	78.12
PCA211105-178	Wood & Ivory	11/5/2021	78.12
PCA211105-179	Wood & Ivory	11/5/2021	156.25
PCA211105-18	Horse Savvy Training	11/5/2021	220.00
PCA211105-180	Wood & Ivory	11/5/2021	468.75
PCA211105-19	Horse Savvy Training	11/5/2021	180.00
PCA211105-20	Horse Savvy Training	11/5/2021	180.00
PCA211105-21	Horse Savvy Training	11/5/2021	220.00
PCA211105-22	Horse Savvy Training	11/5/2021	65.00
PCA211105-23	Horse Savvy Training	11/5/2021	220.00
PCA211105-24	Horse Savvy Training	11/5/2021	65.00
PCA211105-25	Horse Savvy Training	11/5/2021	65.00
PCA211105-26	Horse Savvy Training	11/5/2021	65.00
PCA211105-27	Institute for Excellence in Writing	11/5/2021	58.80
PCA211105-28	Institute for Excellence in Writing	11/5/2021	149.92
PCA211105-29	Institute for Excellence in Writing	11/5/2021	37.54
PCA211105-30	KiwiCo, Inc.	11/5/2021	7,737.46
PCA211105-31	Kristen Tjio	11/5/2021	1,320.00
PCA211105-32	Kristen Tjio	11/5/2021	110.00
PCA211105-33	Laura DeSoto	11/5/2021	660.00
PCA211105-34	Laura DeSoto	11/5/2021	276.00
PCA211105-35	Lori Guerrero	11/5/2021	140.00
PCA211105-36	Lori Guerrero	11/5/2021	60.00
PCA211105-37	Leading Note Studios	11/5/2021	299.00
PCA211105-38	Leading Note Studios	11/5/2021	299.00

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Check Number	Vendor Name	Check Date	Check Amount
PCA211105-39	Leading Note Studios	11/5/2021	187.00
PCA211105-40	Leading Note Studios	11/5/2021	187.00
PCA211105-41	Liliya Sannino	11/5/2021	350.00
PCA211105-42	Liliya Sannino	11/5/2021	350.00
PCA211105-43	Liliya Sannino	11/5/2021	240.00
PCA211105-44	Liliya Sannino	11/5/2021	330.00
PCA211105-45	Logic of English	11/5/2021	63.55
PCA211105-46	Logic of English	11/5/2021	203.34
PCA211105-47	Logic of English	11/5/2021	288.96
PCA211105-48	Logic of English	11/5/2021	108.62
PCA211105-49	Logic of English	11/5/2021	206.56
PCA211105-50	Logic of English	11/5/2021	187.19
PCA211105-51	Logic of English	11/5/2021	488.88
PCA211105-52	Logic of English	11/5/2021	187.19
PCA211105-53	Marianne R. Hill	11/5/2021	208.00
PCA211105-54	Marnie Young	11/5/2021	13,090.42
PCA211105-55	Mission Vista Academy	11/5/2021	1,450.44
PCA211105-56	Office Depot, Inc	11/5/2021	30.16
PCA211105-57	Office Depot, Inc	11/5/2021	65.86
PCA211105-58	Office Depot, Inc	11/5/2021	60.33
PCA211105-59	Office Depot, Inc	11/5/2021	66.64
PCA211105-60	Office Depot, Inc	11/5/2021	113.80
PCA211105-61	Peace Hill Press, Inc dba Well Trained Mind Press	11/5/2021	102.19
PCA211105-62	Peace Hill Press, Inc dba Well Trained Mind Press	11/5/2021	36.55
PCA211105-63	Play-Well TEKnologies	11/5/2021	1,095.00
PCA211105-64	Play-Well TEKnologies	11/5/2021	1,925.00
PCA211105-65	Procopio, Cory, Hargreaves & Savitch LLP	11/5/2021	6,033.60
PCA211105-66	Procopio, Cory, Hargreaves & Savitch LLP	11/5/2021	1,224.00
PCA211105-67	Rainbow Resource Center	11/5/2021	34.98
PCA211105-68	Rainbow Resource Center	11/5/2021	173.09
PCA211105-69	Rainbow Resource Center	11/5/2021	41.82
PCA211105-70	Rainbow Resource Center	11/5/2021	207.08
PCA211105-71	Rainbow Resource Center	11/5/2021	106.73
PCA211105-72	Rainbow Resource Center	11/5/2021	101.70
PCA211105-73	Rainbow Resource Center	11/5/2021	70.15
PCA211105-74	Rainbow Resource Center	11/5/2021	33.09
PCA211105-75	Rainbow Resource Center	11/5/2021	24.79
PCA211105-76	Rainbow Resource Center	11/5/2021	24.79
PCA211105-77	Rainbow Resource Center	11/5/2021	75.43
PCA211105-78	Rainbow Resource Center	11/5/2021	24.79
PCA211105-79	Rainbow Resource Center	11/5/2021	122.93

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Check Number	Vendor Name	Check Date	Check Amount
PCA211105-80	Rainbow Resource Center	11/5/2021	71.87
PCA211105-81	Rainbow Resource Center	11/5/2021	170.50
PCA211105-82	Rainbow Resource Center	11/5/2021	264.95
PCA211105-83	Rainbow Resource Center	11/5/2021	136.54
PCA211105-84	Rainbow Resource Center	11/5/2021	96.79
PCA211105-85	Rainbow Resource Center	11/5/2021	242.96
PCA211105-86	Rainbow Resource Center	11/5/2021	54.91
PCA211105-87	Rainbow Resource Center	11/5/2021	241.28
PCA211105-88	Rainbow Resource Center	11/5/2021	44.62
PCA211105-89	Rainbow Resource Center	11/5/2021	121.23
PCA211105-90	Rainbow Resource Center	11/5/2021	35.25
PCA211105-91	Rainbow Resource Center	11/5/2021	82.33
PCA211105-92	Rainbow Resource Center	11/5/2021	45.70
PCA211105-93	Rainbow Resource Center	11/5/2021	46.18
PCA211105-94	Rainbow Resource Center	11/5/2021	38.75
PCA211105-95	Rainbow Resource Center	11/5/2021	23.18
PCA211105-96	Rainbow Resource Center	11/5/2021	23.49
PCA211105-97	Rainbow Resource Center	11/5/2021	69.90
PCA211105-98	Rainbow Resource Center	11/5/2021	28.46
PCA211105-99	Rainbow Resource Center	11/5/2021	113.03
PCA211111-01	Amazon Capital Services	11/11/2021	86.08
PCA211111-02	Amazon Capital Services	11/11/2021	60.07
PCA211111-03	Amazon Capital Services	11/11/2021	7.49
PCA211111-04	Amazon Capital Services	11/11/2021	11.82
PCA211111-05	Amazon Capital Services	11/11/2021	100.70
PCA211111-06	Amazon Capital Services	11/11/2021	23,995.17
PCA211111-07	Amazon Capital Services	11/11/2021	113.08
PCA211111-08	Amazon Capital Services	11/11/2021	21.52
PCA211111-09	Amazon Capital Services	11/11/2021	129.06
PCA211111-10	Amazon Capital Services	11/11/2021	1,826.36
PCA211111-11	Miss Sue's Dance Company	11/11/2021	52.00
PCA211112-01	Activities for Learning, Inc.	11/12/2021	26.75
PCA211112-02	All About Learning Press, Inc.	11/12/2021	171.52
PCA211112-03	All About Learning Press, Inc.	11/12/2021	185.47
PCA211112-04	Almadayo Academic Services	11/12/2021	1,060.00
PCA211112-05	Apple Inc.	11/12/2021	49.00
PCA211112-06	Art of Problem Solving	11/12/2021	96.00
PCA211112-07	Art of Problem Solving	11/12/2021	172.95
PCA211112-08	Art of Problem Solving	11/12/2021	172.95
PCA211112-09	Art of Problem Solving	11/12/2021	127.18
PCA211112-10	Art of Problem Solving	11/12/2021	31.25

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
PCA211112-100	San Diego Ice Arena	11/12/2021	170.00
PCA211112-101	San Diego Royal Gymnastics	11/12/2021	64.00
PCA211112-102	San Diego Royal Gymnastics	11/12/2021	64.00
PCA211112-103	Sand n Straw LLC	11/12/2021	4,620.00
PCA211112-104	Sara Burdge	11/12/2021	240.00
PCA211112-105	Savvas Learning Company LLC	11/12/2021	39.50
PCA211112-106	Savvas Learning Company LLC	11/12/2021	183.52
PCA211112-107	Savvas Learning Company LLC	11/12/2021	115.76
PCA211112-108	Schumacher Tutoring	11/12/2021	1,120.00
PCA211112-109	Teacher Synergy, LLC	11/12/2021	24.00
PCA211112-11	Art of Problem Solving	11/12/2021	31.25
PCA211112-110	Teacher Synergy, LLC	11/12/2021	20.00
PCA211112-111	Teacher Synergy, LLC	11/12/2021	19.00
PCA211112-112	Teacher Synergy, LLC	11/12/2021	4.00
PCA211112-113	Teacher Synergy, LLC	11/12/2021	22.40
PCA211112-114	Teacher Synergy, LLC	11/12/2021	5.00
PCA211112-115	Teacher Synergy, LLC	11/12/2021	18.00
PCA211112-116	Teacher Synergy, LLC	11/12/2021	49.50
PCA211112-117	Teacher Synergy, LLC	11/12/2021	105.00
PCA211112-118	Teacher Synergy, LLC	11/12/2021	8.50
PCA211112-119	Teacher Synergy, LLC	11/12/2021	9.99
PCA211112-12	Art of Problem Solving	11/12/2021	31.25
PCA211112-120	Teacher Synergy, LLC	11/12/2021	2.76
PCA211112-121	Teacher Synergy, LLC	11/12/2021	2,400.00
PCA211112-122	The Critical Thinking Co.	11/12/2021	22.94
PCA211112-123	The Critical Thinking Co.	11/12/2021	79.45
PCA211112-124	Timberdoodle.com	11/12/2021	168.34
PCA211112-125	Uline	11/12/2021	184.31
PCA211112-126	Wexplore LLC	11/12/2021	420.00
PCA211112-13	Art of Problem Solving	11/12/2021	116.40
PCA211112-14	Ashley Collins	11/12/2021	150.00
PCA211112-15	Ashley Collins	11/12/2021	150.00
PCA211112-16	ATC Martial Arts	11/12/2021	486.00
PCA211112-17	Breakthrough Sports	11/12/2021	210.00
PCA211112-18	Cabrillo Point Academy	11/12/2021	107.32
PCA211112-19	Cabrillo Point Academy	11/12/2021	10.19
PCA211112-20	Cabrillo Point Academy	11/12/2021	10.19
PCA211112-21	Cabrillo Point Academy	11/12/2021	638.77
PCA211112-22	Cabrillo Point Academy	11/12/2021	332.18
PCA211112-23	Cabrillo Point Academy	11/12/2021	695.75
PCA211112-24	Cabrillo Point Academy	11/12/2021	620.06

Pacific Coast Academy

Check Register

For the period ended November 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
PCA211112-25	Cabrillo Point Academy	11/12/2021	173.05
PCA211112-26	Charter Impact, Inc.	11/12/2021	500.00
PCA211112-27	Charter Impact, Inc.	11/12/2021	66,567.00
PCA211112-28	Charter Impact, Inc.	11/12/2021	469.05
PCA211112-29	Charter Impact, Inc.	11/12/2021	1,009.50
PCA211112-30	Charter Impact, Inc.	11/12/2021	45.00
PCA211112-31	Charter Impact, Inc.	11/12/2021	100.00
PCA211112-32	eat2explore	11/12/2021	326.40
PCA211112-33	eat2explore	11/12/2021	326.40
PCA211112-34	Fallbrook Gymnastic Club	11/12/2021	2,072.00
PCA211112-35	Horse Savvy Training	11/12/2021	220.00
PCA211112-36	Institute for Excellence in Writing	11/12/2021	99.00
PCA211112-37	Institute for Excellence in Writing	11/12/2021	37.25
PCA211112-38	Lori Guerrero	11/12/2021	140.00
PCA211112-39	Lighthouse Therapy LLC	11/12/2021	66,255.00
PCA211112-40	Liliana Harris	11/12/2021	200.00
PCA211112-41	Liliana Harris	11/12/2021	220.00
PCA211112-42	Liliana Harris	11/12/2021	200.00
PCA211112-43	Logic of English	11/12/2021	105.75
PCA211112-44	Logic of English	11/12/2021	27.95
PCA211112-45	Mary Longbottom	11/12/2021	225.00
PCA211112-46	Math-U-See, Inc.	11/12/2021	199.00
PCA211112-47	Math-U-See, Inc.	11/12/2021	55.00
PCA211112-48	Math-U-See, Inc.	11/12/2021	49.00
PCA211112-49	Math-U-See, Inc.	11/12/2021	153.00
PCA211112-50	Math-U-See, Inc.	11/12/2021	199.00
PCA211112-51	Math-U-See, Inc.	11/12/2021	123.00
PCA211112-52	Math-U-See, Inc.	11/12/2021	58.00
PCA211112-53	Math-U-See, Inc.	11/12/2021	174.00
PCA211112-54	Math-U-See, Inc.	11/12/2021	2.00
PCA211112-55	Math-U-See, Inc.	11/12/2021	68.00
PCA211112-56	Math-U-See, Inc.	11/12/2021	162.00
PCA211112-57	Math-U-See, Inc.	11/12/2021	123.00
PCA211112-58	Math-U-See, Inc.	11/12/2021	125.00
PCA211112-59	Math-U-See, Inc.	11/12/2021	58.00
PCA211112-60	Math-U-See, Inc.	11/12/2021	119.00
PCA211112-61	Math-U-See, Inc.	11/12/2021	68.00
PCA211112-62	Math-U-See, Inc.	11/12/2021	139.00
PCA211112-63	Melissa Allen	11/12/2021	1,372.50
PCA211112-64	Mission Vista Academy	11/12/2021	46.49
PCA211112-65	Mr. D Math	11/12/2021	491.00

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
PCA211112-66	Office Depot, Inc	11/12/2021	217.49
PCA211112-67	Office Depot, Inc	11/12/2021	63.55
PCA211112-68	Rainbow Resource Center	11/12/2021	275.20
PCA211112-69	Rainbow Resource Center	11/12/2021	348.02
PCA211112-70	Rainbow Resource Center	11/12/2021	120.05
PCA211112-71	Rainbow Resource Center	11/12/2021	121.05
PCA211112-72	Rainbow Resource Center	11/12/2021	330.73
PCA211112-73	Rainbow Resource Center	11/12/2021	48.66
PCA211112-74	Rainbow Resource Center	11/12/2021	54.91
PCA211112-75	Rainbow Resource Center	11/12/2021	47.04
PCA211112-76	Rainbow Resource Center	11/12/2021	132.59
PCA211112-77	Rainbow Resource Center	11/12/2021	38.75
PCA211112-78	Rainbow Resource Center	11/12/2021	197.77
PCA211112-79	Rainbow Resource Center	11/12/2021	230.55
PCA211112-80	Rainbow Resource Center	11/12/2021	141.25
PCA211112-81	Rainbow Resource Center	11/12/2021	16.07
PCA211112-82	Rainbow Resource Center	11/12/2021	85.86
PCA211112-83	Rainbow Resource Center	11/12/2021	41.98
PCA211112-84	Rainbow Resource Center	11/12/2021	103.42
PCA211112-85	Rainbow Resource Center	11/12/2021	111.09
PCA211112-86	Rainbow Resource Center	11/12/2021	107.41
PCA211112-87	Rainbow Resource Center	11/12/2021	19.30
PCA211112-88	Rainbow Resource Center	11/12/2021	18.22
PCA211112-89	Rainbow Resource Center	11/12/2021	197.77
PCA211112-90	Rainbow Resource Center	11/12/2021	51.88
PCA211112-91	Rainbow Resource Center	11/12/2021	55.02
PCA211112-92	Rainbow Resource Center	11/12/2021	17.09
PCA211112-93	Rainbow Resource Center	11/12/2021	21.45
PCA211112-94	Rainbow Resource Center	11/12/2021	21.45
PCA211112-95	Rainbow Resource Center	11/12/2021	136.27
PCA211112-96	Rainbow Resource Center	11/12/2021	19.89
PCA211112-97	Rainbow Resource Center	11/12/2021	78.74
PCA211112-98	Rainbow Resource Center	11/12/2021	63.65
PCA211112-99	San Diego Ice Arena	11/12/2021	250.00
PCA211116-01	Amazon Capital Services	11/16/2021	33.94
PCA211116-02	Amazon Capital Services	11/16/2021	27.48
PCA211116-03	Amazon Capital Services	11/16/2021	19,346.13
PCA211116-04	Amazon Capital Services	11/16/2021	45.63
PCA211119-01	Aerial Theory	11/19/2021	408.00
PCA211119-02	Alena Berg Music Studio	11/19/2021	580.00
PCA211119-03	Alena Berg Music Studio	11/19/2021	375.00

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
PCA211119-04	All About Learning Press, Inc.	11/19/2021	67.14
PCA211119-05	All About Learning Press, Inc.	11/19/2021	77.96
PCA211119-06	Almadayo Academic Services	11/19/2021	1,260.00
PCA211119-07	Aqua Tots LA LLC	11/19/2021	124.00
PCA211119-08	Art of Problem Solving	11/19/2021	127.18
PCA211119-09	Ashley Collins	11/19/2021	150.00
PCA211119-10	Ashley Collins	11/19/2021	150.00
PCA211119-100	Schaumann Studios	11/19/2021	183.00
PCA211119-101	Sunshine Vibes LLC	11/19/2021	200.00
PCA211119-102	Sunshine Vibes LLC	11/19/2021	200.00
PCA211119-103	Sunshine Vibes LLC	11/19/2021	229.00
PCA211119-104	Swiftkick Martial Arts	11/19/2021	864.00
PCA211119-105	Teacher Synergy, LLC	11/19/2021	4.50
PCA211119-106	Teacher Synergy, LLC	11/19/2021	22.50
PCA211119-107	Teacher Synergy, LLC	11/19/2021	3.75
PCA211119-108	Teacher Synergy, LLC	11/19/2021	17.00
PCA211119-109	Teacher Synergy, LLC	11/19/2021	8.00
PCA211119-11	Blake Litschke	11/19/2021	135.00
PCA211119-110	Teacher Synergy, LLC	11/19/2021	22.00
PCA211119-111	Teacher Synergy, LLC	11/19/2021	20.00
PCA211119-112	Teacher Synergy, LLC	11/19/2021	14.99
PCA211119-113	Teacher Synergy, LLC	11/19/2021	24.00
PCA211119-114	Teacher Synergy, LLC	11/19/2021	13.95
PCA211119-115	Uline	11/19/2021	59.67
PCA211119-116	Valery King	11/19/2021	250.00
PCA211119-117	Valery King	11/19/2021	375.00
PCA211119-118	WM Music Lessons	11/19/2021	480.00
PCA211119-119	Wonder Crate	11/19/2021	176.65
PCA211119-12	Cabrillo Point Academy	11/19/2021	301.73
PCA211119-13	Charles Jones	11/19/2021	68.75
PCA211119-14	Christine Alexander	11/19/2021	325.00
PCA211119-15	Coastal Music Studios	11/19/2021	5,460.00
PCA211119-16	eat2explore	11/19/2021	326.40
PCA211119-17	Erika Williams	11/19/2021	3,190.00
PCA211119-18	Freedom in Motion	11/19/2021	1,426.00
PCA211119-19	Gracie Barra Encinitas	11/19/2021	220.00
PCA211119-20	Helen Woodward Animal Center Education	11/19/2021	680.00
PCA211119-21	History Unboxed LLC	11/19/2021	65.41
PCA211119-22	History Unboxed LLC	11/19/2021	65.91
PCA211119-23	History Unboxed LLC	11/19/2021	32.97
PCA211119-24	History Unboxed LLC	11/19/2021	43.93

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
PCA211119-25	History Unboxed LLC	11/19/2021	65.93
PCA211119-26	History Unboxed LLC	11/19/2021	65.41
PCA211119-27	History Unboxed LLC	11/19/2021	32.97
PCA211119-28	Horse Savvy Training	11/19/2021	180.00
PCA211119-29	Horse Savvy Training	11/19/2021	165.00
PCA211119-30	Horse Savvy Training	11/19/2021	225.00
PCA211119-31	Horse Savvy Training	11/19/2021	180.00
PCA211119-32	Horse Savvy Training	11/19/2021	220.00
PCA211119-33	Horse Savvy Training	11/19/2021	110.00
PCA211119-34	Horse Savvy Training	11/19/2021	180.00
PCA211119-35	Horse Savvy Training	11/19/2021	55.00
PCA211119-36	Horse Savvy Training	11/19/2021	220.00
PCA211119-37	Horse Savvy Training	11/19/2021	55.00
PCA211119-38	Horse Savvy Training	11/19/2021	220.00
PCA211119-39	Horse Savvy Training	11/19/2021	180.00
PCA211119-40	Horse Savvy Training	11/19/2021	65.00
PCA211119-41	Horse Savvy Training	11/19/2021	275.00
PCA211119-42	Institute for Excellence in Writing	11/19/2021	93.02
PCA211119-43	Institute for Excellence in Writing	11/19/2021	172.55
PCA211119-44	Joann Henrickle Horsemanship	11/19/2021	55.00
PCA211119-45	Joann Henrickle Horsemanship	11/19/2021	220.00
PCA211119-46	Joann Henrickle Horsemanship	11/19/2021	300.00
PCA211119-47	KiwiCo, Inc.	11/19/2021	13,033.87
PCA211119-48	Larry White	11/19/2021	480.00
PCA211119-49	Lori Guerrero	11/19/2021	400.00
PCA211119-50	Leading Note Studios	11/19/2021	59.80
PCA211119-51	Leading Note Studios	11/19/2021	314.00
PCA211119-52	Leading Note Studios	11/19/2021	314.00
PCA211119-53	Leading Note Studios	11/19/2021	314.00
PCA211119-54	Leading Note Studios	11/19/2021	157.00
PCA211119-55	Leading Note Studios	11/19/2021	157.00
PCA211119-56	Leading Note Studios	11/19/2021	157.00
PCA211119-57	Leading Note Studios	11/19/2021	157.00
PCA211119-58	Leading Note Studios	11/19/2021	157.00
PCA211119-59	Liliana Harris	11/19/2021	240.00
PCA211119-60	Liliana Harris	11/19/2021	240.00
PCA211119-61	Liliana Harris	11/19/2021	240.00
PCA211119-62	Liliya Sannino	11/19/2021	345.00
PCA211119-63	Liliya Sannino	11/19/2021	350.00
PCA211119-64	Liliya Sannino	11/19/2021	250.00
PCA211119-65	Liliya Sannino	11/19/2021	120.00

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
PCA211119-66	Liliya Sannino	11/19/2021	210.00
PCA211119-67	Liliya Sannino	11/19/2021	230.00
PCA211119-68	Margie Enyeart	11/19/2021	180.00
PCA211119-69	Marianne R. Hill	11/19/2021	1,638.00
PCA211119-70	Michael Bottomley	11/19/2021	300.00
PCA211119-71	Michael Bottomley	11/19/2021	675.00
PCA211119-72	Miss Sue's Dance Company	11/19/2021	52.00
PCA211119-73	New West Ballet School	11/19/2021	100.00
PCA211119-74	New West Ballet School	11/19/2021	100.00
PCA211119-75	Office Depot, Inc	11/19/2021	60.95
PCA211119-76	Office Depot, Inc	11/19/2021	213.13
PCA211119-77	Office Depot, Inc	11/19/2021	38.75
PCA211119-78	Office Depot, Inc	11/19/2021	13.82
PCA211119-79	Office Depot, Inc	11/19/2021	17.90
PCA211119-80	Peace Hill Press, Inc dba Well Trained Mind Press	11/19/2021	25.00
PCA211119-81	Peace Hill Press, Inc dba Well Trained Mind Press	11/19/2021	8.95
PCA211119-82	Peace Hill Press, Inc dba Well Trained Mind Press	11/19/2021	11.97
PCA211119-83	Piano Plus More	11/19/2021	260.00
PCA211119-84	Pich Music Studio	11/19/2021	700.00
PCA211119-85	Rainbow Resource Center	11/19/2021	7.50
PCA211119-86	Rainbow Resource Center	11/19/2021	47.82
PCA211119-87	Rainbow Resource Center	11/19/2021	39.70
PCA211119-88	Rainbow Resource Center	11/19/2021	114.16
PCA211119-89	Rainbow Resource Center	11/19/2021	233.70
PCA211119-90	Rainbow Resource Center	11/19/2021	118.02
PCA211119-91	Rainbow Resource Center	11/19/2021	105.81
PCA211119-92	Rainbow Resource Center	11/19/2021	138.95
PCA211119-93	Rainbow Resource Center	11/19/2021	33.31
PCA211119-94	Rainbow Resource Center	11/19/2021	74.32
PCA211119-95	Rainbow Resource Center	11/19/2021	166.85
PCA211119-96	Rainbow Resource Center	11/19/2021	88.32
PCA211119-97	Rainbow Resource Center	11/19/2021	67.10
PCA211119-98	Renata Bezman	11/19/2021	840.00
PCA211119-99	San Diego Royal Gymnastics	11/19/2021	64.00
PCA211123-01	Andrey Chuguev	11/23/2021	440.00
PCA211123-02	Bernens Educational Services, JMJ	11/23/2021	780.00
PCA211123-03	Briana Harley	11/23/2021	100.00
PCA211123-04	Charter Impact, Inc.	11/23/2021	200.00
PCA211123-05	CharterSafe	11/23/2021	44,260.00
PCA211123-06	Christine Alexander	11/23/2021	325.00
PCA211123-07	Holly Hull	11/23/2021	350.00

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
PCA211123-08	Holly Hull	11/23/2021	270.00
PCA211123-09	Holly Hull	11/23/2021	350.00
PCA211123-10	Holly Hull	11/23/2021	225.00
PCA211123-11	Holly Hull	11/23/2021	320.00
PCA211123-12	Horse Savvy Training	11/23/2021	180.00
PCA211123-13	Horse Savvy Training	11/23/2021	95.00
PCA211123-14	Horse Savvy Training	11/23/2021	250.00
PCA211123-15	Janelle Wilson	11/23/2021	4,596.00
PCA211123-16	Joann Henrickle Horsemanship	11/23/2021	165.00
PCA211123-17	Joann Henrickle Horsemanship	11/23/2021	52.50
PCA211123-18	Joann Henrickle Horsemanship	11/23/2021	52.50
PCA211123-19	Joann Henrickle Horsemanship	11/23/2021	100.00
PCA211123-20	Law Office of Jennifer McQuarrie	11/23/2021	1,037.66
PCA211123-21	Lenore Johnson	11/23/2021	965.00
PCA211123-22	Lenore Johnson	11/23/2021	250.00
PCA211123-23	Liliya Sannino	11/23/2021	350.00
PCA211123-24	Liliya Sannino	11/23/2021	250.00
PCA211123-25	Noemi Cienega-Ovando	11/23/2021	135.00
PCA211123-26	Office Depot, Inc	11/23/2021	32.50
PCA211123-27	Office Depot, Inc	11/23/2021	1.50
PCA211123-28	Office Depot, Inc	11/23/2021	27.86
PCA211123-29	Samantha Hoffman	11/23/2021	1,100.00
PCA211123-30	San Elijo Dance & Music Academy	11/23/2021	1,149.10
PCA211123-31	Soaring Minds Education, LLC	11/23/2021	15,870.00
PCA211123-32	The Stronghold	11/23/2021	160.00
PCA211123-33	The Stronghold	11/23/2021	160.00
PCA211123-34	The Stronghold	11/23/2021	100.00
PCA211123-35	The Stronghold	11/23/2021	176.00
PCA211123-36	The Stronghold	11/23/2021	160.00
PCA211129-01	Premier Workspaces	11/29/2021	1,349.00
PCA211130-01	Amazon Capital Services	11/30/2021	69.92
PCA211130-02	Amazon Capital Services	11/30/2021	322.17
PCA211130-03	Amazon Capital Services	11/30/2021	63.32
PCA211130-04	Amazon Capital Services	11/30/2021	38.72
PCA211130-05	Amazon Capital Services	11/30/2021	4.20
PCA211130-06	Amazon Capital Services	11/30/2021	45.45
PCA211130-07	Amazon Capital Services	11/30/2021	52.96
PCA211130-08	Amazon Capital Services	11/30/2021	43.93
PCA211130-09	Amazon Capital Services	11/30/2021	46.32
PCA211130-10	Amazon Capital Services	11/30/2021	56.78
PCA211130-11	Amazon Capital Services	11/30/2021	9.24

Pacific Coast Academy**Check Register****For the period ended November 30, 2021**

Check Number	Vendor Name	Check Date	Check Amount
PCA211130-12	Amazon Capital Services	11/30/2021	71.53
PCA211130-13	Amazon Capital Services	11/30/2021	40.92
PCA211130-14	Amazon Capital Services	11/30/2021	61.47
PCA211130-15	Amazon Capital Services	11/30/2021	94.31
PCA211130-16	Amazon Capital Services	11/30/2021	9.55
PCA211130-17	Amazon Capital Services	11/30/2021	89.08
PCA211130-18	Amazon Capital Services	11/30/2021	92.96
PCA211130-19	Amazon Capital Services	11/30/2021	93.75
PCA211130-20	Amazon Capital Services	11/30/2021	150.84
PCA211130-21	Amazon Capital Services	11/30/2021	9.08
PCA211130-22	Amazon Capital Services	11/30/2021	9.58
PCA211130-23	Amazon Capital Services	11/30/2021	93.45
PCA211130-24	Amazon Capital Services	11/30/2021	9.69
PCA211130-25	Amazon Capital Services	11/30/2021	93.72
PCA211130-26	Amazon Capital Services	11/30/2021	9.15
PCA211130-27	Amazon Capital Services	11/30/2021	9.68
PCA211130-28	Amazon Capital Services	11/30/2021	92.97
PCA211130-29	Amazon Capital Services	11/30/2021	90.78
PCA211130-30	Amazon Capital Services	11/30/2021	9.73
PCA211130-31	Amazon Capital Services	11/30/2021	94.79
PCA211130-32	Amazon Capital Services	11/30/2021	93.76
PCA211130-33	Amazon Capital Services	11/30/2021	9.69
PCA211130-34	Amazon Capital Services	11/30/2021	9.69
PCA211130-35	Amazon Capital Services	11/30/2021	51.16
PCA211130-36	Amazon Capital Services	11/30/2021	89.25
PCA211130-37	Amazon Capital Services	11/30/2021	91.55
PCA211130-38	Amazon Capital Services	11/30/2021	9.64
PCA211130-39	Amazon Capital Services	11/30/2021	9.69
PCA211130-40	Amazon Capital Services	11/30/2021	92.78
PCA211130-41	Amazon Capital Services	11/30/2021	62.69

Total Disbursement in November \$ 1,926,811.28

Pacific Coast Academy**Check Register****For the period ended December 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
19037	SCEGA Gymnastics	12/1/2021	\$ 236.00
19038	Voya Financial FBO CalSTRS Pension2	12/3/2021	31,954.35
19039	A Dawn Of Music Studios	12/3/2021	2,560.00
19040	ACES	12/3/2021	5,275.00
19041	Airshine Music School	12/3/2021	315.00
19042	Alison Breidenstein	12/3/2021	540.00
19043	Amber E Schreckengaust	12/3/2021	656.50
19044	Amy Martinez	12/3/2021	100.00
19045	Anais Pauley	12/3/2021	239.12
19046	Anastasia Campbell	12/3/2021	3,500.00
19047	Anchor Counseling & Education Solutions, LLC	12/3/2021	231.67
19048	Angela Aymin	12/3/2021	2,985.00
19049	Art With Larisse	12/3/2021	1,813.00
19050	Barbara Mulvany	12/3/2021	40.00
19051	Bitsbox	12/3/2021	502.80
19052	Blue Shield of California	12/3/2021	404,271.93
19056	BookShark	12/3/2021	11,962.64
19057	Brave Writer, LLC	12/3/2021	24.90
19058	Charlotte Littlehales	12/3/2021	1,111.00
19059	CHLIC-CHICAGO	12/3/2021	14,463.78
19060	CN Eastlake LLC	12/3/2021	169.00
19061	Code Ninjas Poway	12/3/2021	199.00
19062	CoVerified	12/3/2021	741.94
19063	Daniella Chesnut	12/3/2021	400.00
19064	Dehesa School District	12/3/2021	1,755.00
19065	Dino Lingo Inc.	12/3/2021	119.00
19066	Drawn2Art	12/3/2021	592.00
19067	Dunamix Dance Project	12/3/2021	265.00
19068	E-Therapy LLC	12/3/2021	3,429.00
19069	Edgenuity Inc	12/3/2021	6,050.00
19070	Edna Vazquez	12/3/2021	44.46
19071	Educational Development Corporation	12/3/2021	489.57
19072	Elizabeth Blackmore	12/3/2021	21,204.50
19073	eLuma	12/3/2021	9,000.00
19074	Emily Nguyen	12/3/2021	175.00
19075	Ereflect Pty Ltd	12/3/2021	67.00
19076	Escondido Center for Martial Arts	12/3/2021	1,400.00
19077	Evan-Moor	12/3/2021	24.74
19078	Family Karate	12/3/2021	270.00
19079	Generation Genius, Inc	12/3/2021	125.00

Pacific Coast Academy**Check Register****For the period ended December 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
19080	Georgia's School of Dance	12/3/2021	2,996.30
19081	Gracie Barra San Diego	12/3/2021	990.00
19082	Gracie Jiu Jitsu San Marcos LLC	12/3/2021	827.00
19083	Guo's Elite dba World Elite Gymnastics RSM	12/3/2021	703.00
19084	Harbottle Law Group	12/3/2021	3,828.00
19085	Hollywood Music	12/3/2021	120.00
19086	Honest History Co.	12/3/2021	269.55
19087	Inspire School of Ballet	12/3/2021	876.00
19088	Ivey Ranch Park	12/3/2021	180.00
19089	JackKris Publishing, LLC	12/3/2021	21.99
19090	Jerry DeMink	12/3/2021	1,512.00
19091	K.I.D.S. Therapy Associates, Inc.	12/3/2021	3,105.30
19092	Kaigan Karate-Do	12/3/2021	360.00
19093	Kaiser Foundation Health Plan	12/3/2021	121,160.24
19094	Karin Leonard	12/3/2021	195.00
19095	LaChrisha Randle	12/3/2021	144.00
19096	Lakeshore	12/3/2021	171.32
19097	Lanterns Global	12/3/2021	2,756.00
19098	Laura Lisak	12/3/2021	100.00
19099	Le Cirque, Inc.	12/3/2021	70.00
19100	Learning A-Z	12/3/2021	334.00
19101	Learning Journeys Forum	12/3/2021	590.00
19102	Learning Without Tears	12/3/2021	127.78
19103	Legion American Jiu-Jitsu, LLC	12/3/2021	447.00
19104	Little Passports	12/3/2021	4,741.94
19105	Lori Sandground	12/3/2021	160.00
19106	Lucy Conway	12/3/2021	7,945.00
19107	Main Street Optometry	12/3/2021	720.00
19108	Master Sports	12/3/2021	600.00
19109	Mathnasium Of Point Loma	12/3/2021	1,200.00
19110	Mathnasium of Temecula	12/3/2021	559.00
19111	MEL Science U.S., LLC	12/3/2021	2,068.26
19112	Miaplaza Inc.	12/3/2021	259.20
19113	Momentum Tutoring	12/3/2021	306.00
19114	Moving Beyond the Page	12/3/2021	28.26
19115	MoxieBox Art, Inc.	12/3/2021	294.94
19116	Ms Mariah's Music	12/3/2021	330.00
19117	Music Speaks Studio	12/3/2021	360.00
19118	Mystery Science Inc.	12/3/2021	267.00
19119	Natalie Braun	12/3/2021	120.00
19120	Nicole the Math Lady, LLC.	12/3/2021	237.00

Pacific Coast Academy**Check Register****For the period ended December 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
19121	Noonan Family Swim School, Inc	12/3/2021	100.00
19122	Noonan Family Swim School, Inc.	12/3/2021	90.00
19123	Oak Meadow Inc	12/3/2021	359.80
19124	Oceanside Gymnastics	12/3/2021	211.00
19125	Outside the Box Creation	12/3/2021	134.82
19126	Oxford Consulting Services	12/3/2021	1,701.00
19127	Paper Moon Music	12/3/2021	270.00
19128	Partners in Special Education, Inc.	12/3/2021	682.50
19129	Pediatric Therapy Associates	12/3/2021	5,853.22
19130	Pyle Sims Duncan & Stevenson	12/3/2021	3,240.00
19131	Rachel Bertoch	12/3/2021	510.00
19132	Ramona Rebels Elite	12/3/2021	525.00
19133	Rebecca Droigk	12/3/2021	535.00
19134	Russian School of Mathematics	12/3/2021	576.00
19135	San Diego Center for Vision Care - Optometry, P.C.	12/3/2021	320.00
19136	San Diego Danceworks	12/3/2021	126.25
19137	San Diego Horse Rentals LLC	12/3/2021	220.00
19138	SCEGA Gymnastics	12/3/2021	522.90
19139	Sebesta's Rocking K Ranch	12/3/2021	720.00
19140	Seven Spears Martial Arts Academy	12/3/2021	169.00
19141	Singapore Math Inc.	12/3/2021	1,473.52
19142	Small Talk OC	12/3/2021	3,840.00
19143	SmallTalk Pediatric Therapy	12/3/2021	4,860.00
19144	Specialized Education of California Inc	12/3/2021	3,328.64
19145	Starfall Education Foundation	12/3/2021	35.00
19146	Staump Productions	12/3/2021	150.00
19147	Studies Weekly	12/3/2021	323.00
19148	Sundance Hills Equestrian Center	12/3/2021	20,331.00
19149	Suzanne Miller	12/3/2021	460.00
19150	TalkBox.Mom	12/3/2021	356.15
19151	Tammi Bueno	12/3/2021	385.92
19152	Teaching Textbooks	12/3/2021	118.53
19153	Trigger Memory Co., LLC	12/3/2021	78.90
19154	Valued Voices	12/3/2021	2,295.00
19155	Verizon	12/3/2021	460.12
19156	Verizon Wireless	12/3/2021	982.58
19157	Woodbridge Tennis Academy	12/3/2021	1,350.00
19158	Gracie Barra San Diego	12/7/2021	375.00
19159	Age of Learning for Schools, Inc	12/9/2021	5,000.00
19160	Airshine Music School	12/9/2021	160.00
19161	Allison Browning	12/9/2021	110.00

Pacific Coast Academy**Check Register****For the period ended December 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
19162	Amanda Limon	12/9/2021	465.00
19163	Amaris Kiefner	12/9/2021	240.00
19164	Amber E Schreckengaust	12/9/2021	240.00
19165	Angelica Fazio	12/9/2021	400.00
19166	Angelika's Piano Studio	12/9/2021	462.00
19167	Archi Kapoor	12/9/2021	272.00
19168	Art Smarts Inc	12/9/2021	30.00
19169	Bach To Rock	12/9/2021	1,588.00
19170	Barbara Ernst Ankele	12/9/2021	200.00
19171	Beautiful Feet Books, Inc.	12/9/2021	830.42
19172	Cameron Family YMCA	12/9/2021	738.00
19173	Champion Gymnastics	12/9/2021	634.80
19174	Christine Stein	12/9/2021	3,920.00
19175	Christy and Robyn's Singers	12/9/2021	140.00
19176	Cindy Warner	12/9/2021	250.00
19177	Classical Education Inc.	12/9/2021	700.00
19178	CN Eastlake LLC	12/9/2021	149.00
19179	Code Ninjas Encinitas	12/9/2021	1,345.00
19180	Crafty School Crates	12/9/2021	287.93
19181	Drew's Art Box LLC	12/9/2021	70.00
19182	East County Surf SC	12/9/2021	549.00
19183	Ed West	12/9/2021	265.00
19184	Educational Development Corporation	12/9/2021	103.27
19185	Greene Music Education Center	12/9/2021	207.00
19186	HM Systems Inc.	12/9/2021	7,359.24
19187	Home Science Tools	12/9/2021	217.54
19188	Huntington Music	12/9/2021	375.00
19189	iCreate Art Studio	12/9/2021	270.00
19190	Ivey Ranch Park	12/9/2021	180.00
19191	JacKris Publishing, LLC	12/9/2021	71.28
19192	Kari Behrendt	12/9/2021	299.00
19193	KB Music	12/9/2021	320.00
19194	Kimberly Flatt	12/9/2021	3,871.25
19195	Lakeshore	12/9/2021	2,508.39
19196	Lauren Pennock	12/9/2021	700.00
19197	Learning A-Z	12/9/2021	98.00
19198	Learning Without Tears	12/9/2021	179.67
19199	Lil' Chef School	12/9/2021	304.00
19200	Margaret Morghen	12/9/2021	2,065.00
19201	Mary York	12/9/2021	4,355.00
19202	Megan Casey	12/9/2021	62.63

Pacific Coast Academy**Check Register****For the period ended December 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
19203	MEL Science U.S., LLC	12/9/2021	639.28
19204	Melinda Call	12/9/2021	240.00
19205	Mercurius	12/9/2021	745.26
19206	Michael Dvoskin	12/9/2021	600.00
19207	Mike Slayen	12/9/2021	368.00
19208	Monart	12/9/2021	80.00
19209	Mystic Equine	12/9/2021	350.00
19210	Othentik Gym	12/9/2021	500.00
19211	Patricia Hebert	12/9/2021	750.00
19212	Power of Leverage Brazilian Jiu Jitsu	12/9/2021	280.00
19213	Ramsey Solutions	12/9/2021	29.99
19214	Rock Creek Enrichment Center	12/9/2021	1,075.00
19215	Rock n Tumble Gymnastics	12/9/2021	306.00
19216	Sarah Lowery Piano Studio	12/9/2021	225.00
19217	School of Rock Otay Ranch	12/9/2021	119.00
19218	Selene Gomez	12/9/2021	300.00
19219	Seven Spears Martial Arts Academy	12/9/2021	169.00
19220	Shirley Stafford	12/9/2021	3,175.00
19221	Singapore Math Inc.	12/9/2021	82.54
19222	SNAPOLOGY	12/9/2021	2,870.00
19223	So Cal TTC	12/9/2021	1,278.80
19224	Solidarity Farm	12/9/2021	2,356.00
19225	Specialized Therapy Services, Inc.	12/9/2021	61,923.85
19226	Studies Weekly	12/9/2021	481.98
19227	Susan Harris	12/9/2021	950.00
19228	TalkBox.Mom	12/9/2021	442.22
19229	United Studios of Self Defense	12/9/2021	215.00
19230	VIP School of Music	12/9/2021	116.00
19231	Visago LLC	12/9/2021	480.00
19232	Whitebrook Farm	12/9/2021	225.00
19233	YMCA of San Diego County	12/9/2021	844.00
19234	VIP School of Music	12/15/2021	364.00
19235	Wagner's School of Music, LLC	12/15/2021	116.00
19236	Voya Financial FBO CalSTRS Pension2	12/14/2021	31,986.50
19237	YMCA of San Diego County	12/16/2021	305.00
19238	Jessica Ackermann	12/17/2021	94.75
19239	A Dawn Of Music Studios	12/17/2021	1,320.00
19240	Agility Kids, LLC	12/17/2021	810.70
19241	Apple Inc	12/17/2021	49.00
19242	Artskiddoo	12/17/2021	702.00
19243	Art Steps, Inc.	12/17/2021	182.00

Pacific Coast Academy**Check Register****For the period ended December 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
19244	Ascend Music Studios	12/17/2021	640.00
19245	ASC - Orange County	12/17/2021	3,882.50
19246	At Play Occupational Therapy Services Inc	12/17/2021	885.00
19247	Angela Aymin	12/17/2021	380.00
19248	Bach To Rock	12/17/2021	275.00
19249	Beautiful Feet Books, Inc.	12/17/2021	129.32
19250	Bitsbox	12/17/2021	467.10
19251	BookShark	12/17/2021	1,459.78
19252	California Music Studios	12/17/2021	838.50
19253	Melinda Call	12/17/2021	630.00
19254	Checkmat Fallbrook Brazilian Jiu Jitsu	12/17/2021	985.00
19255	Paul Ciolek	12/17/2021	120.00
19256	Tomoko Yoda-Compilati	12/17/2021	78.00
19257	Cortica	12/17/2021	3,217.50
19258	CoVerified	12/17/2021	1,000.00
19259	Susan Creswell	12/17/2021	140.00
19260	Dance & Company	12/17/2021	815.00
19261	Doreen Dominguez	12/17/2021	196.80
19262	Marisa Donnelly	12/17/2021	350.00
19263	Kelly Durso	12/17/2021	94.75
19264	Michael Dvoskin	12/17/2021	600.00
19265	E3 Diagnostics Inc.	12/17/2021	240.00
19266	EMH Sports USA, Inc.	12/17/2021	1,224.00
19267	Endeavor Gymnastics	12/17/2021	380.00
19268	April and Brent Enderson	12/17/2021	3,070.00
19269	Fidelity Security Life Insurance Co.	12/17/2021	2,212.54
19270	Firestorm Freerunning and Acrobatics	12/17/2021	565.00
19271	Firestorm Galaxy - Moreno Valley	12/17/2021	590.00
19272	Floaties Swim School	12/17/2021	935.60
19273	Benjamin Fung	12/17/2021	94.75
19274	Danielle L. Giambrone	12/17/2021	152.88
19275	John Gibbs	12/17/2021	210.00
19276	Barbara Mulvany	12/17/2021	482.50
19277	Johnny Tran	12/17/2021	94.75
19278	Lori Sandground	12/17/2021	240.00
19279	Mike Slayen	12/17/2021	338.00
19280	Orange County Dept. of Education	12/17/2021	400.00
19281	Riverside Insights	12/17/2021	4,579.54
19282	San Diego Center for Vision Care - Optometry, P.C.	12/17/2021	1,280.00
19283	Sandiwa del Rosario	12/17/2021	145.00
19284	Scholastic Inc	12/17/2021	29.99

Pacific Coast Academy**Check Register****For the period ended December 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
19285	School of Rock Otay Ranch	12/17/2021	238.00
19286	Sebesta's Rocking K Ranch	12/17/2021	240.00
19287	Seven Spears Martial Arts Academy	12/17/2021	489.00
19288	Shirley Stafford	12/17/2021	120.00
19289	Singapore Math Inc.	12/17/2021	203.65
19290	SmallTalk Pediatric Therapy	12/17/2021	3,888.00
19291	So Cal TTC	12/17/2021	1,188.50
19292	SoCal Athletics Inc.	12/17/2021	449.00
19293	Sonya Rosenberg	12/17/2021	600.00
19294	Sweetwater Horses Inc.	12/17/2021	2,760.00
19295	Tap Fever Studios	12/17/2021	55.00
19296	Teaching Textbooks	12/17/2021	126.11
19297	Temecula Clay	12/17/2021	248.25
19298	The Sk8 Coach LLC	12/17/2021	760.00
19299	Time4Learning.com	12/17/2021	1,841.25
19300	Toby Wells YMCA	12/17/2021	1,478.00
19301	Total Education Solutions	12/17/2021	1,293.50
19302	Total Vision PC, Inc.	12/17/2021	155.00
19303	U.S. Music Lessons	12/17/2021	859.00
19304	Valerie Hernandez	12/17/2021	280.00
19305	Valued Voices	12/17/2021	1,890.00
19306	Valued Voices	12/17/2021	1,080.00
19307	White Dragon Martial Arts	12/17/2021	232.25
19308	White Dragon of East County	12/17/2021	969.90
19309	Xtreme Fit Temecula	12/17/2021	358.00
19310	YMCA of San Diego County	12/17/2021	156.00
19311	Zoom Video Communications Inc	12/17/2021	7,500.00
19312	Gracie Jiu Jitsu San Marcos LLC	12/17/2021	461.00
19313	Hollywood Music	12/17/2021	300.00
19314	HopSkipDrive, Inc.	12/17/2021	560.71
19315	Icetown Carlsbad	12/17/2021	184.00
19316	Jeniece Harris	12/17/2021	328.00
19317	K.I.D.S. Therapy Associates, Inc.	12/17/2021	2,175.80
19318	Kaitlin Homa	12/17/2021	170.00
19319	Key Martial Arts	12/17/2021	318.00
19320	Le Cirque, Inc.	12/17/2021	70.00
19321	Learn to Rip	12/17/2021	230.00
19322	Learning Without Tears	12/17/2021	31.81
19323	Legion American Jiu-Jitsu, LLC	12/17/2021	149.00
19324	LEGO Education	12/17/2021	123.86
19325	Linda Hamby	12/17/2021	2,700.00

Pacific Coast Academy**Check Register****For the period ended December 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
19326	Rebecca Zimmer Huber	12/17/2021	440.00
19327	Tim Hart	12/17/2021	200.00
19328	Yiyi Ku	12/17/2021	1,050.00
19329	Little Passports	12/17/2021	2,106.13
19330	Mad Dog Math	12/17/2021	83.84
19331	Main Street Optometry	12/17/2021	360.00
19332	MEL Science U.S., LLC	12/17/2021	1,692.21
19333	Mercurius	12/17/2021	64.78
19334	Moving Beyond the Page	12/17/2021	627.67
19335	Ms Mariah's Music	12/17/2021	519.00
19336	Ms. Ree Math, LLC	12/17/2021	1,470.00
19337	Murrieta Dance Project	12/17/2021	338.00
19338	Mystery Science Inc.	12/17/2021	89.00
19339	Noonan Family Swim School, Inc	12/17/2021	1,632.50
19340	North County Academy of Dance	12/17/2021	3,762.00
19341	Oak Meadow Inc	12/17/2021	821.19
19342	Outliers Jiu Jitsu	12/17/2021	175.00
19343	Danica Prohaszka	12/17/2021	1,420.00
19344	Professional Tutors of America	12/17/2021	3,195.00
19345	San Diego County Superintendent of Schools	12/21/2021	3,133.33
19346	Elizabeth L. Craven	12/21/2021	21.09
19347	Gloria Henderson	12/21/2021	138.63
19348	Beth Preece Foster	12/21/2021	14.63
19349	Missury Valencia	12/21/2021	78.76
19350	Voya Financial FBO CalSTRS Pension2	12/21/2021	31,359.50
19351	Achieve, Inc.	12/22/2021	700.00
19352	Alliance Jiu Jitsu San Diego	12/22/2021	779.00
19353	Amanda Gifford	12/22/2021	260.00
19354	Amanda Stubbs	12/22/2021	269.92
19355	Angela Aymin	12/22/2021	6,815.00
19356	Apex School of Movement San Diego	12/22/2021	3,096.00
19357	April Lipsky	12/22/2021	210.00
19358	Art In Motion	12/22/2021	90.00
19359	Barbara Mulvany	12/22/2021	200.00
19360	Basir Ahad	12/22/2021	975.00
19361	Beehively	12/22/2021	6,360.00
19362	Brad Bohn	12/22/2021	209.00
19363	Brain Builders STEM Education	12/22/2021	350.00
19364	Cadence Dance Project Inc	12/22/2021	595.00
19365	California Music Studios	12/22/2021	753.25
19366	Chira Tennis Academy	12/22/2021	1,150.00

Pacific Coast Academy**Check Register****For the period ended December 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
19367	Cindy Warner	12/22/2021	150.00
19368	Classical Education Inc.	12/22/2021	350.00
19369	CM School Supply	12/22/2021	19.38
19370	CN Eastlake LLC	12/22/2021	343.00
19371	Code Ninjas Poway	12/22/2021	358.20
19372	Copley - Price Family YMCA	12/22/2021	120.00
19373	Corona Dance Academy	12/22/2021	898.00
19374	Crafty School Crates	12/22/2021	154.37
19375	Danielle MacAdams	12/22/2021	20.50
19376	Drawn2Art	12/22/2021	444.00
19377	Dunamix Dance Project	12/22/2021	265.00
19378	eLuma	12/22/2021	9,000.00
19379	Erica Corioso	12/22/2021	90.00
19380	Evan-Moor	12/22/2021	1.39
19381	Family Karate	12/22/2021	270.00
19382	Floaties Swim School	12/22/2021	377.00
19383	Floaties Swim School	12/22/2021	196.00
19384	Gail Shafer	12/22/2021	300.00
19385	Gathered Oak	12/22/2021	350.00
19386	Gracie Barra San Diego	12/22/2021	1,188.00
19387	Growing Minds, LLC	12/22/2021	120.00
19388	Gymninny Kids	12/22/2021	4,458.84
19389	Harbottle Law Group	12/22/2021	1,485.00
19390	Heather Wong	12/22/2021	213.58
19391	Heidi Steiner	12/22/2021	315.00
19392	Hidden Fox Farm	12/22/2021	310.00
19393	Hollywood Music	12/22/2021	795.00
19394	Home Science Tools	12/22/2021	26.29
19395	Homeschool Enrichment Centers	12/22/2021	495.00
19396	Homeschool Enrichment Services LLC	12/22/2021	118.00
19397	Honest History Co.	12/22/2021	258.93
19398	Image IV Systems	12/22/2021	202.32
19399	Infinity Brazilian Jiu Jitsu	12/22/2021	1,851.00
19400	Inspire School of Ballet	12/22/2021	72.00
19401	Intro 2 Skateboarding	12/22/2021	40.00
19402	Jennifer Benito	12/22/2021	514.58
19403	Jerry DeMink	12/22/2021	714.00
19404	Jostens Inc.	12/22/2021	11.45
19405	Julie Brennan	12/22/2021	500.00
19406	Julie Schmidtler	12/22/2021	160.00
19407	K12 Management DBA FuelEd	12/22/2021	550.00

Pacific Coast Academy

Check Register

For the period ended December 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
19408	Kaigan Karate-Do	12/22/2021	360.00
19409	Karin Leonard	12/22/2021	90.00
19410	Kathryn Lillich	12/22/2021	420.00
19411	Kimberly Flatt	12/22/2021	173.84
19412	Lakeshore	12/22/2021	893.54
19413	Lanterns Global	12/22/2021	1,475.00
19414	Laura Lisak	12/22/2021	676.00
19415	Learning Journeys Forum	12/22/2021	2,325.00
19416	Learning Without Tears	12/22/2021	139.23
19417	Legion American Jiu-Jitsu, LLC	12/22/2021	447.00
19418	Lindsay Burch	12/22/2021	151.98
19419	Lori Sandground	12/22/2021	400.00
19420	Lucy Conway	12/22/2021	2,550.00
19421	Lydia Dicola	12/22/2021	6,113.00
19422	Lynne-Marie Friedrichs	12/22/2021	405.00
19423	MEL Science U.S., LLC	12/22/2021	300.84
19424	Melinda J. Beebe	12/22/2021	120.00
19425	Michael Dvoskin	12/22/2021	450.00
19426	Michael Kiyoshi Lim	12/22/2021	125.00
19427	Michele Pitts	12/22/2021	262.08
19428	Mission Valley YMCA	12/22/2021	212.00
19429	Monart	12/22/2021	270.00
19430	MoxieBox Art, Inc.	12/22/2021	792.30
19431	Ms Mariah's Music	12/22/2021	768.00
19432	Murrieta Academy of Music	12/22/2021	420.00
19433	Murrieta Dance Project	12/22/2021	688.00
19434	Music Speaks Studio	12/22/2021	360.00
19435	MusiKey	12/22/2021	580.00
19436	Natalia U. Reswick	12/22/2021	480.00
19437	Natasha Jaksch	12/22/2021	414.02
19438	Nathan & Elizabeth Hileman	12/22/2021	780.00
19439	Nicole the Math Lady, LLC.	12/22/2021	59.00
19440	Noonan Family Swim School, Inc	12/22/2021	288.75
19441	Noonan Family Swim School, Inc.	12/22/2021	614.50
19442	Ocean First Education	12/22/2021	64.80
19443	Oceanside Gymnastics	12/22/2021	983.00
19444	Paper Moon Music	12/22/2021	405.00
19445	Pitch Michael	12/22/2021	1,020.00
19446	Preferred Interpreting Service, LLC	12/22/2021	8,139.06
19447	Pyle Sims Duncan & Stevenson	12/22/2021	1,745.80
19448	Rachael Kone	12/22/2021	350.00

Pacific Coast Academy**Check Register****For the period ended December 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
19449	Rachel Bertoch	12/22/2021	510.00
19450	Rachel Fitzgerald	12/22/2021	805.00
19451	Ramsey Solutions	12/22/2021	137.70
19452	Redline Athletics 4S Ranch	12/22/2021	119.00
19453	Riffs Music	12/22/2021	260.00
19454	Rock n Tumble Gymnastics	12/22/2021	157.50
19455	Russian School of Mathematics	12/22/2021	576.00
19456	San Diego Circus Center	12/22/2021	1,365.00
19457	San Diego Surfing School, Inc.	12/22/2021	349.00
19458	Sandra Brigman	12/22/2021	740.00
19459	School of Rock Otay Ranch	12/22/2021	1,457.00
19460	Sebesta's Rocking K Ranch	12/22/2021	1,440.00
19461	SHI International Corp	12/22/2021	10,672.56
19462	Shoreline Diagnostics LLC.	12/22/2021	6,270.00
19463	Shree LLC	12/22/2021	1,176.00
19464	Singapore Math Inc.	12/22/2021	642.14
19465	Small Talk OC	12/22/2021	2,000.00
19466	SmallTalk Pediatric Therapy	12/22/2021	864.00
19467	Soccer Saints & Ryan Beard	12/22/2021	159.00
19468	Sonya Rosenberg	12/22/2021	560.00
19469	Sounds Of Music / James Messina	12/22/2021	3,700.00
19470	Staump Productions	12/22/2021	285.00
19471	Studies Weekly	12/22/2021	419.96
19472	Susan Creswell	12/22/2021	70.00
19473	Suzanne Miller	12/22/2021	1,155.00
19474	Swim to Shore	12/22/2021	283.00
19475	Teaching Textbooks	12/22/2021	232.32
19476	Temecula Music Teacher, LLC	12/22/2021	680.00
19477	Terra Arts Foundation	12/22/2021	1,311.68
19478	The LaunchPad Therapy for Kids	12/22/2021	600.00
19479	Verizon	12/22/2021	Void
19480	Verizon	12/22/2021	460.12
19481	Verizon	12/22/2021	162.88
19482	Verizon Wireless	12/22/2021	860.23
19483	Wagner's School of Music, LLC	12/22/2021	2,135.31
19484	Wagner's School of Music, LLC	12/22/2021	444.00
19485	Wagner's School of Music, LLC	12/22/2021	816.20
19486	Wildcats Hockey/Jr Reign	12/22/2021	598.00
19487	William V. MacGill & CO.	12/22/2021	6,066.86
19488	Xtreme Fit Temecula	12/22/2021	179.00
19489	YMCA of San Diego County	12/22/2021	1,353.00

Pacific Coast Academy**Check Register****For the period ended December 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
19490	YMCA of San Diego County	12/22/2021	424.00
PCA211202-01	Amazon Capital Services	12/2/2021	11.82
PCA211202-02	Amazon Capital Services	12/2/2021	29.92
PCA211202-03	Amazon Capital Services	12/2/2021	3,770.17
PCA211202-04	Amazon Capital Services	12/2/2021	16.59
PCA211203-01	1802 Jiu-Jitsu	12/3/2021	150.00
PCA211203-02	All About Learning Press, Inc.	12/3/2021	56.60
PCA211203-03	All About Learning Press, Inc.	12/3/2021	272.90
PCA211203-04	All About Learning Press, Inc.	12/3/2021	78.75
PCA211203-05	All About Learning Press, Inc.	12/3/2021	83.00
PCA211203-06	All About Learning Press, Inc.	12/3/2021	96.04
PCA211203-07	All About Learning Press, Inc.	12/3/2021	160.64
PCA211203-08	Almadayo Academic Services	12/3/2021	300.00
PCA211203-09	Apple Inc.	12/3/2021	49.00
PCA211203-10	Art of Problem Solving	12/3/2021	96.00
PCA211203-11	Art of Problem Solving	12/3/2021	96.00
PCA211203-12	Barbara Martin	12/3/2021	80.00
PCA211203-13	Beltran Spanish Tutoring/Karen Beltran	12/3/2021	600.00
PCA211203-14	Blake Litschke	12/3/2021	225.00
PCA211203-15	Blake Litschke	12/3/2021	60.00
PCA211203-16	Charter Impact, Inc.	12/3/2021	66,067.00
PCA211203-17	Charter Impact, Inc.	12/3/2021	1,384.00
PCA211203-18	eat2explore	12/3/2021	326.40
PCA211203-19	eat2explore	12/3/2021	326.40
PCA211203-20	Golden State Ballet & Pilates	12/3/2021	260.00
PCA211203-21	Gracie Barra Encinitas	12/3/2021	220.00
PCA211203-22	Gym Trix, Inc.	12/3/2021	100.00
PCA211203-23	History Unboxed LLC	12/3/2021	65.41
PCA211203-24	History Unboxed LLC	12/3/2021	65.41
PCA211203-25	History Unboxed LLC	12/3/2021	65.41
PCA211203-26	History Unboxed LLC	12/3/2021	65.41
PCA211203-27	Institute for Excellence in Writing	12/3/2021	15.00
PCA211203-28	Institute for Excellence in Writing	12/3/2021	301.85
PCA211203-29	Institute for Excellence in Writing	12/3/2021	27.65
PCA211203-30	Institute for Excellence in Writing	12/3/2021	37.39
PCA211203-31	Leading Note Studios	12/3/2021	74.75
PCA211203-32	Leading Note Studios	12/3/2021	157.00
PCA211203-33	Lenore Johnson	12/3/2021	205.95
PCA211203-34	Lenore Johnson	12/3/2021	342.50
PCA211203-35	Logic of English	12/3/2021	27.91
PCA211203-36	Logic of English	12/3/2021	77.76

Pacific Coast Academy**Check Register****For the period ended December 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
PCA211203-37	Logic of English	12/3/2021	208.55
PCA211203-38	Logic of English	12/3/2021	105.77
PCA211203-39	Logic of English	12/3/2021	105.81
PCA211203-40	Mr. D Math	12/3/2021	394.00
PCA211203-41	New West Ballet School	12/3/2021	80.00
PCA211203-42	Rachel Urbina	12/3/2021	180.00
PCA211203-43	Rachel Urbina	12/3/2021	180.00
PCA211203-44	Rainbow Resource Center	12/3/2021	55.02
PCA211203-45	Rainbow Resource Center	12/3/2021	247.07
PCA211203-46	Rainbow Resource Center	12/3/2021	17.09
PCA211203-47	Rainbow Resource Center	12/3/2021	86.30
PCA211203-48	Rainbow Resource Center	12/3/2021	519.56
PCA211203-49	Rainbow Resource Center	12/3/2021	291.68
PCA211203-50	Rainbow Resource Center	12/3/2021	81.32
PCA211203-51	Rainbow Resource Center	12/3/2021	55.40
PCA211203-52	Rainbow Resource Center	12/3/2021	153.02
PCA211203-53	Rainbow Resource Center	12/3/2021	239.55
PCA211203-54	Rainbow Resource Center	12/3/2021	153.02
PCA211203-55	Rainbow Resource Center	12/3/2021	151.31
PCA211203-56	San Diego Craft Collective	12/3/2021	625.00
PCA211203-57	Sand n Straw LLC	12/3/2021	3,810.00
PCA211203-58	Randall Music School	12/3/2021	655.00
PCA211203-59	Randall Music School	12/3/2021	156.25
PCA211203-60	Savvas Learning Company LLC	12/3/2021	107.18
PCA211203-61	Schaumann Studios	12/3/2021	466.00
PCA211203-62	Teacher Synergy, LLC	12/3/2021	16.50
PCA211203-63	Teacher Synergy, LLC	12/3/2021	25.00
PCA211203-64	Teacher Synergy, LLC	12/3/2021	17.50
PCA211203-65	Teacher Synergy, LLC	12/3/2021	89.99
PCA211203-66	Teacher Synergy, LLC	12/3/2021	81.00
PCA211203-67	Teacher Synergy, LLC	12/3/2021	59.99
PCA211203-68	Teacher Synergy, LLC	12/3/2021	43.00
PCA211203-69	Teacher Synergy, LLC	12/3/2021	6.00
PCA211203-70	Teacher Synergy, LLC	12/3/2021	153.00
PCA211203-71	Teacher Synergy, LLC	12/3/2021	3.29
PCA211203-72	Teacher Synergy, LLC	12/3/2021	13.00
PCA211203-73	Teacher Synergy, LLC	12/3/2021	13.00
PCA211203-74	Teacher Synergy, LLC	12/3/2021	6.00
PCA211203-75	Teacher Synergy, LLC	12/3/2021	7.99
PCA211203-76	Teacher Synergy, LLC	12/3/2021	2.99
PCA211203-77	Teacher Synergy, LLC	12/3/2021	3.50

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Check Number	Vendor Name	Check Date	Check Amount
PCA211203-78	Teacher Synergy, LLC	12/3/2021	11.50
PCA211203-79	Teacher Synergy, LLC	12/3/2021	118.80
PCA211203-80	Timberdoodle.com	12/3/2021	218.13
PCA211203-81	TouchMath Acquisition LLC	12/3/2021	120.56
PCA211203-82	Vista Music	12/3/2021	700.00
PCA211203-83	WM Music Lessons	12/3/2021	515.00
PCA211207-01	Amazon Capital Services	12/7/2021	25,234.41
PCA211207-02	Amazon Capital Services	12/7/2021	7.42
PCA211207-03	Amazon Capital Services	12/7/2021	74.10
PCA211207-04	Amazon Capital Services	12/7/2021	994.59
PCA211208-01	Lenore Johnson	12/8/2021	900.00
PCA211209-01	Activities for Learning, Inc.	12/9/2021	127.33
PCA211209-02	Activities for Learning, Inc.	12/9/2021	26.75
PCA211209-03	Activities for Learning, Inc.	12/9/2021	99.83
PCA211209-04	Aqua Tots LA LLC	12/9/2021	124.00
PCA211209-05	Art of Problem Solving	12/9/2021	127.25
PCA211209-06	Ashley Collins	12/9/2021	150.00
PCA211209-07	Cabrillo Point Academy	12/9/2021	3,700.22
PCA211209-08	Cabrillo Point Academy	12/9/2021	404.21
PCA211209-09	Cabrillo Point Academy	12/9/2021	30,360.77
PCA211209-10	Cabrillo Point Academy	12/9/2021	275.04
PCA211209-11	Cabrillo Point Academy	12/9/2021	453.73
PCA211209-12	Cabrillo Point Academy	12/9/2021	259.24
PCA211209-13	Cabrillo Point Academy	12/9/2021	114.68
PCA211209-14	Christine Alexander	12/9/2021	325.00
PCA211209-15	eat2explore	12/9/2021	30.95
PCA211209-16	eat2explore	12/9/2021	30.95
PCA211209-17	Erika Williams	12/9/2021	696.00
PCA211209-18	Homeschool Planet	12/9/2021	74.95
PCA211209-19	Homeschool Planet	12/9/2021	14.95
PCA211209-20	Horse Savvy Training	12/9/2021	95.00
PCA211209-21	Jennifer Amundsen	12/9/2021	2,520.00
PCA211209-22	Joshua Matos	12/9/2021	600.00
PCA211209-23	Kathleen Crady	12/9/2021	3,205.00
PCA211209-24	Kelly Saldivar	12/9/2021	350.00
PCA211209-25	Kelly Saldivar	12/9/2021	200.00
PCA211209-26	Kelly Saldivar	12/9/2021	200.00
PCA211209-27	Kristen Tjio	12/9/2021	924.00
PCA211209-28	Leading Note Studios	12/9/2021	127.00
PCA211209-29	Leading Note Studios	12/9/2021	127.00
PCA211209-30	Leading Note Studios	12/9/2021	127.00

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Check Number	Vendor Name	Check Date	Check Amount
PCA211209-31	Leading Note Studios	12/9/2021	157.00
PCA211209-32	Leading Note Studios	12/9/2021	157.00
PCA211209-33	Lighthouse Therapy LLC	12/9/2021	66,000.00
PCA211209-34	Logic of English	12/9/2021	287.00
PCA211209-35	Logic of English	12/9/2021	105.85
PCA211209-36	Logic of English	12/9/2021	138.69
PCA211209-37	Margie Enyeart	12/9/2021	225.00
PCA211209-38	Mary Longbottom	12/9/2021	142.00
PCA211209-39	Math-U-See, Inc.	12/9/2021	58.00
PCA211209-40	Math-U-See, Inc.	12/9/2021	119.00
PCA211209-41	Math-U-See, Inc.	12/9/2021	55.00
PCA211209-42	Math-U-See, Inc.	12/9/2021	58.00
PCA211209-43	Math-U-See, Inc.	12/9/2021	110.00
PCA211209-44	Math-U-See, Inc.	12/9/2021	199.00
PCA211209-45	Math-U-See, Inc.	12/9/2021	199.00
PCA211209-46	Math-U-See, Inc.	12/9/2021	119.00
PCA211209-47	Math-U-See, Inc.	12/9/2021	199.00
PCA211209-48	Noemi Cienega-Ovando	12/9/2021	405.00
PCA211209-49	Office Depot, Inc	12/9/2021	215.49
PCA211209-50	Peace Hill Press, Inc dba Well Trained Mind Press	12/9/2021	16.99
PCA211209-51	Rachel Robinson	12/9/2021	450.00
PCA211209-52	Rainbow Resource Center	12/9/2021	23.07
PCA211209-53	Rainbow Resource Center	12/9/2021	19.89
PCA211209-54	Rainbow Resource Center	12/9/2021	33.14
PCA211209-55	Rainbow Resource Center	12/9/2021	19.89
PCA211209-56	Rainbow Resource Center	12/9/2021	19.89
PCA211209-57	Rainbow Resource Center	12/9/2021	77.26
PCA211209-58	Rainbow Resource Center	12/9/2021	75.00
PCA211209-59	Rainbow Resource Center	12/9/2021	123.13
PCA211209-60	Rainbow Resource Center	12/9/2021	64.94
PCA211209-61	Rainbow Resource Center	12/9/2021	54.37
PCA211209-62	Rainbow Resource Center	12/9/2021	121.59
PCA211209-63	Rainbow Resource Center	12/9/2021	117.04
PCA211209-64	Rainbow Resource Center	12/9/2021	235.89
PCA211209-65	Rainbow Resource Center	12/9/2021	23.61
PCA211209-66	Rainbow Resource Center	12/9/2021	307.11
PCA211209-67	Rainbow Resource Center	12/9/2021	55.93
PCA211209-68	Rainbow Resource Center	12/9/2021	47.37
PCA211209-69	Rainbow Resource Center	12/9/2021	84.52
PCA211209-70	Rainbow Resource Center	12/9/2021	80.90
PCA211209-71	Rainbow Resource Center	12/9/2021	57.33

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Check Number	Vendor Name	Check Date	Check Amount
PCA211209-72	Rainbow Resource Center	12/9/2021	185.10
PCA211209-73	Rainbow Resource Center	12/9/2021	133.35
PCA211209-74	Rebecca Nakamura	12/9/2021	282.84
PCA211209-75	Sara Burdge	12/9/2021	240.00
PCA211209-76	Schumacher Tutoring	12/9/2021	1,120.00
PCA211209-77	Set Apart	12/9/2021	2,950.00
PCA211209-78	Singapore Math Live, LLC	12/9/2021	65.00
PCA211209-79	Teacher Synergy, LLC	12/9/2021	16.00
PCA211209-80	Teacher Synergy, LLC	12/9/2021	57.39
PCA211209-81	Teacher Synergy, LLC	12/9/2021	26.39
PCA211209-82	Teacher Synergy, LLC	12/9/2021	31.01
PCA211209-83	Teacher Synergy, LLC	12/9/2021	36.00
PCA211209-84	The Coder School La Jolla	12/9/2021	149.00
PCA211209-85	The Stronghold	12/9/2021	240.00
PCA211209-86	Valery King	12/9/2021	250.00
PCA211209-87	Wexplore LLC	12/9/2021	120.00
PCA211209-88	William Wilson	12/9/2021	600.00
PCA211214-01	Amazon Capital Services	12/14/2021	144.47
PCA211214-02	Amazon Capital Services	12/14/2021	11.82
PCA211214-03	Amazon Capital Services	12/14/2021	301.52
PCA211214-04	Amazon Capital Services	12/14/2021	18.19
PCA211214-05	Amazon Capital Services	12/14/2021	116.82
PCA211214-06	Amazon Capital Services	12/14/2021	11.82
PCA211214-07	Amazon Capital Services	12/14/2021	7.48
PCA211214-08	Amazon Capital Services	12/14/2021	11.82
PCA211214-09	Amazon Capital Services	12/14/2021	28.55
PCA211214-10	Amazon Capital Services	12/14/2021	47.39
PCA211214-11	Amazon Capital Services	12/14/2021	11.82
PCA211214-12	Amazon Capital Services	12/14/2021	35.39
PCA211214-13	Amazon Capital Services	12/14/2021	10.75
PCA211214-14	Amazon Capital Services	12/14/2021	37.70
PCA211214-15	Amazon Capital Services	12/14/2021	30,813.25
PCA211215-01	Timberdoodle.com	12/15/2021	0.04
PCA211215-02	Timberdoodle.com	12/15/2021	67.88
PCA211215-03	Timberdoodle.com	12/15/2021	60.24
PCA211215-04	Timberdoodle.com	12/15/2021	180.00
PCA211215-05	Timberdoodle.com	12/15/2021	132.00
PCA211215-06	Timberdoodle.com	12/15/2021	96.00
PCA211216-01	Wexplore LLC	12/16/2021	180.00
PCA211217-01	Aerial Theory	12/17/2021	320.00
PCA211217-02	Alena Berg Music Studio	12/17/2021	420.00

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Check Number	Vendor Name	Check Date	Check Amount
PCA211217-03	Christine Alexander	12/17/2021	325.00
PCA211217-04	Art of Problem Solving	12/17/2021	26.95
PCA211217-05	Art of Problem Solving	12/17/2021	156.24
PCA211217-06	Art of Problem Solving	12/17/2021	156.24
PCA211217-07	Art of Problem Solving	12/17/2021	156.24
PCA211217-08	Braille Abilities, LLC	12/17/2021	1,474.20
PCA211217-09	Braille Abilities, LLC	12/17/2021	2,176.06
PCA211217-10	Braille Abilities, LLC	12/17/2021	1,462.50
PCA211217-100	Peace Hill Press, Inc dba Well Trained Mind Press	12/17/2021	114.35
PCA211217-101	Peace Hill Press, Inc dba Well Trained Mind Press	12/17/2021	70.45
PCA211217-102	The Origin Hip Hop Performing Arts Academy	12/17/2021	150.00
PCA211217-103	The Origin Hip Hop Performing Arts Academy	12/17/2021	150.00
PCA211217-104	Piano Plus More	12/17/2021	780.00
PCA211217-105	Pich Music Studio	12/17/2021	1,050.00
PCA211217-106	Procopio, Cory, Hargreaves & Savitch LLP	12/17/2021	8,852.40
PCA211217-107	Procopio, Cory, Hargreaves & Savitch LLP	12/17/2021	1,296.00
PCA211217-11	Cabrillo Point Academy	12/17/2021	120.00
PCA211217-12	Cabrillo Point Academy	12/17/2021	30,360.77
PCA211217-13	CharterSafe	12/17/2021	44,260.00
PCA211217-14	Noemi Cienega-Ovando	12/17/2021	360.00
PCA211217-15	The Critical Thinking Co.	12/17/2021	47.49
PCA211217-16	Henry Doktorski	12/17/2021	140.63
PCA211217-17	eat2explore	12/17/2021	159.95
PCA211217-18	Fallbrook Gymnastic Club	12/17/2021	936.00
PCA211217-19	Charter Impact, Inc.	12/17/2021	3,528.00
PCA211217-20	Charter Impact, Inc.	12/17/2021	1,764.00
PCA211217-21	Larry White	12/17/2021	480.00
PCA211217-22	Liliya Sannino	12/17/2021	350.00
PCA211217-23	Liliya Sannino	12/17/2021	350.00
PCA211217-24	Liliya Sannino	12/17/2021	350.00
PCA211217-25	Liliya Sannino	12/17/2021	350.00
PCA211217-26	Liliya Sannino	12/17/2021	227.50
PCA211217-27	Liliya Sannino	12/17/2021	280.00
PCA211217-28	Liliya Sannino	12/17/2021	350.00
PCA211217-29	Marnie Young	12/17/2021	17,409.24
PCA211217-30	Rainbow Resource Center	12/17/2021	121.52
PCA211217-31	Rainbow Resource Center	12/17/2021	77.27
PCA211217-32	Rainbow Resource Center	12/17/2021	132.69
PCA211217-33	Rainbow Resource Center	12/17/2021	19.84
PCA211217-34	Rainbow Resource Center	12/17/2021	129.78
PCA211217-35	Rainbow Resource Center	12/17/2021	539.69

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Check Number	Vendor Name	Check Date	Check Amount
PCA211217-36	Rainbow Resource Center	12/17/2021	27.51
PCA211217-37	Rainbow Resource Center	12/17/2021	94.61
PCA211217-38	Rainbow Resource Center	12/17/2021	83.16
PCA211217-39	Rainbow Resource Center	12/17/2021	153.02
PCA211217-40	Rainbow Resource Center	12/17/2021	69.47
PCA211217-41	Rainbow Resource Center	12/17/2021	40.63
PCA211217-42	Rainbow Resource Center	12/17/2021	95.94
PCA211217-43	Rainbow Resource Center	12/17/2021	43.38
PCA211217-44	Rainbow Resource Center	12/17/2021	61.50
PCA211217-45	Rainbow Resource Center	12/17/2021	33.36
PCA211217-46	Rainbow Resource Center	12/17/2021	185.76
PCA211217-47	Rainbow Resource Center	12/17/2021	49.49
PCA211217-48	San Elijo Dance & Music Academy	12/17/2021	1,778.20
PCA211217-49	San Elijo Dance & Music Academy	12/17/2021	895.00
PCA211217-50	Randall Music School	12/17/2021	350.00
PCA211217-51	Randall Music School	12/17/2021	78.12
PCA211217-52	Randall Music School	12/17/2021	312.50
PCA211217-53	Randall Music School	12/17/2021	350.00
PCA211217-54	Randall Music School	12/17/2021	350.00
PCA211217-55	Savvas Learning Company LLC	12/17/2021	122.19
PCA211217-56	Schaumann Studios	12/17/2021	366.00
PCA211217-57	Swiftkick Martial Arts	12/17/2021	752.00
PCA211217-58	Teacher Synergy, LLC	12/17/2021	15.00
PCA211217-59	Teacher Synergy, LLC	12/17/2021	50.36
PCA211217-60	Teacher Synergy, LLC	12/17/2021	8.00
PCA211217-61	Teacher Synergy, LLC	12/17/2021	75.26
PCA211217-62	Teacher Synergy, LLC	12/17/2021	95.36
PCA211217-63	Teacher Synergy, LLC	12/17/2021	77.09
PCA211217-64	The Stronghold	12/17/2021	176.00
PCA211217-65	The Stronghold	12/17/2021	100.00
PCA211217-66	The Stronghold	12/17/2021	352.00
PCA211217-67	The Stronghold	12/17/2021	352.00
PCA211217-68	The Stronghold	12/17/2021	178.00
PCA211217-69	The Stronghold	12/17/2021	316.00
PCA211217-70	The Stronghold	12/17/2021	880.00
PCA211217-71	The Stronghold	12/17/2021	180.00
PCA211217-72	The Stronghold	12/17/2021	462.00
PCA211217-73	The Stronghold	12/17/2021	100.00
PCA211217-74	The Stronghold	12/17/2021	100.00
PCA211217-75	VM Studio	12/17/2021	360.00
PCA211217-76	Wexplore LLC	12/17/2021	75.00

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Check Number	Vendor Name	Check Date	Check Amount
PCA211217-77	Blake Litschke	12/17/2021	120.00
PCA211217-78	Gracie Barra Encinitas	12/17/2021	220.00
PCA211217-79	Hooked on Phonics	12/17/2021	134.68
PCA211217-80	Horse Savvy Training	12/17/2021	180.00
PCA211217-81	Institute for Excellence in Writing	12/17/2021	59.00
PCA211217-82	Kelly Saldivar	12/17/2021	200.00
PCA211217-83	Kelly Saldivar	12/17/2021	200.00
PCA211217-84	Leading Note Studios	12/17/2021	59.80
PCA211217-85	Leading Note Studios	12/17/2021	157.00
PCA211217-86	Leading Note Studios	12/17/2021	157.00
PCA211217-87	Leading Note Studios	12/17/2021	157.00
PCA211217-88	Leading Note Studios	12/17/2021	127.00
PCA211217-89	Leading Note Studios	12/17/2021	127.00
PCA211217-90	Leading Note Studios	12/17/2021	127.00
PCA211217-91	Valery King	12/17/2021	250.00
PCA211217-92	Barbara Martin	12/17/2021	60.00
PCA211217-93	Logic of English	12/17/2021	188.79
PCA211217-94	Logic of English	12/17/2021	105.54
PCA211217-95	Logic of English	12/17/2021	208.51
PCA211217-96	New West Ballet School	12/17/2021	80.00
PCA211217-97	Charles Jones	12/17/2021	68.75
PCA211217-98	Peace Hill Press, Inc dba Well Trained Mind Press	12/17/2021	29.00
PCA211217-99	Peace Hill Press, Inc dba Well Trained Mind Press	12/17/2021	45.60
PCA211221-01	Amazon Capital Services	12/21/2021	38,941.72
PCA211221-02	Amazon Capital Services	12/21/2021	47.36
PCA211221-03	Amazon Capital Services	12/21/2021	4,116.00
PCA211221-04	Amazon Capital Services	12/21/2021	11.94
PCA211221-05	Amazon Capital Services	12/21/2021	69.15
PCA211221-06	Amazon Capital Services	12/21/2021	11.82
PCA211221-07	Amazon Capital Services	12/21/2021	50.59
PCA211221-08	Amazon Capital Services	12/21/2021	75.04
PCA211221-09	Amazon Capital Services	12/21/2021	34.44
PCA211222-01	All About Learning Press, Inc.	12/22/2021	162.62
PCA211222-02	All About Learning Press, Inc.	12/22/2021	72.23
PCA211222-03	All About Learning Press, Inc.	12/22/2021	195.06
PCA211222-04	All About Learning Press, Inc.	12/22/2021	156.01
PCA211222-05	All About Learning Press, Inc.	12/22/2021	115.22
PCA211222-06	All About Learning Press, Inc.	12/22/2021	173.02
PCA211222-07	All About Learning Press, Inc.	12/22/2021	171.52
PCA211222-08	All About Learning Press, Inc.	12/22/2021	17.95
PCA211222-09	All About Learning Press, Inc.	12/22/2021	219.56

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Check Number	Vendor Name	Check Date	Check Amount
PCA211222-10	All About Learning Press, Inc.	12/22/2021	112.26
PCA211222-100	Live Music Tutor Inc	12/22/2021	100.00
PCA211222-101	Live Music Tutor Inc	12/22/2021	175.00
PCA211222-102	Live Music Tutor Inc	12/22/2021	135.00
PCA211222-103	Live Music Tutor Inc	12/22/2021	105.00
PCA211222-104	Live Music Tutor Inc	12/22/2021	75.00
PCA211222-105	Live Music Tutor Inc	12/22/2021	125.00
PCA211222-106	Live Music Tutor Inc	12/22/2021	125.00
PCA211222-107	Logic of English	12/22/2021	64.35
PCA211222-108	Logic of English	12/22/2021	543.09
PCA211222-109	Logic of English	12/22/2021	115.51
PCA211222-11	Almadayo Academic Services	12/22/2021	920.00
PCA211222-110	Logic of English	12/22/2021	93.90
PCA211222-111	Marianne R. Hill	12/22/2021	156.00
PCA211222-112	Marianne R. Hill	12/22/2021	104.00
PCA211222-113	Michael Bottomley	12/22/2021	855.00
PCA211222-114	Mr. D Math	12/22/2021	197.00
PCA211222-115	N-PAC	12/22/2021	3,600.00
PCA211222-116	Noemi Cienega-Ovando	12/22/2021	225.00
PCA211222-117	Office Depot, Inc	12/22/2021	25.20
PCA211222-118	Office Depot, Inc	12/22/2021	121.41
PCA211222-119	Office Depot, Inc	12/22/2021	33.28
PCA211222-12	Art of Problem Solving	12/22/2021	96.00
PCA211222-120	Office Depot, Inc	12/22/2021	14.54
PCA211222-121	Procopio, Cory, Hargreaves & Savitch LLP	12/22/2021	6,429.60
PCA211222-122	Rainbow Resource Center	12/22/2021	77.44
PCA211222-123	Rainbow Resource Center	12/22/2021	65.06
PCA211222-124	Rainbow Resource Center	12/22/2021	153.02
PCA211222-125	Rainbow Resource Center	12/22/2021	153.02
PCA211222-126	Rainbow Resource Center	12/22/2021	162.38
PCA211222-127	Rainbow Resource Center	12/22/2021	206.28
PCA211222-128	Rainbow Resource Center	12/22/2021	55.93
PCA211222-129	Rainbow Resource Center	12/22/2021	154.20
PCA211222-13	Art of Problem Solving	12/22/2021	96.00
PCA211222-130	Rainbow Resource Center	12/22/2021	13.16
PCA211222-131	Rainbow Resource Center	12/22/2021	27.33
PCA211222-132	Rainbow Resource Center	12/22/2021	188.16
PCA211222-133	Rainbow Resource Center	12/22/2021	302.98
PCA211222-134	Rainbow Resource Center	12/22/2021	373.61
PCA211222-135	Rainbow Resource Center	12/22/2021	373.61
PCA211222-136	Rainbow Resource Center	12/22/2021	54.91

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Check Number	Vendor Name	Check Date	Check Amount
PCA211222-137	Rainbow Resource Center	12/22/2021	166.03
PCA211222-138	Rainbow Resource Center	12/22/2021	54.32
PCA211222-139	Rainbow Resource Center	12/22/2021	54.32
PCA211222-14	Ashley Collins	12/22/2021	150.00
PCA211222-140	Rainbow Resource Center	12/22/2021	93.22
PCA211222-141	Rainbow Resource Center	12/22/2021	13.48
PCA211222-142	Rainbow Resource Center	12/22/2021	103.04
PCA211222-143	Rainbow Resource Center	12/22/2021	866.45
PCA211222-144	Rainbow Resource Center	12/22/2021	58.09
PCA211222-145	Rainbow Resource Center	12/22/2021	25.76
PCA211222-146	Rainbow Resource Center	12/22/2021	25.76
PCA211222-147	Rainbow Resource Center	12/22/2021	38.42
PCA211222-148	Rainbow Resource Center	12/22/2021	33.31
PCA211222-149	Rainbow Resource Center	12/22/2021	43.61
PCA211222-15	Ashley Collins	12/22/2021	150.00
PCA211222-150	Rainbow Resource Center	12/22/2021	128.01
PCA211222-151	Rainbow Resource Center	12/22/2021	50.17
PCA211222-152	Rainbow Resource Center	12/22/2021	45.16
PCA211222-153	Renata Bezman	12/22/2021	700.00
PCA211222-154	Roberta Lenert	12/22/2021	200.00
PCA211222-155	Samantha Hoffman	12/22/2021	660.00
PCA211222-156	San Diego Royal Gymnastics	12/22/2021	64.00
PCA211222-157	San Diego Royal Gymnastics	12/22/2021	64.00
PCA211222-158	San Diego Royal Gymnastics	12/22/2021	64.00
PCA211222-159	San Diego Royal Gymnastics	12/22/2021	48.00
PCA211222-16	Ashley Collins	12/22/2021	150.00
PCA211222-160	San Diego Royal Gymnastics	12/22/2021	64.00
PCA211222-161	San Diego Royal Gymnastics	12/22/2021	64.00
PCA211222-162	San Diego Royal Gymnastics	12/22/2021	64.00
PCA211222-163	San Diego Royal Gymnastics	12/22/2021	38.40
PCA211222-164	Sand n Straw LLC	12/22/2021	3,190.00
PCA211222-165	Sand n Straw LLC	12/22/2021	220.00
PCA211222-166	Sand n Straw LLC	12/22/2021	220.00
PCA211222-167	Randall Music School	12/22/2021	625.00
PCA211222-168	Randall Music School	12/22/2021	156.25
PCA211222-169	Stephanie Reyes	12/22/2021	75.00
PCA211222-17	Ashley Collins	12/22/2021	150.00
PCA211222-170	Teacher Synergy, LLC	12/22/2021	81.00
PCA211222-171	Teacher Synergy, LLC	12/22/2021	7.99
PCA211222-172	Teacher Synergy, LLC	12/22/2021	5.00
PCA211222-173	Teacher Synergy, LLC	12/22/2021	200.84

Pacific Coast Academy**Check Register****For the period ended December 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
PCA211222-174	Teacher Synergy, LLC	12/22/2021	14.99
PCA211222-175	Teacher Synergy, LLC	12/22/2021	15.65
PCA211222-176	Teacher Synergy, LLC	12/22/2021	133.20
PCA211222-177	Teacher Synergy, LLC	12/22/2021	7.00
PCA211222-178	Teacher Synergy, LLC	12/22/2021	9.95
PCA211222-179	Teacher Synergy, LLC	12/22/2021	458.99
PCA211222-18	Ashley Collins	12/22/2021	150.00
PCA211222-180	Teacher Synergy, LLC	12/22/2021	48.97
PCA211222-181	Teacher Synergy, LLC	12/22/2021	32.00
PCA211222-182	Teacher Synergy, LLC	12/22/2021	1.00
PCA211222-183	The Critical Thinking Co.	12/22/2021	171.24
PCA211222-184	The Critical Thinking Co.	12/22/2021	203.68
PCA211222-185	Timberdoodle.com	12/22/2021	752.85
PCA211222-186	Timberdoodle.com	12/22/2021	112.51
PCA211222-187	Timberdoodle.com	12/22/2021	63.55
PCA211222-188	Timberdoodle.com	12/22/2021	86.83
PCA211222-189	Timberdoodle.com	12/22/2021	172.63
PCA211222-19	Blake Litschke	12/22/2021	300.00
PCA211222-190	Timberdoodle.com	12/22/2021	150.93
PCA211222-191	Vista Music	12/22/2021	700.00
PCA211222-192	Wexplore LLC	12/22/2021	350.00
PCA211222-20	Blake Litschke	12/22/2021	300.00
PCA211222-21	Blake Litschke	12/22/2021	90.00
PCA211222-22	Blake Litschke	12/22/2021	90.00
PCA211222-23	Blake Litschke	12/22/2021	90.00
PCA211222-24	Briana Harley	12/22/2021	100.00
PCA211222-25	Cabrillo Point Academy	12/22/2021	319.25
PCA211222-26	Cabrillo Point Academy	12/22/2021	181.83
PCA211222-27	Cabrillo Point Academy	12/22/2021	615.00
PCA211222-28	Cabrillo Point Academy	12/22/2021	94.87
PCA211222-29	eat2explore	12/22/2021	89.25
PCA211222-30	eat2explore	12/22/2021	170.70
PCA211222-31	eat2explore	12/22/2021	326.40
PCA211222-32	Effectual Educational Consulting Services	12/22/2021	1,060.00
PCA211222-33	Erika Williams	12/22/2021	2,744.00
PCA211222-34	Galina Eroshkina	12/22/2021	315.00
PCA211222-35	Georgia Phipps	12/22/2021	1,320.00
PCA211222-36	History Unboxed LLC	12/22/2021	168.75
PCA211222-37	History Unboxed LLC	12/22/2021	167.70
PCA211222-38	History Unboxed LLC	12/22/2021	65.41
PCA211222-39	History Unboxed LLC	12/22/2021	670.80

Pacific Coast Academy**Check Register****For the period ended December 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
PCA211222-40	History Unboxed LLC	12/22/2021	65.91
PCA211222-41	History Unboxed LLC	12/22/2021	1,070.64
PCA211222-42	History Unboxed LLC	12/22/2021	670.80
PCA211222-43	History Unboxed LLC	12/22/2021	167.70
PCA211222-44	History Unboxed LLC	12/22/2021	167.70
PCA211222-45	History Unboxed LLC	12/22/2021	167.70
PCA211222-46	History Unboxed LLC	12/22/2021	32.97
PCA211222-47	History Unboxed LLC	12/22/2021	167.70
PCA211222-48	History Unboxed LLC	12/22/2021	65.41
PCA211222-49	History Unboxed LLC	12/22/2021	670.80
PCA211222-50	History Unboxed LLC	12/22/2021	675.00
PCA211222-51	History Unboxed LLC	12/22/2021	1,048.84
PCA211222-52	History Unboxed LLC	12/22/2021	65.41
PCA211222-53	History Unboxed LLC	12/22/2021	65.41
PCA211222-54	History Unboxed LLC	12/22/2021	568.51
PCA211222-55	History Unboxed LLC	12/22/2021	65.41
PCA211222-56	History Unboxed LLC	12/22/2021	65.41
PCA211222-57	History Unboxed LLC	12/22/2021	131.87
PCA211222-58	History Unboxed LLC	12/22/2021	43.43
PCA211222-59	History Unboxed LLC	12/22/2021	43.43
PCA211222-60	History Unboxed LLC	12/22/2021	670.80
PCA211222-61	History Unboxed LLC	12/22/2021	670.80
PCA211222-62	History Unboxed LLC	12/22/2021	65.93
PCA211222-63	History Unboxed LLC	12/22/2021	167.70
PCA211222-64	History Unboxed LLC	12/22/2021	167.70
PCA211222-65	History Unboxed LLC	12/22/2021	65.91
PCA211222-66	Institute for Excellence in Writing	12/22/2021	174.04
PCA211222-67	Joann Henrickle Horsemanship	12/22/2021	55.00
PCA211222-68	Joann Henrickle Horsemanship	12/22/2021	220.00
PCA211222-69	Joann Henrickle Horsemanship	12/22/2021	165.00
PCA211222-70	Joann Henrickle Horsemanship	12/22/2021	55.00
PCA211222-71	Joann Henrickle Horsemanship	12/22/2021	350.00
PCA211222-72	Joann Henrickle Horsemanship	12/22/2021	110.00
PCA211222-73	Joann Henrickle Horsemanship	12/22/2021	110.00
PCA211222-74	Joann Henrickle Horsemanship	12/22/2021	110.00
PCA211222-75	Joann Henrickle Horsemanship	12/22/2021	110.00
PCA211222-76	Joann Henrickle Horsemanship	12/22/2021	110.00
PCA211222-77	Joann Henrickle Horsemanship	12/22/2021	110.00
PCA211222-78	Joann Henrickle Horsemanship	12/22/2021	55.00
PCA211222-79	Joann Henrickle Horsemanship	12/22/2021	55.00
PCA211222-80	Joann Henrickle Horsemanship	12/22/2021	55.00

Pacific Coast Academy**Check Register****For the period ended December 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
PCA211222-81	Joobilo LLC	12/22/2021	300.00
PCA211222-82	KiwiCo, Inc.	12/22/2021	9,870.25
PCA211222-83	Lenore Johnson	12/22/2021	348.00
PCA211222-84	Lenore Johnson	12/22/2021	65.00
PCA211222-85	Liliana Harris	12/22/2021	120.00
PCA211222-86	Liliana Harris	12/22/2021	180.00
PCA211222-87	Liliya Sannino	12/22/2021	350.00
PCA211222-88	Liliya Sannino	12/22/2021	210.00
PCA211222-89	Liliya Sannino	12/22/2021	122.50
PCA211222-90	Live Music Tutor Inc	12/22/2021	180.00
PCA211222-91	Live Music Tutor Inc	12/22/2021	140.00
PCA211222-92	Live Music Tutor Inc	12/22/2021	100.00
PCA211222-93	Live Music Tutor Inc	12/22/2021	100.00
PCA211222-94	Live Music Tutor Inc	12/22/2021	100.00
PCA211222-95	Live Music Tutor Inc	12/22/2021	140.00
PCA211222-96	Live Music Tutor Inc	12/22/2021	180.00
PCA211222-97	Live Music Tutor Inc	12/22/2021	175.00
PCA211222-98	Live Music Tutor Inc	12/22/2021	100.00
PCA211222-99	Live Music Tutor Inc	12/22/2021	100.00
PCA211227-01	Premier Workspaces	12/27/2021	1,149.00

Total Disbursement in December \$ 1,690,941.83

Pacific Coast Academy

Top 5 Vendors

For the period ended November 30, 2021

Vendor Name	Total Spend in Nov
Blue Shield of California	431,489.84
Voya Financial FBO CalSTRS Pension2	342,934.05
Charter Impact, Inc.	147,572.29
Kaiser Foundation Health Plan	110,370.93
Amazon Capital Services	88,996.39

Pacific Coast Academy***Top 5 Vendors*****For the period ended December 31, 2021**

Vendor Name	Total Spend in Dec
Blue Shield of California	404,271.93
Kaiser Foundation Health Plan	121,160.24
Amazon Capital Services	105,105.87
Voya Financial FBO CalSTRS Pension2	95,300.35
Charter Impact, Inc.	72,743.00

Pacific Coast Academy

Accounts Payable Aging

December 31, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
ACES	4160735	12/14/2021	12/28/2021	\$ -	\$ 863	\$ -	\$ -	\$ -	\$ 863
ACES	4160736	12/14/2021	12/28/2021	-	413	-	-	-	413
ACES	4160738	12/14/2021	12/28/2021	-	225	-	-	-	225
ACES	4160739	12/14/2021	12/28/2021	-	1,050	-	-	-	1,050
ACES	4160740	12/14/2021	12/28/2021	-	450	-	-	-	450
ACES	4160741	12/14/2021	12/28/2021	-	150	-	-	-	150
ACES	4160742	12/14/2021	12/28/2021	-	300	-	-	-	300
ACES	4160743	12/14/2021	12/28/2021	-	300	-	-	-	300
ACES	4160744	12/14/2021	12/28/2021	-	150	-	-	-	150
Activities for Learning, Inc.	384746	12/13/2021	1/12/2022	330	-	-	-	-	330
Al Zamora	100117	12/17/2021	1/16/2022	897	-	-	-	-	897
All About Learning Press, Inc.	909676	12/13/2021	1/12/2022	220	-	-	-	-	220
All About Learning Press, Inc.	909677	12/13/2021	1/12/2022	221	-	-	-	-	221
All About Learning Press, Inc.	909683	12/13/2021	1/12/2022	361	-	-	-	-	361
All About Learning Press, Inc.	909690	12/14/2021	1/13/2022	388	-	-	-	-	388
Allison Browning	217	12/15/2021	1/14/2022	220	-	-	-	-	220
Almadayo Academic Services	1015	12/17/2021	1/16/2022	120	-	-	-	-	120
Amaris Kiefner	4	12/11/2021	1/10/2022	240	-	-	-	-	240
Amazon Capital Services	1133-GNXD-9DT1	12/3/2021	2/1/2022	(8)	-	-	-	-	(8)
Amazon Capital Services	119F-9KG6-VLCQ	11/15/2021	1/14/2022	(11)	-	-	-	-	(11)
Amazon Capital Services	14V3-1CC6-XRPD	12/14/2021	2/12/2022	(30)	-	-	-	-	(30)
Amazon Capital Services	14XN-GP44-1TFD	12/3/2021	2/1/2022	(14)	-	-	-	-	(14)
Amazon Capital Services	16HV-PQLR-17X9	12/2/2021	1/31/2022	(64)	-	-	-	-	(64)
Amazon Capital Services	16KK-Y9RL-MTNT	11/28/2021	1/27/2022	(39)	-	-	-	-	(39)
Amazon Capital Services	177X-16XP-9MW6	12/3/2021	2/1/2022	(22)	-	-	-	-	(22)
Amazon Capital Services	1CTC-9TDX-6XPN	12/13/2021	2/11/2021	-	-	-	-	(9)	(9)
Amazon Capital Services	1DPT-Y1TL-3TQ4	12/6/2021	2/4/2022	(0)	-	-	-	-	(0)
Amazon Capital Services	1F67-7QGW-VK1G	12/13/2021	2/11/2022	(14)	-	-	-	-	(14)
Amazon Capital Services	1GD6-FNNJ-L1CC	11/27/2021	1/26/2022	(13)	-	-	-	-	(13)
Amazon Capital Services	1J4D-RRKD-X6YK	11/23/2021	1/22/2022	(8)	-	-	-	-	(8)
Amazon Capital Services	1KTT-VJH9-LGVP	12/6/2021	2/4/2022	(10)	-	-	-	-	(10)
Amazon Capital Services	1L39-6FK4-R6HY	12/13/2021	2/11/2022	(46)	-	-	-	-	(46)
Amazon Capital Services	1LQX-66TX-6MCV	12/13/2021	2/11/2021	-	-	-	-	(9)	(9)
Amazon Capital Services	1LVC-4LJV-RR7H	12/13/2021	2/11/2022	(28)	-	-	-	-	(28)
Amazon Capital Services	1MJT-NR17-WHDQ	12/10/2021	2/8/2022	(11)	-	-	-	-	(11)
Amazon Capital Services	1MND-HYNJ-4Y17	12/1/2021	1/30/2022	(8)	-	-	-	-	(8)
Amazon Capital Services	1RHY-HT79-GVXV	11/15/2021	1/14/2022	(13)	-	-	-	-	(13)
Amazon Capital Services	1V73-6YJJ-KYFL	12/1/2021	1/30/2022	(17)	-	-	-	-	(17)

Pacific Coast Academy

Accounts Payable Aging

December 31, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1VJG-K6M9-YG1Y	12/14/2021	2/12/2022	(27)	-	-	-	-	(27)
Amazon Capital Services	1VQN-TYHY-R63Y	12/13/2021	2/11/2022	(2)	-	-	-	-	(2)
Amazon Capital Services	1XDF-D7LV-FT6R	11/15/2021	1/14/2022	(2)	-	-	-	-	(2)
Amazon Capital Services	1XDF-D7LV-WFTQ	11/15/2021	1/14/2022	(8)	-	-	-	-	(8)
Amazon Capital Services	1XHX-L91F-H4D7	11/16/2021	1/15/2022	(12)	-	-	-	-	(12)
Amazon Capital Services	1Y7Q-RPQP-1P9M	11/22/2021	1/21/2022	(18)	-	-	-	-	(18)
Amazon Capital Services	1YKG-JGKR-KK4V	12/1/2021	1/30/2022	(33)	-	-	-	-	(33)
Anchor Counseling & Education Solutio	November 2021	12/10/2021	1/9/2022	443	-	-	-	-	443
Angelika's Piano Studio	32	12/16/2021	1/15/2022	924	-	-	-	-	924
Apple Inc.	AH03440929	12/17/2021	1/16/2022	49	-	-	-	-	49
Apple Inc.	AH03440930	12/17/2021	1/16/2022	49	-	-	-	-	49
ATC Martial Arts	1130	12/9/2021	12/9/2021	-	443	-	-	-	443
Barbara Ernst Ankele	PAC - 004	12/14/2021	1/13/2022	319	-	-	-	-	319
Barbara Mulvany	GD1221	12/1/2021	12/31/2021	20	-	-	-	-	20
Barbara Mulvany	SD1221	12/1/2021	12/31/2021	20	-	-	-	-	20
Beautiful Feet Books, Inc.	16015	12/9/2021	1/8/2022	341	-	-	-	-	341
Beautiful Feet Books, Inc.	16023	12/10/2021	1/9/2022	257	-	-	-	-	257
Beautiful Feet Books, Inc.	16037	12/15/2021	1/14/2022	140	-	-	-	-	140
Beltran Spanish Tutoring/Karen Beltran	2021003	12/17/2021	1/16/2022	180	-	-	-	-	180
Benjamin Fung	FUNG121421	12/14/2021	12/14/2021	-	85	-	-	-	85
Big Little Ones, LLC	2453	12/16/2021	12/16/2021	-	239	-	-	-	239
Big Little Ones, LLC	2469	12/16/2021	12/16/2021	-	166	-	-	-	166
Big Little Ones, LLC	2478	12/16/2021	12/16/2021	-	448	-	-	-	448
Big Little Ones, LLC	2486	12/17/2021	12/17/2021	-	131	-	-	-	131
Big Little Ones, LLC	2487	12/16/2021	12/16/2021	-	104	-	-	-	104
Bitsbox	4303	12/14/2021	1/13/2022	168	-	-	-	-	168
Braille Abilities, LLC	1038	12/1/2021	12/31/2021	1,339	-	-	-	-	1,339
Brain Builders STEM Education	1676	12/14/2021	1/13/2022	(206)	-	-	-	-	(206)
Brave Writer, LLC	PAC-93031	12/15/2021	12/15/2021	-	60	-	-	-	60
Cabrillo Point Academy	PCA-SDGE122021-100	12/17/2021	1/16/2022	235	-	-	-	-	235
Cabrillo Point Academy	PCA-SDGE122021-101	12/17/2021	1/16/2022	373	-	-	-	-	373
Cabrillo Point Academy	PCA-SDGE122021-102	12/17/2021	1/16/2022	248	-	-	-	-	248
Cabrillo Point Academy	PCA-SDGE122021-103	12/17/2021	1/16/2022	108	-	-	-	-	108
Cabrillo Point Academy	PCA-SDGE122021-200	12/17/2021	1/16/2022	225	-	-	-	-	225
Cengage Learning Inc	72746871	12/16/2020	1/15/2021	-	-	-	-	(72)	(72)
Champion Gymnastics	111367	11/1/2021	12/1/2021	-	153	-	-	-	153
Champion Gymnastics	111416	11/1/2021	12/1/2021	-	121	-	-	-	121
Champion Gymnastics	111417	11/1/2021	12/1/2021	-	114	-	-	-	114
Champion Gymnastics	111444	12/1/2021	12/31/2021	125	-	-	-	-	125

Pacific Coast Academy**Accounts Payable Aging**

December 31, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Champion Gymnastics	111451	12/1/2021	12/31/2021	350	-	-	-	-	350
Champion Gymnastics	111452	12/1/2021	12/31/2021	350	-	-	-	-	350
Champion Gymnastics	111453	12/1/2021	12/31/2021	333	-	-	-	-	333
Champion Gymnastics	111459	12/1/2021	12/31/2021	135	-	-	-	-	135
Champion Gymnastics	111479	12/1/2021	12/31/2021	205	-	-	-	-	205
Champion Gymnastics	111480	12/1/2021	12/31/2021	282	-	-	-	-	282
Champion Gymnastics	111494	12/1/2021	12/31/2021	114	-	-	-	-	114
Champion Rhythmics	006	11/6/2021	12/6/2021	-	595	-	-	-	595
Charlotte Littlehales	121721	12/17/2021	1/16/2022	1,114	-	-	-	-	1,114
Chira Tennis Academy	5220	12/3/2021	1/2/2022	25	-	-	-	-	25
Christian Arts & Theatre	150	12/16/2021	1/15/2022	289	-	-	-	-	289
Christina A. Barber	145	12/14/2021	1/13/2022	720	-	-	-	-	720
Christina A. Barber	146	12/14/2021	1/13/2022	720	-	-	-	-	720
Christina A. Barber	147	12/14/2021	1/13/2022	720	-	-	-	-	720
Christina A. Barber	148	12/14/2021	1/13/2022	216	-	-	-	-	216
Coastal Music Studios	4826	1/1/2022	1/31/2022	6,440	-	-	-	-	6,440
Coastal Sage Montessori	1	12/14/2021	1/13/2022	350	-	-	-	-	350
Coastal Sage Montessori	2	12/14/2021	1/13/2022	350	-	-	-	-	350
Cortica	4148514	12/9/2021	12/9/2021	-	657	-	-	-	657
Cortica	4148534	12/9/2021	12/9/2021	-	788	-	-	-	788
Cortica	4148545	12/9/2021	12/9/2021	-	525	-	-	-	525
Cortica	4148553	12/9/2021	12/9/2021	-	230	-	-	-	230
Cortica	4148570	12/9/2021	12/9/2021	-	784	-	-	-	784
Cortica	4148589	12/9/2021	12/9/2021	-	1,767	-	-	-	1,767
Drawn2Art	PCA122021	12/15/2021	1/14/2022	444	-	-	-	-	444
E-Therapy LLC	23211	11/30/2021	12/30/2021	-	1,113	-	-	-	1,113
eat2explore	101145	12/14/2021	1/13/2022	142	-	-	-	-	142
EMH Sports USA, Inc.	6177-396591-12 (Dec)	12/17/2021	1/1/2022	775	-	-	-	-	775
Emily Nguyen	2021-13	11/8/2021	12/8/2021	-	350	-	-	-	350
Ereflect Pty Ltd	INV-21718	12/15/2021	1/14/2022	67	-	-	-	-	67
Erika Williams	12-21	12/14/2021	1/13/2022	871	-	-	-	-	871
Fallbrook Gymnastic Club	12162021	12/16/2021	1/15/2022	2,355	-	-	-	-	2,355
Floaties Swim School	337	12/1/2022	12/31/2022	181	-	-	-	-	181
Floaties Swim School	544	12/18/2021	1/17/2022	188	-	-	-	-	188
Floaties Swim School	545	12/18/2021	1/17/2022	188	-	-	-	-	188
Gracie Jiu Jitsu San Marcos LLC	118	12/1/2021	12/31/2021	157	-	-	-	-	157
Gracie Jiu Jitsu San Marcos LLC	119	12/1/2021	12/31/2021	157	-	-	-	-	157
Green Acres Ranch Inc	202103-R	11/18/2021	12/18/2021	-	350	-	-	-	350
Gym Trix, Inc.	32171	12/11/2021	12/11/2021	-	100	-	-	-	100

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Hidden Fox Farm	020-PCA	12/12/2021	1/11/2022	310	-	-	-	-	310
Holly Hull	88	12/16/2021	1/15/2022	350	-	-	-	-	350
Holly Hull	89	12/16/2021	1/15/2022	135	-	-	-	-	135
Holly Hull	90	12/16/2021	1/15/2022	180	-	-	-	-	180
Holly Hull	91	12/16/2021	1/15/2022	315	-	-	-	-	315
Holly Hull	92	12/16/2021	1/15/2022	135	-	-	-	-	135
Holly Hull	93	12/16/2021	1/15/2022	135	-	-	-	-	135
Holly Hull	94	12/16/2021	1/15/2022	90	-	-	-	-	90
Holly Hull	95	12/16/2021	1/15/2022	135	-	-	-	-	135
Home Science Tools	000375592	12/10/2021	1/9/2022	55	-	-	-	-	55
Home Science Tools	000375627	12/10/2021	1/9/2022	85	-	-	-	-	85
Home Science Tools	000378288	12/16/2021	1/15/2022	153	-	-	-	-	153
Horse Savvy Training	AB122021	12/9/2021	1/8/2022	220	-	-	-	-	220
Horse Savvy Training	AB122021	12/9/2021	1/8/2022	110	-	-	-	-	110
Horse Savvy Training	CO1112021	12/13/2021	1/12/2022	55	-	-	-	-	55
Horse Savvy Training	JM122021	12/8/2021	1/7/2022	180	-	-	-	-	180
Horse Savvy Training	LeviK112021	12/5/2021	1/4/2022	220	-	-	-	-	220
Horse Savvy Training	LeviK122021	12/5/2021	1/4/2022	220	-	-	-	-	220
Horse Savvy Training	LK112021	12/5/2021	1/4/2022	220	-	-	-	-	220
Horse Savvy Training	LK122021	12/5/2021	1/4/2022	220	-	-	-	-	220
Horse Savvy Training	MO122021	12/3/2021	1/2/2022	220	-	-	-	-	220
Horse Savvy Training	PW112021	12/2/2021	1/1/2022	220	-	-	-	-	220
Horse Savvy Training	SM092021	10/8/2021	11/7/2021	-	-	110	-	-	110
House of Houck, Inc.	8	12/16/2021	1/15/2022	1,850	-	-	-	-	1,850
Inspire School of Ballet	233	12/13/2021	1/12/2022	146	-	-	-	-	146
Inspire School of Ballet	234	12/13/2021	1/12/2022	103	-	-	-	-	103
Institute for Excellence in Writing	845482	12/13/2021	1/13/2022	117	-	-	-	-	117
Institute for Excellence in Writing	845976	12/13/2021	1/13/2022	59	-	-	-	-	59
Institute for Excellence in Writing	846037	12/13/2021	1/13/2022	79	-	-	-	-	79
Institute for Excellence in Writing	846073	12/13/2021	1/13/2022	37	-	-	-	-	37
Institute for Excellence in Writing	846074	12/13/2021	1/13/2022	22	-	-	-	-	22
Institute for Excellence in Writing	846453	12/15/2021	1/15/2022	302	-	-	-	-	302
Institute for Excellence in Writing	846476	12/15/2021	1/15/2022	59	-	-	-	-	59
Janelle Wilson	46	12/5/2021	1/4/2022	4,239	-	-	-	-	4,239
Jeffrey Ryan Starkey	502	12/10/2021	1/9/2022	1,900	-	-	-	-	1,900
Jessica Ackermann	ACKE121421	12/14/2021	12/14/2021	-	85	-	-	-	85
JKWInnovations	CM-FALL2021#1002	11/9/2021	12/9/2021	-	(220)	-	-	-	(220)
Joann Henrickle Horsemanship	INV2288	12/15/2021	1/14/2022	80	-	-	-	-	80
Johnny Tran	TRAN121421	12/14/2021	12/14/2021	-	85	-	-	-	85

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Kari Behrendt	2021L-3	12/14/2021	1/13/2022	198	-	-	-	-	198
Kathy Shoemaker	13-R	10/1/2021	10/31/2021	-	-	-	125	-	125
Kickforce Martial Arts	201	12/14/2021	1/13/2022	175	-	-	-	-	175
KiwiCo, Inc.	100366411	12/14/2021	1/13/2022	(11)	-	-	-	-	(11)
KiwiCo, Inc.	NOV-21-PCA-2	11/30/2021	1/14/2022	8,110	-	-	-	-	8,110
Konica Minolta Business Solutions USA	50457373	12/7/2021	1/6/2022	200	-	-	-	-	200
Kristin Burer	BURE121521	12/15/2021	12/15/2021	-	90	-	-	-	90
Lakeshore	158902121021	12/10/2021	1/9/2022	39	-	-	-	-	39
Lakeshore	158960121021	12/10/2021	1/9/2022	31	-	-	-	-	31
Lakeshore	159043121021	12/10/2021	1/9/2022	84	-	-	-	-	84
Lakeshore	159197121021	12/10/2021	1/9/2022	186	-	-	-	-	186
Lakeshore	159311121021	12/10/2021	1/9/2022	79	-	-	-	-	79
Lakeshore	168474121421	12/14/2021	1/13/2022	61	-	-	-	-	61
Lakeshore	171190121421	12/14/2021	1/13/2022	92	-	-	-	-	92
Lakeshore	179201121521	12/15/2021	1/14/2022	79	-	-	-	-	79
Lakeshore	179360121521	12/15/2021	1/14/2022	50	-	-	-	-	50
Lakeshore	203064121521	12/15/2021	1/14/2022	40	-	-	-	-	40
Lakeshore	210226121621	12/16/2021	1/15/2022	43	-	-	-	-	43
Lakeshore	210333121621	12/16/2021	1/15/2022	50	-	-	-	-	50
Lakeshore	213125121621	12/16/2021	1/15/2022	111	-	-	-	-	111
Lakeshore	214748121621	12/16/2021	1/15/2022	61	-	-	-	-	61
Law Office of Jennifer McQuarrie	3328	12/9/2021	12/9/2021	-	990	-	-	-	990
Le Cirque, Inc.	123	12/2/2021	1/1/2022	120	-	-	-	-	120
Leading Edge Learning Center, LLC	003 -XP	12/13/2021	1/12/2022	240	-	-	-	-	240
Leading Note Studios	2172	12/1/2021	12/1/2021	-	157	-	-	-	157
Leading Note Studios	2173	12/1/2021	12/1/2021	-	35	-	-	-	35
Leading Note Studios	2174	12/1/2021	12/1/2021	-	75	-	-	-	75
Leading Note Studios	2175	12/1/2021	12/1/2021	-	157	-	-	-	157
Leading Note Studios	2176	12/1/2021	12/1/2021	-	157	-	-	-	157
Leading Note Studios	2177	12/1/2021	12/1/2021	-	157	-	-	-	157
Learning A-Z	4701871	12/10/2021	1/9/2022	92	-	-	-	-	92
Learning Without Tears	INV134546	12/8/2021	1/7/2022	38	-	-	-	-	38
Learning Without Tears	INV134568	12/8/2021	1/7/2022	10	-	-	-	-	10
Legion American Jiu-Jitsu, LLC	008	12/14/2021	1/13/2022	240	-	-	-	-	240
LEGO Education	1190490854	12/7/2021	2/5/2022	49	-	-	-	-	49
Lighthouse Therapy LLC	553	12/2/2021	1/16/2022	46,190	-	-	-	-	46,190
Liliana Harris	8CS-PAC	12/9/2021	1/8/2022	60	-	-	-	-	60
Liliana Harris	9CS-PAC	12/16/2021	1/15/2022	60	-	-	-	-	60
Linda Hamby	1 DEC	12/14/2021	1/13/2022	1,800	-	-	-	-	1,800

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LionHeart Academy	9-12-2021-3	12/9/2021	1/8/2022	7,225	-	-	-	-	7,225
Little Passports	117751021	12/15/2021	1/14/2022	168	-	-	-	-	168
Little Passports	117766125	12/15/2021	1/14/2022	256	-	-	-	-	256
Little Passports	117766726	12/15/2021	1/14/2022	219	-	-	-	-	219
Little Passports	117830628	12/15/2021	1/14/2022	169	-	-	-	-	169
Little Passports	117841018	12/15/2021	1/14/2022	155	-	-	-	-	155
Little Passports	117841029	12/15/2021	1/14/2022	155	-	-	-	-	155
Little Passports	117841241	12/15/2021	1/14/2022	339	-	-	-	-	339
Logic of English	SI-139950	12/10/2021	1/9/2022	112	-	-	-	-	112
Logic of English	SI-140191	12/15/2021	1/14/2022	137	-	-	-	-	137
Logic of English	SI-140303	12/17/2021	1/16/2022	33	-	-	-	-	33
Lori Guerrero	Richardson #005	12/4/2021	1/3/2022	210	-	-	-	-	210
Lori Sandground	12152021	12/15/2021	1/14/2022	400	-	-	-	-	400
Mad Dog Math	4565	12/13/2021	1/12/2022	10	-	-	-	-	10
Manna's Martial Arts Inc.	8	12/1/2021	12/31/2021	500	-	-	-	-	500
Margaret Morghen	99	12/10/2021	1/9/2022	2,520	-	-	-	-	2,520
Master Sports	12132021	12/14/2021	1/13/2022	100	-	-	-	-	100
Megan Casey	CASE121521	12/15/2021	12/15/2021	-	78	-	-	-	78
MEL Science U.S., LLC	AL2021121505	12/14/2021	1/13/2022	301	-	-	-	-	301
MEL Science U.S., LLC	DS2021121401	12/14/2021	1/13/2022	150	-	-	-	-	150
MEL Science U.S., LLC	GS2021121710	12/17/2021	1/16/2022	226	-	-	-	-	226
MEL Science U.S., LLC	JL2021121507	12/14/2021	1/13/2022	301	-	-	-	-	301
MEL Science U.S., LLC	JS2021121711	12/17/2021	1/16/2022	226	-	-	-	-	226
MEL Science U.S., LLC	LD2021121703	12/17/2021	1/16/2022	439	-	-	-	-	439
MEL Science U.S., LLC	OF2021121403	12/14/2021	1/13/2022	226	-	-	-	-	226
MEL Science U.S., LLC	VS2021121402	12/14/2021	1/13/2022	214	-	-	-	-	214
MEL Science U.S., LLC	WL2021121506	12/14/2021	1/13/2022	301	-	-	-	-	301
Meredith Barr	514	12/7/2021	1/6/2022	125	-	-	-	-	125
Michael Bottomley	035	12/13/2021	1/12/2022	350	-	-	-	-	350
Monwipha Monique Wichin Deters	DETE120621	12/6/2021	12/6/2021	-	26	-	-	-	26
Moving Beyond the Page	263449	12/14/2021	1/13/2022	178	-	-	-	-	178
Moving Beyond the Page	263450	12/14/2021	1/13/2022	45	-	-	-	-	45
Murrieta Dance Project	255	12/1/2021	12/31/2021	338	-	-	-	-	338
MusiKey	1021211	12/16/2021	1/15/2022	357	-	-	-	-	357
Mystic Equine	53	12/15/2021	1/14/2022	650	-	-	-	-	650
Noonan Family Swim School, Inc.	69679_9	12/17/2021	1/16/2022	143	-	-	-	-	143
Noonan Family Swim School, Inc.	69680_9	12/17/2021	1/16/2022	143	-	-	-	-	143
Oceanside Gymnastics	Davis4-2122	12/14/2021	1/13/2022	301	-	-	-	-	301
Oceanside Gymnastics	Ephron7-2122	12/14/2021	1/13/2022	82	-	-	-	-	82

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Oceanside Gymnastics	Mende3-2122	12/14/2021	1/13/2022	102	-	-	-	-	102
Oceanside Gymnastics	Ward3-2122	12/14/2021	1/13/2022	123	-	-	-	-	123
Office Depot, Inc	214954453001	12/8/2021	1/2/2022	29	-	-	-	-	29
OnlineG3.com, Inc	1079	12/15/2021	1/14/2022	249	-	-	-	-	249
Pediatric Therapy Associates	644	12/6/2021	1/5/2022	1,382	-	-	-	-	1,382
Pediatric Therapy Associates	PEDI121721	12/17/2021	12/17/2021	-	580	-	-	-	580
Peter and Sherri Mellos	MELLOS-1A	12/17/2021	12/17/2021	-	916	-	-	-	916
Peter and Sherri Mellos	MELLOS-2A	12/17/2021	12/17/2021	-	45	-	-	-	45
PowerKids Center	08-11-2021	12/14/2021	1/13/2022	1,400	-	-	-	-	1,400
Provenance	1436	4/1/2020	5/1/2020	-	-	-	-	3,301	3,301
Provenance	1646	5/19/2020	5/19/2020	-	-	-	-	44,660	44,660
Provenance	1782	6/11/2020	6/11/2020	-	-	-	-	24,280	24,280
Provenance	1873	6/24/2020	6/24/2020	-	-	-	-	14,004	14,004
Provenance	1901	6/25/2020	6/25/2020	-	-	-	-	56,532	56,532
Provenance	2694	6/15/2020	6/15/2020	-	-	-	-	15,250	15,250
Provenance	2705	6/15/2020	6/15/2020	-	-	-	-	15,629	15,629
Provenance	2907	7/1/2020	7/1/2020	-	-	-	-	80,307	80,307
Provenance	2955	7/2/2020	7/2/2020	-	-	-	-	7,350	7,350
Provenance	3062	7/15/2020	7/15/2020	-	-	-	-	43,607	43,607
Provenance	3109	7/30/2020	7/30/2020	-	-	-	-	2,800	2,800
Provenance	3550	9/22/2020	9/22/2020	-	-	-	-	1,141	1,141
Provenance	3627	10/7/2020	11/6/2020	-	-	-	-	1,600	1,600
Provenance	3692	10/21/2020	11/21/2020	-	-	-	-	130	130
Provenance	3784	10/27/2020	10/27/2020	-	-	-	-	10,710	10,710
Provenance	3812	10/30/2020	10/30/2020	-	-	-	-	12,236	12,236
Provenance	3830	11/9/2020	12/9/2020	-	-	-	-	5,418	5,418
Provenance	3905	11/16/2020	12/16/2020	-	-	-	-	100	100
Provenance	3919	11/16/2020	12/16/2020	-	-	-	-	49,172	49,172
Provenance	4149	12/16/2020	12/16/2020	-	-	-	-	500	500
Provenance	4159	11/30/2020	12/30/2020	-	-	-	-	275	275
Provenance	4162	12/18/2020	12/18/2020	-	-	-	-	504	504
Provenance	4176	12/18/2020	1/17/2021	-	-	-	-	12,566	12,566
Provenance	4317	1/19/2021	2/18/2021	-	-	-	-	400	400
Provenance	4329	1/19/2021	2/18/2021	-	-	-	-	673	673
Provenance	4344	1/19/2021	2/18/2021	-	-	-	-	10,374	10,374
Provenance	4356	1/20/2021	2/19/2021	-	-	-	-	1,250	1,250
Provenance	4366	1/20/2021	2/19/2021	-	-	-	-	1,316	1,316
Provenance	4372	1/20/2021	2/19/2021	-	-	-	-	6,148	6,148
Provenance	4417	1/28/2021	2/27/2021	-	-	-	-	4,706	4,706

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Provenance	4425	1/28/2021	2/27/2021	-	-	-	-	141	141
Provenance	4434	1/28/2021	2/27/2021	-	-	-	-	12,650	12,650
Provenance	4439	1/29/2021	2/28/2021	-	-	-	-	650	650
Provenance	4442	1/29/2021	2/28/2021	-	-	-	-	275	275
Provenance	4443	1/29/2021	2/28/2021	-	-	-	-	48	48
Provenance	4457	2/2/2021	3/4/2021	-	-	-	-	21,140	21,140
Provenance	4491	2/11/2021	3/13/2021	-	-	-	-	2,300	2,300
Provenance	4583	2/18/2021	3/20/2021	-	-	-	-	4,306	4,306
Provenance	4593	2/23/2021	3/25/2021	-	-	-	-	54	54
Provenance	4595	2/23/2021	3/25/2021	-	-	-	-	732	732
Provenance	4619	2/25/2021	3/27/2021	-	-	-	-	301	301
Provenance	4621	2/25/2021	3/27/2021	-	-	-	-	139	139
Provenance	4622	2/25/2021	3/27/2021	-	-	-	-	72	72
Provenance	4625	2/26/2021	3/28/2021	-	-	-	-	48	48
Provenance	4648	3/12/2021	4/11/2021	-	-	-	-	48	48
Provenance	4676	3/16/2021	4/15/2021	-	-	-	-	100	100
Provenance	4761	3/23/2021	4/22/2021	-	-	-	-	4,614	4,614
Provenance	4766	3/25/2021	4/24/2021	-	-	-	-	10,094	10,094
Provenance	4774	3/26/2021	4/25/2021	-	-	-	-	4,225	4,225
Provenance	4793	3/30/2021	4/29/2021	-	-	-	-	41	41
Provenance	4799	3/31/2021	4/30/2021	-	-	-	-	650	650
Provenance	4807	3/31/2021	4/30/2021	-	-	-	-	2,465	2,465
Provenance	4830	4/12/2021	5/12/2021	-	-	-	-	945	945
Provenance	4927	4/21/2021	5/21/2021	-	-	-	-	14	14
Provenance	5037	5/18/2021	6/17/2021	-	-	-	-	4,772	4,772
Provenance	PROV041321	4/13/2021	4/13/2021	-	-	-	-	3,650	3,650
Rachael Kone	105	12/1/2021	12/31/2021	280	-	-	-	-	280
Rachel Acosta	ACOS121621	12/16/2021	12/16/2021	-	35	-	-	-	35
Rachel Robinson	4	11/15/2021	12/15/2021	-	450	-	-	-	450
Rainbow Resource Center	3629168	12/8/2021	1/7/2022	326	-	-	-	-	326
Rainbow Resource Center	3633988	12/13/2021	1/12/2022	36	-	-	-	-	36
Rainbow Resource Center	3634811	12/14/2021	1/13/2022	95	-	-	-	-	95
Rainbow Resource Center	3636511	12/15/2021	1/14/2022	100	-	-	-	-	100
Rainbow Resource Center	3636545	12/15/2021	1/14/2022	55	-	-	-	-	55
Rainbow Resource Center	3636804	12/15/2021	1/14/2022	143	-	-	-	-	143
Rainbow Resource Center	3637827	12/16/2021	1/15/2022	56	-	-	-	-	56
Rainbow Resource Center	3637828	12/16/2021	1/15/2022	73	-	-	-	-	73
Rainbow Resource Center	3637829	12/16/2021	1/15/2022	74	-	-	-	-	74
Rainbow Resource Center	3637975	12/16/2021	1/15/2022	78	-	-	-	-	78

Pacific Coast Academy

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Rainbow Resource Center	3638593	12/16/2021	1/15/2022	153	-	-	-	-	153
Rainbow Resource Center	3638741	12/16/2021	1/15/2022	71	-	-	-	-	71
Rainbow Resource Center	3639349	12/17/2021	1/16/2022	134	-	-	-	-	134
Rainbow Resource Center	3639350	12/17/2021	1/16/2022	66	-	-	-	-	66
Rainbow Resource Center	3639351	12/17/2021	1/16/2022	286	-	-	-	-	286
Ramona Brazilian Jiu-Jitsu/ MMA	2021-12	12/12/2021	12/12/2021	-	3,209	-	-	-	3,209
Rock Creek Enrichment Center	20212115	12/6/2021	1/5/2022	774	-	-	-	-	774
Rock Creek Enrichment Center	20212116	12/14/2021	1/13/2022	730	-	-	-	-	730
Rock n Tumble Gymnastics	RnT013	12/14/2021	1/13/2022	130	-	-	-	-	130
Sara Burdge	18	12/10/2021	1/9/2022	240	-	-	-	-	240
SCEGA Gymnastics	2112	12/12/2021	1/11/2022	409	-	-	-	-	409
SCEGA Gymnastics	2113	12/15/2021	1/14/2022	350	-	-	-	-	350
Schumacher Tutoring	185	12/17/2021	1/16/2022	683	-	-	-	-	683
Sebesta's Rocking K Ranch	1064	12/15/2021	1/14/2022	720	-	-	-	-	720
Sebesta's Rocking K Ranch	1065	12/17/2021	1/16/2022	240	-	-	-	-	240
Serena Barnett	BARN121421	12/14/2021	12/14/2021	-	106	-	-	-	106
Set Apart	164	12/17/2021	1/16/2022	5,600	-	-	-	-	5,600
SHI International Corp	B14123740	9/28/2021	10/28/2021	-	-	-	5,000	-	5,000
Sing Move and Play Music Academy	2117	12/3/2021	1/2/2022	147	-	-	-	-	147
Singapore Math Inc.	448956	12/13/2021	1/12/2022	148	-	-	-	-	148
Singapore Math Inc.	449200	12/15/2021	1/14/2022	43	-	-	-	-	43
Singapore Math Inc.	449208	12/15/2021	1/14/2022	30	-	-	-	-	30
Singapore Math Inc.	449249	12/15/2021	1/14/2022	42	-	-	-	-	42
Singapore Math Inc.	449250	12/15/2021	1/14/2022	42	-	-	-	-	42
Singapore Math Inc.	449317	12/16/2021	1/15/2022	42	-	-	-	-	42
Singapore Math Inc.	449357	12/16/2021	1/15/2022	60	-	-	-	-	60
Singapore Math Inc.	449367	12/16/2021	1/15/2022	78	-	-	-	-	78
Singapore Math Inc.	449397	12/16/2021	1/15/2022	131	-	-	-	-	131
Singapore Math Live, LLC	1215211	12/15/2021	1/14/2022	100	-	-	-	-	100
Singapore Math Live, LLC	1216211	12/16/2021	1/15/2022	70	-	-	-	-	70
Singapore Math Live, LLC	1216212	12/16/2021	1/15/2022	40	-	-	-	-	40
Small Talk OC	1060	11/1/2021	12/31/2021	1,840	-	-	-	-	1,840
Soaring Minds Education, LLC	PCAPT-122	12/10/2021	1/9/2022	11,875	-	-	-	-	11,875
SoCal Athletics Inc.	136052	12/17/2021	1/16/2022	336	-	-	-	-	336
Sonrisas Spanish	869	12/13/2021	1/12/2022	138	-	-	-	-	138
Sonrisas Spanish	870	12/13/2021	1/12/2022	73	-	-	-	-	73
Spanish Immersion	2023	12/10/2021	1/9/2022	150	-	-	-	-	150
Specialized Education of California Inc	INV124809	12/4/2021	1/3/2022	416	-	-	-	-	416
Starfall Education Foundation	4331-4879-4807	12/13/2021	1/12/2022	30	-	-	-	-	30

Pacific Coast Academy

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Storybook Bindles	0000318	12/6/2021	1/5/2022	58	-	-	-	-	58
Studies Weekly	425372	12/15/2021	1/2/2022	65	-	-	-	-	65
Studies Weekly	425848	12/14/2021	1/12/2022	32	-	-	-	-	32
Studies Weekly	425850	12/14/2021	1/12/2022	32	-	-	-	-	32
Studies Weekly	425852	12/14/2021	1/12/2022	32	-	-	-	-	32
Studies Weekly	425853	12/14/2021	1/12/2022	32	-	-	-	-	32
Studies Weekly	426023	12/17/2021	1/14/2022	97	-	-	-	-	97
Studies Weekly	426075	12/17/2021	1/15/2022	32	-	-	-	-	32
Studies Weekly	426076	12/17/2021	1/15/2022	32	-	-	-	-	32
Susan Harris	2043	12/17/2021	1/16/2022	1,000	-	-	-	-	1,000
Suzanne Miller	2021N1	11/1/2021	12/1/2021	-	360	-	-	-	360
Teacher Synergy, LLC	176973440	12/13/2021	1/3/2022	5	-	-	-	-	5
Teacher Synergy, LLC	176974012	12/13/2021	1/3/2022	11	-	-	-	-	11
Teacher Synergy, LLC	177245668	12/15/2021	1/5/2022	16	-	-	-	-	16
Teacher Synergy, LLC	177251350	12/15/2021	1/5/2022	10	-	-	-	-	10
Teacher Synergy, LLC	177251447	12/15/2021	1/5/2022	20	-	-	-	-	20
Teacher Synergy, LLC	177277037	12/15/2021	1/5/2022	26	-	-	-	-	26
Teacher Synergy, LLC	177372857	12/16/2021	1/6/2022	28	-	-	-	-	28
Teacher Synergy, LLC	177373919	12/16/2021	1/6/2022	36	-	-	-	-	36
Teacher Synergy, LLC	177406799	12/16/2021	1/6/2022	5	-	-	-	-	5
Teacher Synergy, LLC	177492362	12/17/2021	1/7/2022	38	-	-	-	-	38
Teacher Synergy, LLC	177510481	12/17/2021	1/7/2022	6	-	-	-	-	6
Teacher Synergy, LLC	177511323	12/17/2021	1/7/2022	8	-	-	-	-	8
Teacher Synergy, LLC	177512701	12/17/2021	1/7/2022	8	-	-	-	-	8
Teacher Synergy, LLC	177513647	12/17/2021	1/7/2021	-	-	-	-	31	31
Temecula Music Teacher, LLC	4928	12/16/2021	1/15/2022	1,915	-	-	-	-	1,915
The Coder School La Jolla	103449	12/19/2021	1/18/2022	149	-	-	-	-	149
The League of Amazing Programmers	30782	12/13/2021	1/12/2022	240	-	-	-	-	240
The League of Amazing Programmers	30783	12/13/2021	1/12/2022	165	-	-	-	-	165
Timberdoodle.com	378453	12/10/2021	1/9/2022	597	-	-	-	-	597
Timberdoodle.com	378454	12/10/2021	1/9/2022	100	-	-	-	-	100
Total Education Solutions	4167971	12/15/2021	1/18/2022	554	-	-	-	-	554
Uline	142685616	12/15/2021	1/14/2022	477	-	-	-	-	477
United Studios of Self Defense	MO122021	12/10/2021	1/9/2022	215	-	-	-	-	215
Up & Movin'	InPCA 11 2021	11/30/2021	12/30/2021	-	736	-	-	-	736
Vianca Arana	ARAN101221	10/12/2021	10/12/2021	-	-	-	116	-	116
VIP School of Music	108	12/20/2021	1/19/2022	510	-	-	-	-	510
Wagner's School of Music, LLC	5476	12/14/2021	1/13/2022	116	-	-	-	-	116
Wagner's School of Music, LLC	5479	12/14/2021	1/13/2022	116	-	-	-	-	116

Pacific Coast Academy**Accounts Payable Aging**

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Wagner's School of Music, LLC	5481	12/14/2021	12/14/2021	-	404	-	-	-	404
White Dragon Martial Arts	121121	12/11/2021	1/10/2022	307	-	-	-	-	307
White Dragon Martial Arts	121221	12/11/2021	1/10/2022	307	-	-	-	-	307
William V. MacGill & CO.	IN0778862	12/6/2021	1/5/2022	716	-	-	-	-	716
William Wilson	121521	12/15/2021	1/14/2022	600	-	-	-	-	600
Xtreme Fit Temecula	6026	9/1/2021	9/1/2021	-	-	-	-	159	159
Ziggy's Tutoring	20201011-A	12/12/2021	1/11/2022	2,618	-	-	-	-	2,618
Total Outstanding Payables in December				\$ 157,820	\$ 21,934	\$ 110	\$ 5,241	\$ 501,514	\$ 686,619

Cover Sheet

Parent Student Handbook

Section: IV. Consent Agenda
Item: D. Parent Student Handbook

Purpose:

Submitted by:

Related Material:

PCA 2021-2022 Parent Student Handbook_v2_8.30.2021_Redlined_1.13.2022.docx

BACKGROUND:

This previously approved policy is being presented to the board to include updated guidelines for the process of Amazon orders via the Enrichment Department (pg.28).



Pacific Coast Academy

Parent Student Handbook

2021-2022

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School Mission Statement

Mission Statement

The mission of Pacific Coast Academy is to develop the individual gifts of students in San Diego County and adjacent counties to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished through quality, personalized, standards-based education which could include online coursework, offline textbook work, project-based learning and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

Description of the Program

Our school respects a family's right to educate their children and strives to offer innovative, personalized learning options for all families. Our programs engage students with a truly personalized learning plan based on their own interests and specific learning needs while preparing them for success both now and in the future. Enrollment in our full-time independent study program is tuition-free.

Our programs provide students with many opportunities:

- Learn at home or on the go with options for flexible, standards-based learning pathways using choices of curriculum, online platforms, and or bundled textbook programs
- Receive guidance, support, and assistance in person and virtually from your assigned credentialed Homeschool Teacher
- Optional field trips and community events
- Numerous and diverse educational vendor services

Schoolwide Learner Outcomes (SLOs)

At our schools, we have goals for students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our schools' culture: they reflect our school vision, the College and Career Readiness standards, and the education of the whole child.

Pacific Coast students are:

- **Inquisitive Learners** - Inquisitive learners are investigative, inquiring, ask probing questions, and desire to learn more.
- **Navigators of the Digital World** - Navigators of the digital world who are proficient in the use of technology, media, and online resources.
- **Self-Directed** - Self-directed and motivated students who are able to set attainable goals to achieve academic success.
- **Personalized Learners** - Personalized learners who are able to thrive in the style of education that best fits their individual needs.
- **Independent Critical Thinkers** - Independent critical thinkers who have the ability to problem solve, take ownership, and apply their knowledge to a variety of problems.

- **Responsible Citizens** - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.
- **Effective Communicators** - Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

Western Association of Schools and Colleges (WASC) Accreditation

The WASC process is designed to allow us to go through an in-depth self-study of our school, focusing specifically on organization, curriculum, instruction, assessment, and school culture. We take a close look specifically at our high school students and their success. In addition, we identify and reflect on our progress towards our school-wide learning outcomes (SLOs). The WASC cycle includes targeting our areas of strength and areas of growth and the creation of an action plan to address those areas to increase student achievement.

When a school becomes accredited, it:

Certifies to the public that the school is a trustworthy institution of learning.

- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's program and operations to support student learning.
- Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.
- WASC accreditation is important because the military often requires applicants to be from accredited schools and many school districts and universities will only accept credits from WASC accredited schools.
- Allows high school students' courses, grades, and units to be accepted at more colleges and universities after graduation.

Admissions, Registration, & Intake

Required registration documentation includes proof of age, immunization record or waiver, and proof of residence.

The student must reside within a county our school serves and provide proof of residency prior to registration. Pacific Coast Academy serves San Diego County, Imperial County, Riverside County, and Orange County. If, while attending our school, a family moves they must submit a new proof of residence annually and within ten days of a mid-year change in residence to their Homeschool Teacher. If a family moves outside of the service area for the school, the student will need to dis-enroll. There are accommodations for Homeless/Foster Youth and students of active military families.

Proof of Residency (POR)

This will be verification of a service to the home address listed on your application. The best document to upload is a current utility bill dated within the last 90 days. For example: a gas, water, electric or cable bill. If providing a utility bill, please make sure that your document has the "Service Address" specifically listed in addition to your name, the date, and the utility name. Just having the document addressed to you will

not be enough, it must include the "Service Address" on the utility bill. You can also use your most current correspondence from a government agency - e.g. CalWORKs, Social Security, Medi-Cal, EDD, or rental property contract, lease, or payment receipt (Agreements must have the signature page reflecting both the renters and owner/landlord signature). Please make sure that the name, date, and address are visible on the document you provide.

If you have one of the extenuating circumstances below, you would need to complete the corresponding forms:

- Living with a friend or relative: Verification of Residence
- Transitional living: Parent Residency Affidavit Form

High school transcripts are necessary for determining proper class placement and for creating Individualized Graduation Plans (IGP). Transcripts should be submitted during the registration process and can be submitted by hand, faxed, or emailed.

All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application may be considered as not meeting the requirements of the school and may result in the revocation or halting of registration until accurate information is provided.

Registration in our school is contingent upon the student, parent, and teacher signing an Independent Study Master Agreement Form (Master Agreement) prior to the commencement of instruction and services. Parents and students will not have access to curriculum or Planning Amounts until the Master Agreement is signed and returned.

All students will be placed in their age-appropriate grade level unless a previous school has officially approved a retention or promotion.

Our school is a full-time, general education, independent study program, not a supplemental program or a part-time program. A student may not be dual enrolled in any other private or public school.

The Parent/Guardian's Role

- Regularly support your student in daily learning during the school day, following the educational plan you (and/or the Learning Coach) and your Homeschool Teacher agree to.
- The educational plan must include approved curriculum and materials that address state standards. Selection of curriculum will be done in collaboration with your Homeschool Teacher.
- Treat all Homeschool Teachers and school staff with respect and professionalism.
- Work in collaboration with your Homeschool Teacher, ensuring your student participates fully in their homeschool learning journey.
- Ensure your student participates in online or other recommended intervention if needed and assigned by your Homeschool Teacher. Time spent on intervention is in addition to the instructional time required to complete core courses.
- Complete and submit the monthly Student Learning Log (attendance log).
- Complete the STAR 360 online assessment up to 3 times per school year.

- Support student(s) in attending state-mandated testing (SBAC, CAST, ELPAC (if needed) and Physical Fitness Test).
- Practice consistent communication to enhance collaboration through daily checks of email and phone.
- Attend scheduled Learning Period meetings, as well as any other necessary meetings (on the phone, via web conference, or in-person), with school staff and student(s). Regularly support your student in their attendance and continual participation in any and all, Intervention, Specialized Academic Instruction, and/or related Special Education services as written into their Individualized Education Program, if applicable. Ensure your student participates in online or other recommended intervention supports if needed and advised by your Homeschool Teacher, Student Support Team, 504 Team, or Individualized Education Program Team.
- Furnish your student with a learning environment that is conducive to student learning.

Student Behavioral Expectations

Learning takes place in a variety of settings. These may include, but are not limited to:

- Online classroom sessions
- Public libraries, coffee shops, parks, community locations
- School-sponsored field trips, workshops, and community events

At our school, the primary focus is on student learning. Any behaviors that prevent all students from this focus will be reviewed and discussed with all parties involved. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following student behavioral expectations have been established.

- When participating in group dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
- Conflicting opinions among members of a group are respected and responded to in a polite and respectful manner.
- No side conversations or other distracting behaviors are engaged in during group discussions or presentations.
- No offensive comments, language, or gestures are part of the learning environment.
- Impersonating another person on an online platform is prohibited.
- Use only your own username and password for online platforms and do not share these with others.
- Do not post personal information in online environments (Phone number, social media usernames, physical address, email address, passwords, etc.).

Infraction of these expectations that is deemed to be disruptive of the learning environment, is cause for removal of a student from an activity and may result in disciplinary action.

Zoom Disclaimer

The purpose of the Zoom Disclaimer (Student/Parent Zoom Acceptable Use Policy) is to build trust, respect and have safeguards in place for students to abide and adhere to the guidelines set forth by the school.

The goal is to prevent Zoom violations from occurring in our school organization by:

- Protecting data, student privacy and IT Security.
- Protecting students and staff from Cyberbullying, Abuse, Threats and Sensitive Content.
- Protecting unauthorized access data loss protection against security breaches and impersonating.
- Protecting unauthorized disclosure and dissemination of data from cybersecurity attacks.

Zoom Acceptable Use Policy

In order to create a safe, trustworthy, and respectful environment for students when taking part in online Zoom meetings, the following considerations must be observed and adhered to:

- By accepting the Zoom meeting ID and joining the meeting you agree to the terms set out in this document and Zoom Community Standards Guidelines.
- Participants should be dressed appropriately.
- The meeting ID is to remain confidential and not to be shared to anyone that it was not designated to.
- Recording, photos or screenshots of the Zoom meeting are not allowed by participants.
- Participants will be held in the Zoom 'lobby' until the teacher is available to meet with them.
- For participants some Zoom facilities will be disabled by the host teacher. This includes but is not limited to the screen record function, chat and screen share.
- Zoom Community Standards conduct policies apply to Zoom meetings, and the teacher retains the right to terminate a meeting or a specific student's attendance in the event of a violation of the above has occurred.
- A student (participant) could be in violation of the law by doing the following in Zoom Meetings:
 - Abuse - harass, intimidate, cyberbullying, silence someone else, or encourage others to do so
 - Hateful conduct - You may not promote violence against, threaten, or harass other people on the basis of race, ethnicity, national origin, caste, sexual orientation, gender, gender identity, religious affiliation, age, disability, or serious disease.
 - Sensitive Content - sensitive content as content that depicts or promotes graphic violence, adult content, inappropriate content, gratuitous gore, hateful imagery, and child exploitation material.
 - Violence - to threaten or call for violence, serious physical harm, death, or disease to an individual or group of people. We also prohibit the celebration of any violent act that may inspire others to replicate it or that targets people because of their membership in a protected group. Examples of violent threats are the following:

- threatening to kill someone
- threatening to sexually assault someone
- threatening to seriously hurt someone and/or commit a violent act that could lead to someone's death or serious physical injury
- asking for or offering a financial reward in exchange for inflicting violence on a specific person or group of people.
- Illegal or certain related goods and services:
 - Counterfeit goods and services
 - Drugs and controlled substances
 - Human smuggling or trafficking
 - Products made from endangered or protected species
 - Sexual services
 - Gambling, betting or wagering activities
 - Unauthorized multi-level marketing businesses
 - Stolen goods; or
 - Weapons, including firearms, ammunition, and explosives, instructions on making weapons (e.g., bombs, 3D printed guns, etc.)
- Copyright, trademark, defamation, right of publicity, and impersonation:
 - Copyright is a form of legal protection for original works, like books, movies, photos and music. Copyright law prevents others from copying or displaying another's work without permission subject to a few exceptions, most commonly fair use. "Fair use" is typically a use for criticism, comment, news reporting, teaching, scholarship, or research.
 - A trademark is a word, logo, phrase, or design that distinguishes a trademark owner's good or service in the marketplace. Trademark law prevents someone from using a trademark to confuse others about whether a product or service is authentic, or to suggest that there is a relationship with the trademark owner when there is not.
 - Defamation (slander/libel) is to make false statements about someone that damage that person's reputation.
 - The "right of publicity" is using someone else's name, persona, or image for marketing or advertising purposes without their permission.
 - Impersonation is pretending to be someone you are not.

Consequences

Staff shall enforce disciplinary rules and procedures fairly and consistently. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, and the use of behavior plans, alternative educational environments, suspension, and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

School Calendar

As a public charter school, we offer families full-time, continued enrollment throughout the entire school year.



- A variety of grade level appropriate curriculum options and platforms
- Academic support including interventions
- A child's optimal learning modalities
- A wide variety of enrichment resources, materials, and experiences
- School-sponsored learning enrichment, field trips, and student activities
- A blend of virtual, synchronous, asynchronous, and in-person support

If you are looking for an engaging, easy-to-follow learning platform, explore in-house curriculum options, such as Calvert Learning, K12, ALEKS, Redbird, EdOptions Academy, Edgenuity, eDynamic Learning, and Choice Plus Academy. Additional curriculum options such as Timberdoodle, Bookshark, Moving Beyond the Page, BYU Independent Study, UC Scout, and many more can be ordered through the school's ordering system.

Our school curricula include learning paths and platforms designed to address the needs of all students including:

- Active Military
- English Language Learners
- Gifted & Talented
- Homeless/Foster Youth
- Socioeconomically Disadvantaged Youth
- Students in Special Education
- Students with 504 Plans

Objectionable Materials

If your family finds certain lessons or materials in a particular unit of study to be objectionable for various personal reasons, please contact your Homeschool Teacher and she/he will work with you to identify alternative lessons to meet the lesson objectives.

Curriculum: Transitional Kindergarten - 8th Grade

Transitional Kindergarten through 8th grade students have many options including various online curriculum with built-in pacing, bundled textbook programs, or unlimited choices of homeschool curriculum for a personalized learning path. A discussion with your credentialed Homeschool Teacher will help pinpoint how to gain the most from your curriculum.

Transitional Kindergarten:

- [EmbarK12 by K12](#) - Online & Offline
- Other curriculum can be ordered through the school's ordering system

Kindergarten-2nd Grade:

- [K12](#) - Online & Offline
- [Redbird](#) - Online Math (Grades K-2) and Language Arts/Writing courses (2nd Grade)

- Other Curriculum - Can be ordered through the school's ordering system

3rd-5th Grade:

- [K12](#) - Online & Offline
- [ALEKS](#) - Online math courses
- [Redbird](#) - Online Math and Language Arts/Writing courses
- Other Curriculum - Can be ordered through the school's ordering system

6th-8th Grade:

- ChoicePlus Academy - Uniquely-designed courses taught live twice weekly in an online classroom. Internet access is required to attend scheduled courses and submit work.
- ChoicePlus Academy – Online (not available for 6th grade)
- [Edgenuity](#) - Online, engaging, video-based curriculum
- [Edmentum EdOptions Academy](#) - Online with a highly qualified instructor
- [ALEKS](#) - Online math courses
- [Redbird](#) - Online Math and Language Arts/Writing courses (Grades 6 & 7)
- Other Curriculum - Can be ordered through the school's ordering system

Curriculum: High School

Our school offers an Individualized Graduation Plan (IGP) for all high school students. Upon enrollment, students will discuss and create an IGP with their Homeschool Teacher or a High School Counselor, based on the student's short and long-term academic goals. We provide high school students with various homeschool curricula and educational vendor options, including college prep, "a-g," and AP courses. Students have the freedom to choose courses in:

9th-12th Grade:

Taught by our school's content teachers:

- ChoicePlus Academy - Uniquely-designed courses taught live twice weekly in an online classroom. Internet access is required to attend scheduled courses and submit work.
- [Edgenuity](#) - Online, teacher supported, engaging, video-based curriculum

Offered by external providers:

- [Edmentum EdOptions Academy](#) - Online with a highly qualified instructor. Recommended for Career Technical Education (CTE)
- [eDynamic Learning](#) - Career ready and elective courses that can be parent-led or taught by a highly qualified instructor
- [ALEKS](#) - Pre-Algebra & Math Foundations Elective online math courses
- A combination of the above
- Other Curriculum - Can be ordered through the school's ordering system

9th-12th Grade [AP Courses offered in Edgenuity](#) (offerings may vary annually due to interest and instructor availability):

- Biology
- Calculus AB
- English Language & Composition
- English Literature and Composition
- Spanish Language & Culture
- U.S. Government & Politics
- U.S. History
- World History

We offer AP and honors courses through Edgenuity. We also adopt AP and honors courses from Apex Learning, k12, BYU, and UC Scout. If you are interested in an AP or honors course from a different vendor, please contact your HST.

For the 21-22 school year, we provide the following honors courses:

- History/Social Studies: all levels
- English: English 9-12
- Math: Algebra II and higher
- Science: Biology, Chemistry, & Physics
- World Language: Year 3 and higher

*Please note that the UC/CSU system calculates their own GPA for admissions purposes. Their calculation does not allow for a GPA boost for honors courses taken in 9th grade. Students should check with their individual colleges and review how their GPAs will be recalculated on the application. To review the GPA calculation for the UC/CSU system, please check [here](#).

Graduation Requirements

High school graduation requirements and college entrance requirements are not the same. Course selection should be based on academic, career, and personal interest. Student interests and goals should guide the path through high school.

College admission requirements will vary from school to school, it is recommended that students check admission requirements before applying to their college of choice. Students can always reach out to their high school counselor if they have questions about graduation requirements or the college admission process.

Subject Area	Graduation Requirements	Total Credits
Social Studies	6 semester courses <i>(Must include 1 year of US History, 1 year World History, 1 semester of Government, and 1 semester of Economics)</i>	30
English	6 semester courses	30
Math	4 semester courses <i>(Algebra 1 must be completed)</i>	20
Science	4 semester courses <i>(Must include 1 year of Physical Science and 1 year of Biological Science)</i>	20
Visual & Performing Arts	2 semester courses	10
World Language		
Electives	18 semester courses	90
Total =		200 Credits

*Please note that once a subject area graduation requirement has been fulfilled, all excess credits will be rolled over to the Electives category.

Suggested Course Sequence			
9 th Grade	10 th Grade	11 th Grade	12 th Grade
<ul style="list-style-type: none"> English 9 Algebra 1 Earth Science Elective / Elective Elective / Elective 	<ul style="list-style-type: none"> World History English 10 Math Biology Elective / Elective 	<ul style="list-style-type: none"> US History English 11 World Language or Visual & Performing Arts Elective / Elective Elective / Elective 	<ul style="list-style-type: none"> Economics <i>and</i> Government Elective / Elective Elective / Elective Elective / Elective Elective / Elective

4-Year College Entrance Requirements

Students who plan to apply to a 4-year college right after high school graduation should plan to meet “a-g” requirements. These requirements are mandatory for students who apply to the CSU or UC systems, and recommended for students who plan to apply to private and out-of-state colleges and universities. The “a-g” requirements are summarized below:

A-G	Subject Area	Subject Requirement
a	History Social Science	2 years <i>(1 year of World History and 1 year of US History, or ½ year of US History and ½ year of Government)</i>
b	English	4 years
c	Mathematics	3 years (4 years recommended) <i>(Algebra or higher)</i>
d	Laboratory Science	2 years (3 years recommended) <i>(At least 2 of the 3 disciplines of Biology, Chemistry, and Physics)</i>
e	Language Other Than English	2 years (3 years recommended) <i>(Must be 2+ years of the same language)</i>
f	Visual & Performing Arts	1 year

g	College-Preparatory Elective	1 year
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Students who plan to apply to the UC or CSU systems will need to take courses that are “a-g” approved. All “a-g” courses must be completed with a grade of C or better. There are alternative ways to meet “a-g” requirements through testing and community college courses. Students can check the progress of their “a-g” requirements by consulting with their high school counselor.

Subject requirements will vary for private and out-of-state colleges and universities. However, most students who are eligible for UC admission and fulfill the “a-g” requirements will also likely meet the admission requirements for most of the private and out-of-state colleges and universities.

Students should also plan to take the SAT or ACT. SAT Subject Tests are usually optional; however, students who are applying to specific departments or highly selective schools will want to check with the admissions office of the college or university of interest to verify requirements.

For more information, please visit the sites below:

- [“a-g” Requirements](#)
- [“a-g” Course List](#)
- [SAT Information](#)
- [ACT Information](#)

High School Elective Credit for Middle School Students

Our school will grant high school elective credit for high school math, world language, and CTE pathway courses taken by middle school students. As a parent-choice school, we allow middle schoolers to take high school courses, but it is important to consider how taking courses in middle school will affect high school and college before choosing this option for your student. Please contact your Homeschool Teacher to discuss starting high school courses early prior to enrolling in high school level courses or using high school curriculum.

Academic Expectations

TK-8th Grade

Families choose to enroll at our school for a variety of reasons, but at the cornerstone of each decision is a supportive partnership between the family and their credentialed Homeschool Teacher. Our school provides the tools and guidance for students to experience a high-quality education by providing access to personalized curriculum and instruction. Students need to be engaged in learning each school day. Families and credentialed Homeschool Teachers work together to provide support for struggling students. Families are required to meet with their Homeschool Teacher, at minimum, once every 20 school days.

High School

All high school students enrolled at our school will discuss and create an Individualized Graduation Plan (IGP) with their Homeschool Teacher, developed to ensure graduation within 4 years of starting high school. Short and long term goals will be created based on the needs of each student. A guidance counselor is also assigned to each student and will review the IGP.

The minimum number of credits that should be earned at the end of each semester is listed below:

	Grade 9	Grade 10	Grade 11	Grade 12
Semester 1	25 credits	75 credits	125 credits	175 credits
Semester 2	50 credits	100 credits	150 credits	200 credits

Students and parents should work with their Homeschool Teacher and guidance counselor if they wish to graduate high school early. Students must be enrolled in a minimum of four courses (20 credits) each semester. Students must complete a minimum of 5 courses each semester (25 credits) to remain on track for graduation. Students who fail a course will earn 0 credits for the course and could potentially no longer be “on track” for graduation. Students who become credit deficient should work with their teacher and guidance counselor to adjust the Individualized Graduation Plan. Students are expected to meet with their Homeschool Teacher(s) regularly to ensure adequate progress is made toward completing courses.

I Can Statements

I Can Statements are family-friendly guides that can be used to help your family and ensure your students are on track for their grade level. All learning objectives for Math, Language Arts, Science and Social Studies are provided, written in family-friendly language. I Can Statements help make grade level learning targets clear for families and they address the standards students of the same grade learn in all public schools.

The school is committed to empowering each student to reach their full potential. Our students are engaged learners capable of deep understanding, creative thinking, and innovative approaches to problem solving. Using the I Can Statements (State Standards), the student interests, talents and learning styles profile as their guide, as well as hands-on experiential learning, field trips, park days, and activities in the local community, credentialed teachers partner with parents to develop unique Personalized Learning Plans for each student.

Assignment & Work Records (AWR)

Assignment & Work Records are a digital checklist created for each student and work parallel to the I Can Statements/Standards. AWR is personalized for each student and is a strategic plan that helps ensure appropriate progress through the standards is achieved.

Academic Integrity

Our school urges students to conduct themselves ethically and honorably. It is expected that the grade a student earns is based upon work that the student has completed.

By definition, Academic Integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in academic work.

The following behaviors may be considered as acts that do not uphold Academic Integrity:

- Plagiarism
- Talking during a proctored exam
- Copying another student's test/assignment
- Allowing others to copy your work
- Exchanging assignments with other students (either handwritten or computer-generated)
- Using a computer or other means to translate an assignment/part of a World Language assignment to another language
- Using summaries or commentaries (Cliff Notes, Spark Notes) in lieu of reading the assigned materials
- Submitting purchased papers
- Altering a grade (on a computer, on a report card, on an assignment)
- Taking an exam for someone else
- Using bribery/blackmail/threats

Any student known to have acted without academic integrity will be subject to disciplinary action in the following manner:

- **First offense:** For the first offense of academic dishonesty, students will receive an 'unofficial' warning. The goal is to educate students to ensure they have a comprehensive understanding of academic honesty. Students will receive a grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week. The parent/guardian will be notified.
- **Second offense:** For the second offense of academic dishonesty, students will receive a grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week. The parent/guardian will be notified, and students will sign an Academic Integrity contract. The offense will be documented for staff use.
- **Third offense:** For the third offense of academic dishonesty, students will receive a grade of F and/or 0% on the assignment/exam with no option to resubmit. The Homeschool Teacher will also conference with the parent/guardian and school administrator. The offense will be documented for staff use.
- **Fourth offense:** For the fourth offense of academic dishonesty, students will receive a grade of F in the class. The school will also hold another conference, and the student will be placed on Academic Probation for one year. Students placed on Academic Probation may be subject

to the following consequences:

- Copy of cheating referral placed in permanent cumulative file
- Proctored unit tests and finals by a staff member (HST)
- Restricted from participating in school activities (field trips, prom, graduation)
- Ineligible to receive letters of recommendation from staff and faculty

Students may be subject to the suspension and expulsion policy after any further offenses.

Report Cards

Review of Student Work

Families share all of the learning that has occurred during their monthly meetings with their teachers. Teachers work with the family to review and reflect on student learning. Teachers will use the shared information to determine mastery of standards and match these to the I CAN statements.

AWRs- Assignment and Work Records

Each Learning Period, the homeschool teacher will work with their families to plan assignments based on the California Common Core Standards. After the assignments have been completed by the student, the teacher will grade and record the work done in the Pacific Coast Academy Student Information System. These records are called AWRs and are available to the parent on the PCA Parent Portal.

Report Cards - TK-8th

At Pacific Coast Academy Charter School, students, parents, and teachers work in partnership to design personalized learning plans and goals. The credentialed Homeschool Teacher affirms the learning plan and is guided by the I CAN statements.

Report Cards are required for grades TK-8. Report cards reflect the hard work our students do each semester and are sometimes necessary for other student endeavors such as sports teams, insurance, government verifications, etc. Parents will receive a copy of their child's report card at the end of each semester. A copy of each report card will also be placed in the student's cumulative file.

Review of Student Work

Families share all of the learning that has occurred during Learning Period meetings with their teacher(s). Teachers work with the family to review and reflect on student learning. Teachers will use the shared information to determine mastery of standards and match these to the I Can Statements.

It is our school's policy and practice that individual student data is never shared with anyone other than the parent and teacher. The data is used solely to show grade level and school-wide trends for accreditation purposes.

AWRs- Assignment and Work Records

Each Learning Period, the homeschool teacher will work with their families to plan assignments based on

the California Common Core Standards. After the assignments have been completed by the student, the teacher will grade and record the work done in the Pacific Coast Academy Student Information System. These records are called AWRs and are available to the parent on the PCA Parent Portal.

Report Cards - High School

All 9th-12th grade students are required to have a report card issued at the conclusion of each semester. Semester report cards will be based on progress made in the student's assigned high school courses.

Students in high school earn letter grades. High school students need to complete requirements and lessons as outlined by their Homeschool Teacher or by the High School Content Teacher, as applicable.

The chart below shows the grading rubric for quality of assigned work:

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

Attendance

- Parent/Guardian is responsible for ensuring that their child is actively engaged in learning each school day.
- Monthly Student Learning Log (Attendance Log) must be signed and submitted to your Homeschool Teacher at the end of each month. The Homeschool Teacher will communicate with individual families/students on the collection process of this document.
- The following are acceptable reasons for not logging attendance: Illness and hospitalization not to exceed three school days in a learning period, exclusive of Saturdays and Sundays, in the school year, bereavement, family emergency, and natural disaster. In such cases, the absences would be considered excused. Some instances may require verification, such as a doctor's note, to be provided to your teacher.
- Homeschool Teachers will be knowledgeable of student progress, learning, and engagement in school. This can occur at regularly scheduled meetings, calls, emails, and or other methods.
- If the Homeschool Teacher is unable to obtain knowledge of the progress, learning, and engagement in school, attempts to contact will be documented and a non-compliance letter may be sent. After multiple failed attempts to contact a family, the school may deem that enrollment in the school is not in the best interest of the student and he/she may be subject to withdrawal. (Refer to Non-Compliance Policy)

Withdrawing Your Student

To withdraw your student, please provide your Homeschool Teacher with the following information:

- Last date of attendance in our school
- Name of school or school district your student will be enrolling in
- Reason for withdrawal
- Submit your last attendance log and work sample
 - The last day of documented attendance is the last day of enrollment

Once this information is received your Homeschool Teacher will assist you with the materials return process. All school property must be returned upon withdrawal, with the exception of assistive technology devices required by a student's Individual Education Plan (IEP). In that instance, such materials must be returned to the School when alternative arrangements are made or until two months have elapsed from the date of withdrawal. Families may be billed for any items not returned and student transcripts may be held until all materials are returned.

Please Note: Enrichment Certificates for services beyond the student's withdrawal date will be canceled and any services attended/continued, again after the student's withdrawal date, will be at the family's expense.

Educational Materials & Restitution Policy

This policy supports Pacific Coast Academy's efforts to remain a sound steward of public funds and ensure students continue to have access to educational materials.

The purpose of the Pacific Coast Academy Governing Board approving this Educational Materials and Restitution Policy is to accomplish the following:

- Provide an Overview for the Educational Materials and Restitution Policy
- Outline the Procedures for the Restitution Process

Overview

Students attending Pacific Coast Academy may receive access to certain school property during the course of the school year, including educational technology and textbooks, and they are responsible for ensuring the educational materials are returned (with reasonable wear and tear). California law states that the parent or guardian of a minor can be held liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed \$10,000.

Pacific Coast Academy shall seek restitution when a student, among other things, willfully cuts, defaces, or otherwise damages any property, or loses or fails to return property, borrowed or personal belonging to Pacific Coast Academy. This includes but is not limited to, installing unauthorized software applications, modifying, adding or deleting software or any alteration to the configuration of any and all IT computing devices - such as laptops and other devices.

Pacific Coast Academy, after affording the student due process rights, may withhold the grades, diploma,

and official transcripts of a student until the student or parent/guardian pays for the lost or damaged school property (e.g., educational technology, textbooks, etc.). Pacific Coast Academy may also withhold full privileges of participation in school activities.

Withholding Grades, Diploma and Transcripts and Transferring Students

The authority to withhold grades, diploma, or official transcripts applies only to situations where the student, parent or guardian has requested a copy of the student's records. When a student transfers to another K-12 school, the student's permanent record must be sent to the requesting K-12 school. The permanent record, or copy, must be sent even though there may be charges or fees owed by the student, parent, or guardian. In such cases, upon sending the permanent student record to the new (receiving) school, the new school shall be notified of the restitution debt.

Procedures

- Pacific Coast Academy shall use inventory systems that clearly identify the student and type of school property issued to the student.
- Pacific Coast Academy shall implement a restitution process by which students are afforded the opportunity to return the missing property or pay for the damages. Assuming the student returns the missing property or pays for damages, the debt is discharged and any withheld grades, diploma, or official transcripts of the student shall be released and the full privileges of participation in school activities shall be restored. Parents are responsible to pay out of pocket to return items that are taken out of state.
- Pacific Coast Academy shall follow the due process procedure listed below that allows the parent/guardian or student an opportunity to review and respond to the imposition of any fees or charges resulting from this policy.
 - Pacific Coast Academy shall provide the parent/guardian written notice of alleged loss or damage of school property ("Written Notice").
 - The Written Notice will inform families that Pacific Coast Academy may contact law enforcement and/or refer the debt to a collections agency.
 - If the parent/guardian disagrees with Pacific Coast Academy's Written Notice, they may appeal the Written Notice in writing to the school. The parent/guardian's appeal should explain why a fee or charge should not be imposed in response to the Written Notice.
 - After reviewing any information provided by the parent/ guardian, the Executive Director (or his/her designee) shall decide whether or not to withhold grades, diploma, or official transcripts and/or impose the fee for damages. The parent/guardian shall be notified in writing of the decision. The written decision of the Executive Director is final. There is no appeal beyond the school level.
- Upon receiving notification of Pacific Coast Academy's decision ("Second Written Notice"), the parent or guardian must address the outstanding obligation payable to Pacific Coast Academy or return missing property.
- If the parent/guardian does not respond to the Written Notice or if a parent/guardian loses their appeal, Pacific Coast Academy may withhold the transcript, diploma, and grades until the debt is resolved. The Second Written Notice shall explain if Pacific Coast Academy is

withholding the transcript, diploma, and grades until the parent/guardian pays or remedies the outstanding debt.

- Upon receiving payment or the unreturned educational materials in satisfactory condition (e.g., reasonable wear and tear), Pacific Coast Academy shall ensure the debt is discharged. If Pacific Coast Academy withheld student's grades, diploma, and/or official transcripts, Pacific Coast Academy shall release grades, diploma, and/or transcripts.
- The purpose of this policy is to provide families a reasonable opportunity to return missing educational equipment or pay for damaged and missing school property to avoid Pacific Coast Academy having to seek a legal recourse. If the Second Written Notice is unsuccessful, Pacific Coast Academy may consider referring the debt to a collections agency as a last resort.

Special Education

School personnel are committed to identifying and serving students who have exceptional needs and are eligible to receive Special Education supports and services. Our commitment is based on the belief that all students shall have access to a high-quality public education.

In cooperation with the El Dorado County Special Education Local Plan Area (SELPA), our school will work to ensure that a Free and Appropriate Public Education (FAPE) is provided to all eligible students with exceptional needs in the student's Least Restrictive Environment (LRE). Specifically, our school will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), and applicable Special Education policies and practices of the SELPA.

Common Questions

Following are the most common questions that the Special Education department receives from families regarding Special Education at our school. Please review and contact the Special Education Team if you would like to discuss these topics further.

What is Special Education?

Special Education is specially designed instruction, support, and services to meet the unique educational needs of individuals with disabilities, which cannot be met in the general education program. It is an integral part of the total public education system, and Special Education services are provided:

- In a way that promotes interaction between students with and without exceptional needs
- At no cost to families; and
- Include a full range of program options to meet the educational and service needs in the least restrictive environment (LRE). --California Education Code Section 56031

Who should you contact when you believe your child may need additional academic support?

Your assigned Homeschool Teacher is the best person to initially discuss any academic questions or

concerns with. Your Homeschool Teacher will most likely recommend interventions and/or accommodations for you to use with your child if appropriate.

In the event that you and your Homeschool Teacher need additional guidance in supporting your child, you may request for a Student Study Team (SST) meeting be held. This meeting will document the concerns of school staff and families, identify interventions attempted, and possibly recommend additional interventions. Interventions should be attempted for six to eight weeks and a second SST meeting should be held to document the student's response to intervention. Depending on the successful implementation of the intervention, the SST will contact the Assessment Team for additional support or recommendations.

How is it determined that a student is eligible to receive Special Education?

Assessments are the basis for Special Education eligibility, placement, and service decisions. The assessments will be done by professionals who have had specialized training and required certification/licensure. General Education, Homeschool Teachers, and parents, who know the students well, play a critical role in understanding a student's academic strengths and struggles and are essential in the process of documenting/identifying areas of needs.

When Pacific Coast Academy receives a referral for Special Education, the child's legal guardian will be sent an assessment plan that details the types of assessments being proposed. The child will receive a "full and individual initial evaluation" to determine if the child has a disability and determine the child's educational needs. A full evaluation means that the child shall be assessed in all areas of suspected disability within 60 calendar days of parental consent received by Pacific Coast Academy via signature on an assessment plan (timelines adjusted for student breaks over five consecutive days).

What is an Individual Education Program (IEP)?

An IEP is a contractual, legal obligation, on the part of Pacific Coast Academy stating how Pacific Coast Academy plans to assist a student once they have been determined eligible for Special Education supports and services. The IEP document is written following the determination of a student's need and eligibility for Special Education.

The Individual with Disabilities Education Act (IDEA) requires that an IEP include a "statement of measurable annual goals" which allow the child to be involved in and make progress in the general education curriculum and meet each of the child's other educational needs that result from the child's disability." The IEP team develops the IEP document annually and identifies the child's needs, annual goals, objectives, adaptations, services and placement.

What is the role of the parent in an IEP meeting?

Parents are encouraged to participate in the IEP meeting by providing information on which supplementary aids and services, program accommodations, and support for the parent's role as learning coach are needed to help the child progress toward attaining progress in general education curriculum and on their IEP goals. Please speak with your Special Education teacher further regarding the structure of IEP meetings and if you have any questions or concerns.

How are Special Education services provided at our independent study school?

Students with IEPs are required to participate in Special Education services as indicated in their IEP documents.

- Specialized Academic Instruction (SAI) is usually delivered virtually and is taught by experienced and credentialed Special Education Teachers. The format of these sessions are determined by the student's IEP team and based on their academic IEP goals.
- Related Special Education services, such as occupational therapy, speech and language therapy, etc. may be provided by qualified School staff or via non-public agencies (NPA) contracted with the school. NPAs have a certification with the California Department of Education to work with school-aged students and they are carefully selected by Pacific Coast Academy.

May a family maintain the same Special Education NPA Providers/individual therapists, if they are enrolled in the same school from year to year?

Each NPA oversees the scheduling and availability of their services providers. Our Special Education Department will confirm an NPA's certification with the California Department of Education and establish a contract with that NPA to start services.

Please note: The Special Education Department is happy to work with families, however, we are not able to guarantee that they may maintain the same NPA providers/individual therapists.

Should Special Education Teachers be included in the development of a student's education plan, designed by the Homeschool Teacher?

Whenever possible, it is recommended that a Special Education Teacher be included in the development of a student's education plan, which is designed by the learning coach and Homeschool Teacher. While it is not a requirement, the involvement of the Special Education Teacher provides an opportunity for the team to get a different perspective on how to help support a student's needs, challenges, and strengths.

Shall your Homeschool Teacher collect work samples for students with an IEP?

Pacific Coast Academy Work Sample policy is the same for all students.

Does my Special Education student need to return assistive technology devices when we disenroll from the school?

Yes. On a case-by-case basis, the School may purchase assistive technology devices for use in a child's home or other setting if the child's IEP team determines that the child needs access to those devices in order to receive a FAPE. When a child disenrolls from the School, the School is responsible for providing a Special Education student with the continued use of an assistive technology device, or a comparable device. The continued access to the assistive technology device can be had for up to two months after the student has disenrolled from the School. If the student is provided an alternative assistive device, or a comparable device from a new school, or upon expiration of the two month period, the student is required to return the assistive technology device to the Pacific Coast Academy.

Planning Amounts

Program Description

We focus on Personalized Learning, a philosophy that truly puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations. In furtherance of this philosophy and Pacific Coast Academy's educational mission, families and staff together carefully select educational items and services for students to fit their goals and education plan. The Governing Board of Pacific Coast Academy adopted Educational Vendor Policies and Procedures to ensure Pacific Coast Academy funds are budgeted and expended on Pacific Coast Academy-approved educational items and services.

For the 2021-2022 school year, the Planning Amounts are as follows*:

- Transitional-Kindergarten-8th Grades: \$2,600
- 9th-12th Grades: \$2,800

**All planning amounts may be adjusted to accommodate changes in the state budget that affect the school budget. Planning amounts are prorated based on period of time enrolled and the date upon which the Master Agreement is signed.*

Key requirements detailed in this policy include:

- The Homeschool Teacher and Executive Director (terms defined policy) must approve all requests for educational items or services to ensure they are aligned with the charter petition and student's personalized learning plan.
- The Charter School must approve all educational vendors before they can provide educational items or services to students.
- No family may spend, or obligate Pacific Coast Academy to spend, any Pacific Coast Academy monies on educational items and services. Pacific Coast Academy is responsible for making purchases of approved educational items and services.
- Parents make requests for educational items and services to Pacific Coast Academy. The Executive Director can deny any request for educational items or services in his or her sole discretion for any reason. The Homeschool Teacher and Executive Director shall ensure purchased educational items and services meet the following requirements
 - From approved educational vendors only.
 - Support the requesting student's personalized curriculum and education plan.
 - Must be aligned with State standards, student's course of study, and student's independent study master written agreement.
 - From an educational vendor who is not related to the family requesting the educational items or services and otherwise does not present conflict of interest concerns.
- The Homeschool Teacher and Executive Director must ensure students have access to all necessary "core subject curriculum" – education items/services necessary for the student to complete his/her State standards-aligned course of study – before approving any

extracurricular activities or supplemental educational or enrichment items.

- Pacific Coast Academy establishes a planning amount for students for educational items and services per full school year. Pacific Coast Academy developed the planning amount to help ensure the school provides educational items and services aligned with its budget and to help ensure fair and equal treatment of students, to the extent consistent with individual needs. This planning amount cannot be transferred to any other student. This planning amount does not carry over from year to year.
- Parents or guardians are given the option to access the school's online Homeschool Hub to make requests for educational services and materials. Reminder: there is no guarantee the school will approve such requests. If a parent/guardian requests educational materials through a third-party vendor, such as Amazon Punchout, the school may create an account for the limited purpose of allowing the school to process requests through the vendor account and Homeschool Hub. Parents/guardians are not required nor asked to provide any financial information (e.g., credit card information) to make these requests. The school is responsible for reviewing, approving, and processing requests. If parents/guardians prefer not to use Homeschool Hub and/or vendor accounts, they may make requests for educational services and materials directly to their Homeschool Teacher via e-mail. If they have any questions, they may contact their Homeschool Teacher.
- Should requests for educational, online subscriptions or other digital materials be approved for purchase by the school, they will be purchased by the school and set up under students' school email accounts. Student email accounts are created solely for educational purposes and provided directly to parents/guardians. If parents share this login information with their students, they are thereby granting their consent to allow their students access. Educational digital items and subscriptions must be purchased under school accounts, not under students' or parents'/guardians' personal accounts.
- All educational items requested through the school's ordering system are the property of Pacific Coast Academy. Families must return all educational products upon disenrollment or upon request by the Executive Director or Homeschool Teacher. In accordance with applicable law, parents are responsible for replacing lost, stolen, damaged, or otherwise unreturned educational items. Certain items are "consumable," meaning they are not functional after use (e.g., workbooks). These items can be discarded by families after use.
- Students must attend regular learning period meetings with their Homeschool Teacher to discuss progress, turn in quality work samples, and complete their Student Activity Logs (Attendance Logs) in order to make requests for extracurricular educational activities (e.g., non-core curriculum items) through the school's ordering system.

**The Technology Acceptable Use Acknowledgement must be signed in order to receive the technology equipment. All families receive this form through email at the beginning of the year.*

How to Request Services/Products

- Visit the school's ordering system to request educational services and products.
- Services may only be requested through approved educational service vendors.

- The first time a family uses an educational vendor for service, they will need to sign and submit a waiver form.
- If services are approved by the Homeschool Teacher, an Enrichment Certificate will be created and sent via email to the parent. Parents can also access Enrichment Certificates through the school's ordering system. Students cannot receive educational services without an Enrichment Certificate, and backdated services may not be approved.
- Families will present the Enrichment Certificate to the educational vendor. Services must not begin prior to providing the educational vendor with an Enrichment Certificate.
- Each educational vendor will invoice the charter school for the approved educational services approved on the certificate.
- The school pays educational vendors directly. Parents must not pay educational vendors for student services as we cannot provide payment/reimbursement to families.
- Technology devices can be requested from an approved list through the school's ordering system. Please reach out to techhelp@pacificcoastacademy.org with any questions.
- The Technology Acceptable Use Acknowledgement must be signed in order to receive approved technology equipment. All families receive this form through email at the beginning of the year.

How to Request a New Educational Service Vendor

If you would like to suggest a new educational service vendor, we have a form you can submit here: [Suggest a Vendor](#). This can only be filled out by the parent or the teacher. Please include as much information as possible, including a contact person and email address to reach the vendor.

We have the most success when the family or teacher reaches out to the potential vendor first. Letting them know that your child's lessons or classes could be covered with planning amounts and could bring more students their way can spark interest.

Once the Vendor Support Team receives the survey response, they will verify if we can move forward with the newly suggested educational vendor. If eligible, the vendor will receive an email requesting additional information and eventually the documents that need to be completed and returned for approval.

If your vendor suggestion has been declined, the Vendor Support Team is unable to disclose the reason(s) a vendor may be ineligible.

Once the vendor has completed the onboarding process, they will be listed as an approved vendor in our school's ordering system.

Pacific Coast Academy is responsible for approving Educational Service Vendors and requests for educational services to ensure such services align with the charter, state law, school budget, and a student's course of study. Pacific Coast Academy may approve or reject educational vendors and parent/student requests for educational services from vendors in its sole discretion. Vendor requirements include, but are not necessarily limited to:

- Educational services must be non-sectarian and non-discriminatory.
- Vendors are required to execute the Charter School's Vendor Agreement as part of providing

educational services to students. The Charter School may terminate Vendor agreements and partnerships in its sole discretion based on the needs of the school.

- Vendor must not be affiliated with a private school. Vendor must not be, or appear to be, a private school offering services through a part-time program (e.g., afterschool programs) or a parent-organized group (also known as “co-op”).
- Vendors must follow all applicable health and safety guidelines provided by both the State and County authorities and any health and safety requirements set forth by the Charter School to ensure student safety. This includes any guidelines related to COVID-19.
- Services must be available to any/all students and should not have tryouts, auditions, testing requirements, etc. to access the services.
- Vendor must have a current and functioning website that outlines services.
- Vendor must not require any additional out-of-pocket expenses for families in order to participate in services.
- A Vendor shall not serve a School student for more than twelve (12) core academic hours including math, language arts, social studies, science and world language during the school week (Monday to Friday from 8:00 am to 2:30 pm) under an MVA Vendor agreement or any other arrangement (e.g., Student participation in a Vendor program outside of School activities); except for visual and performing arts, CTE pathways, robotics, and physical activities including dance, gymnastics, karate, and other similar activities, as approved by the School.

Field Trips & Events

We believe in inspiring our community and learning through educational experiences through school-organized field trips and events. All field trips and events are optional and require Homeschool Teacher approval based on the student’s educational plans.

Student Supervision

Students are required to be accompanied by a parent and/or designated guardian for all school-organized field trips. Parents and/or guardians are responsible for ensuring the safety and behavior of their students

Liability

All families will be required to sign a liability waiver releasing Pacific Coast Academy from any and all liability or costs associated with or arising from their participation in each field trip.

How to Request School-Organized Field Trips & Events

All school-organized field trips and events are booked through the Field Trips & Events System (FTE). Families will log into the FTE site to search for available field trips and submit their field trip requests to their Homeschool Teacher for approval.

Technology Team

Requesting educational technology can be overwhelming. The Tech Team helps simplify the process by providing a curated list of qualified devices, items, and software. All items offered meet internal standards of quality, performance, value, availability, and support. These items can be obtained as part of a student's Planning Amount as it aligns with his/her learning plan.

Some technology items (e.g. computers, laptops, tablets and printers) require specific configurations, must meet certain standards or be purchased through select suppliers, channels, or agreements.

Tech Costs

These items can be requested through the school's ordering system and the Charter School may grant the request using Planning Amount funds from a student's Planning Amount. Most devices offered by the Tech Team are business-class devices and are not found in local retail stores. The cost of devices includes taxes (e.g. sales tax) and fees (e.g. shipping, CA e-waste disposal) are also included in the amounts you see deducted from a Planning Amount-.

Pacific Coast Academy's provision of educational technology may include software and device licenses, school compliance features, management services, enhanced warranties and damage protection, solid state drives (SSD), protective cases, asset tagging and inventory, packaging materials, shipping both ways, and lifetime support for the device. These items are factored into the Planning Amount fund cost of educational technology items.

The following limits have been placed for tech devices assigned to students and families:

- 1 computer per student
- 1 tablet per student
- 1 printer per student

Please note: Pacific Coast Academy is not obligated to grant any parent request for educational technology, as the school must ensure any such request aligns and supports a student's course of study.

How to Make a Request

Parents/guardians can make requests for educational technology through the school's ordering system, and can be requested in the same fashion as other enrichment items. For a read-only catalog of current offerings, you may visit the [Tech Catalog \(https://techhelp.charter.academy/help/en-us/7/4\)](https://techhelp.charter.academy/help/en-us/7/4).

Tech Center Returns

All Tech items are the property of Pacific Coast Academy and returns should be submitted to the Tech Team. Please contact us at techhelp@pacificcoastacademy.org for detailed directions on how to return items.

Pacific Coast Academy does not sell any enrichment/technology items to families.

Please retain any boxes that technology items were shipped in, so that materials can be returned using

the same boxes. This will help avoid damage upon the items return to the school.

For Tech Team assistance or questions, please email techhelp@pacificcoastacademy.org or call (619) 215-0704 Option 5.

All items purchased using Planning Amount funds is Pacific Coast Academy's property and must be returned to Pacific Coast Academy. Refunds/credit for devices purchased through Planning Amounts may be given at the discretion of Pacific Coast Academy. Worn, misused, or damaged items may not qualify for refund/credit.

To return an item for full or partial credit to a student's Planning Amount, the following minimum requirements must be met:

- 100% Credit: For a Tech Order to be eligible for a full refund/credit:
 - Refund request is initiated within 30 days of receiving the device by submitting a ticket
 - Device must not be damaged and must be in the same condition as when it was received
 - Devices must be returned with all accessories
- 50% Credit: Partial credit of 50% may be given within 30 to 90 days of when the Tech Order was originally processed. After 90 days, no credit will be given. The device must be returned to Pacific Coast Academy and evaluated by a member of the IT Department before being issued a credit. Worn, abused, misused, or damaged items may or may not qualify for credit.

Notwithstanding anything to the contrary herein, the Executive Director and/or designee retains sole discretion to determine whether a credit is applicable to a student's Planning Amount and the amount of such credit.

Return Process for Students

Upon withdrawal, students are required to immediately return all school-owned devices. The IT Department will evaluate the device to determine if there are any damages. If damages are beyond normal wear and tear, applicable charges may be applied.

To return an item for any reason, please:

- Coordinate the return of the school issued tech device with your HST (Home School Teacher).
- You can drop the tech device(s) off at the Poway Tech Office - 13915 Danielson St. #100, Poway, CA 92064. Hours are from 9am-3:30pm. Note: The Poway Lending Library (across the hall) is an Enrichment return location.
- Request a UPS shipping label from the Tech Dept.
- Please pack the tech device(s) appropriately and drop off at a UPS shipping location.
- Link to instructions: ["How to pack tech devices for return shipping."](#)

Once returned, the item will be evaluated. A credit or replacement will be issued, if eligible. If an item is not returned within the allotted time, the Educational Materials and Restitution Policy will apply.

Requests to Transfer Devices

Withdrawing or graduating students may not “transfer devices” amongst enrolled family members without express permission from the Senior Director. Students must comply with the following guidelines to request a device transfer:

- Parent/guardian requesting to transfer their child’s device must inform their assigned teacher.
- The school will only consider transfer requests between currently enrolled siblings.
- The receiving sibling must not already have a device in the same category as the device being transferred.
- Any and all damages to the device will be the responsibility of the transferee.
- No credits will be made to the previous student’s account.
- If the device was purchased within the same school year as the proposed transfer, the following charges to Planning Amounts will apply based on the IT Department’s review:
 - If the date of the transfer request is within 90 days of the original purchase date of the device, 100% original device price will be charged to the receiving student’s Planning Amount.
 - If the date of the transfer request is after 90 days but before 180 days of the original purchase date, 50% original device price will be charged to receiving student’s Planning Amount to more accurately reflect the cost of the educational technology.
- If the device was purchased in a previous school year and the student whose device is being transferred remained enrolled the entire year, the device may be transferred to the sibling at no charge.
- A helpdesk ticket must be submitted requesting to transfer a device to another student. Details must include the current student’s name, assigned teacher, technology serial and asset number, and name of the sibling.

Parent-Student Information Technology Acceptable Use Policy

It is Pacific Coast Academy’s mission to empower students with access to technology, information, and digital resources while fostering safe, responsible, and ethical learning environments.

We are committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of school devices, networks, accounts, and other resources must adhere to Pacific Coast Academy policies. Users are expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of the school. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)

To the extent practical, minor students' online access to inappropriate materials and materials harmful to minors is restricted. To the extent practical, steps shall be taken to promote the safety and security of users of Pacific Coast Academy's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Definitions

- School, Organization, and or We – PCA and its subsidiaries, programs, and divisions
- TD - Technology Department
- You, Your, and or I - The parent/guardian, student, and signer of this Acceptable Use of Technology Policy
- Resources - Devices, systems, services or networks owned, operated or issued by the school
- User - Any person(s) accessing or utilizing school resources that is not a resource operator
- AUP - Parent/Student Information Technology Acceptable Use Policy

User Responsibilities

Access to school technology, resources, and support is a privilege that offers a wealth of educational benefits. To maintain these privileges, all users must agree to, learn about, and comply with all information within this Acceptable Use Policy (AUP) document.

- You agree to learn about and comply with all the information outlined in this AUP document.
- Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. "Reasonable care" is defined as:
 - Never leaving items unattended
 - Never lending, giving or releasing items to a person other than an authorized school employee, such as a Tech Team member
 - Never removing protective accessories or features (e.g. cases, bumpers)
 - Keeping items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
 - Maintaining student supervision by parent/guardian during access and usage
- You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
- Parents/guardians are expected to provide supervision and monitor device/Internet access and usage.
- You are expected to make a reasonable effort to protect your passwords, information and data.
- You must safeguard internal safety and security policies, such as authentication methods and password conventions.

- You are obligated to notify TD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event TD has not contacted you to do so.
- Items, devices and resources issued by the school are school property and must be returned or relinquished to the school upon request.

Acceptable Use of PCA Resources by Users

- All school-issued accounts are intended solely for use by the person authorized to use the account.
- When sharing or exposing personal information or data online, extreme caution should be exercised.
- Any information or communication accessible via any school network should be assumed as private property.
- The school reserves the right to verify whether specific uses of school technology or networks are consistent with this acceptable use policy.
- The school is bound by certain licensing agreements. Users are expected to comply with those agreements.
- Educational and instructional use as related to the school only.

Unacceptable Use of School Resources

- All commercial or for-profit usage is prohibited.
- The access, use or transmission of objectionable material (e.g. materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.
- Violation of any local, state or federal laws as well as School, board or administrative policies are prohibited. Example: Federal copyright laws ([Title 17](#), USC)
- Any attempt to circumvent PCA security measures, content filters or access restricted resources is prohibited.
- All malicious and nefarious activities are prohibited. Examples include (1) unauthorized trespassing or infiltration of a network or device, (2) the intentional distribution of malware, (3) any attempt to deny a remote service. Malicious actors may also be in violation of *California's unauthorized computer access law, Penal Code 502(c) PC*.
- The intentional collection, mining or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
- Publicly advertising internal authentication methods and/or password conventions.
- Impersonation of any user other than yourself is prohibited.
- Unauthorized falsification or modification of any school records is prohibited.
- The collection or transmission of personal information (e.g. home address, phone number, personal email) which may be useful to identify an individual without written consent is prohibited.
- Political lobbying or advertising is prohibited.
- Unauthorized maintenance, service, repairs, or upgrades are prohibited. school-owned or

operated resources must be maintained by TD or authorized third parties.

Damage Caused by Carelessness

Students are expected to exercise reasonable care to protect school-owned devices to prevent damage. Damage caused by carelessness is not considered “Accidental Damage.” Device damage resulting from carelessness will be assessed by the IT Department. Examples of student carelessness would be: iPad (pens) that are noticeably damaged, latches that hold the lid closed being pulled out of the computer case, sticky devices from liquid spills, broken LCD screens that result from shutting the lid with objects still in the keyboard, and the continual loss of keys from the keyboard. When asked how the damage occurred, the answer “I don’t know”, or “it was fine when I put it in my bag” will be considered damage caused by carelessness. *Habitual damage is considered abuse of school property.*

Expectation of Privacy

For email, networks, systems and other resources owned or operated by the school, users should have no expectation of privacy. The school reserves the right to manage and monitor all aspects of its own resources. The following are examples of actions which may be performed for reasons deemed legitimate by the school:

- Obtain emails, messages and their attachments transmitted to or through school-owned or operated email systems
- Monitor an individual's use of school-owned resources
- Locate or track the location of a school-owned resource
- Confiscate, search, disable or wipe any school-owned device, item or their contents/data

Personal devices are private. The TD does not and will not access personal devices.

Cyberbullying

Cyberbullying is the use of technology resources to willfully harm either a person or persons through electronic systems (e.g. texts, photos, videos, messages, and social media). Examples of this behavior include but are not limited to:

- Transmitting false, cruel, hateful or embarrassing information or media targeting others
- Creating posts or websites that have stories, cartoons, pictures, or jokes ridiculing others
- Unauthorized access to any resource (e.g. social media, email) for purposes of downloading or transmitting vicious or embarrassing materials
- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and transmitting that information or media to others
- Posting a student picture without their permission.
- The use of derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical, or mental health.

Student Departure

- Upon student departure (e.g. withdrawal, graduation, or expulsion) from Pacific Coast Academy, all issued items must be returned upon disenrollment. Please contact your Homeschool Teacher to make arrangements to return items to the school.
- For information regarding technology returns, please review our *Technology Agreement* or contact techhelp@pacificcoastacademy.org.

Contact Information

Technology Department:

- Phone: (619) 215-0704 Option 5
- Email: techhelp@pacificcoastacademy.org

Disclaimer & Acknowledgements

- Pacific Coast Academy reserves the right to modify its policies at any time.
- All items, devices, and resources issued by Pacific Coast Academy are school property. School property must be returned or relinquished to the school upon request or departure from the school.
- Pacific Coast Academy reserves the right to issue penalties (e.g. denial of access to resources) or seek legal remedies in response to non-compliance.
- Access to school technology, resources and support is a privilege, not a right. These privileges are offered at the discretion of the school.
- Pacific Coast Academy will not be held liable for the information or data retrieved, stored, or transmitted by means of the school-owned or operated resources, devices, networks, or systems.
- Users should not have an expectation of privacy in the use of school resources, email, systems, or networks.
- Illegal activities performed using school devices, networks, and systems may be reported to the proper authorities when discovered.
- Pacific Coast Academy will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays, or non-deliveries.
- School issued property reported as lost, missing or stolen may be remotely tracked, located and/or disabled at the discretion of the school.
- Pacific Coast Academy may confiscate and search any school technology in the event of policy.
- Pacific Coast Academy is not in any way an Internet Service Provider.
- Internet hotspots will only be active during the student calendar and deactivated during the summer recess. Charges for hotspots are annually recurring.
- Tech devices do have an end of service date. While the school and tech department prefer to keep tech devices in circulation, Pacific Coast Academy and the Tech Dept reserve the right to declare a tech device as End of Service and request it be returned. The typical end of service

span for a tech device is 3 years.

User Agreement

I have read, understand, and will abide by the above PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY while using any school technology and other electronic resources issued, owned or operated by the school. I also give permission to collect verifiable personal information from my child (under 13 years of age) to the extent required to comply with the Children's Online Privacy Protection Act (COPPA). I further understand that any violation of the policies above are considered unethical and in some cases may constitute a criminal offense. Should I violate any of the policies outlined in this agreement, I understand my access to any school resource may be limited or revoked, and disciplinary and or legal action may be taken.

BY SIGNING THE PARENT/STUDENT HANDBOOK SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT SECTION, PARENT(S)/GUARDIAN(S) & STUDENT AGREE THEY HAVE READ, UNDERSTOOD, AND ACCEPT THE TERMS WITHIN THIS PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY.

Non-Compliance Policy

Homeschool Teachers partner with families to educate students enrolled in our school. The partnership is effective if students and parents/guardians are actively participating in our program and meeting enrollment requirements.

Indications that a student is not actively participating in our program include:

- Non-attendance
- Missing or refusing to schedule meetings
- Unable to contact
- Not meeting enrollment requirements
- Not submitting requested work samples and attendance logs
- Failure to show the body of work

In these instances, the school may:

- Contact the family by phone, text, and email requesting resolution within two school days.
- Two school days later, if there is not a satisfactory resolution, the Homeschool Teacher will attempt to contact the family again by phone, email, and text, and a letter of non-compliance will be sent to the address on file. The letter will request a resolution within five school days.
- If the issue is resolved, the parent/guardian and teacher will confer to review expectations and create a plan to maintain compliance.
- If the issue is not resolved, the Homeschool Teacher will attempt to contact the family again by phone, text, email, and a second letter of non-compliance will be sent to the address on file. The letter will request a resolution within five school days. In addition, an Administrative Conference Call will be scheduled to be held no sooner than six days of the date the letter was sent.

- It may be deemed, at that time, that independent study is not the best educational placement for the student and the student may be withdrawn.

Work Samples

To meet California Independent Study Guidelines, Work Samples will be required and collected at the end of each Learning Period. Students are required to submit work samples as requested by their Homeschool Teacher to demonstrate and document student learning. Failure to provide work samples may jeopardize your child's enrollment status at the school.

Acceptable Work Sample Criteria

- Original or scanned PDF version
- Demonstrates neat and organized work
- Demonstrates a good reflection of your child's learning and abilities
- Includes student's name and date in the top right-hand corner
- The sample needs to be completed and dated within the collection Learning Period
- Must be non-sectarian (non-religious)
- Photographs must include a summary from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them

Non-Compliant Work Samples Include

- Missing student first and last name
- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated not within the Learning Period
- A photograph which does not include the student's summary of the project/concept
- Incomplete worksheets or work

Testing & Assessment

Assessment data is critical to Pacific Coast Academy. Essentially, assessments are one indicator of student learning. Using assessment data is not only a healthy thing to do internally as a school community, but also a required part of the WASC accreditation process and the charter renewal process.

WASC accreditation shows that a school has met and is maintaining a high level of standards. Furthermore, having WASC accreditation validates the integrity of the school's program for transfer students and transcripts for university acceptance. Many of our families put great value on WASC accreditation. In order to receive WASC accreditation, a school must go through a rigorous process of describing, demonstrating, and evaluating its instructional program through a school-wide action plan.

It is a wonderful accomplishment for a school to be accredited, but the work is not finished. Maintaining

accreditation is an ongoing cycle of managing change and improvement through regular assessment, planning, implementing, monitoring and reassessing.

Assessment data is also an important piece in our charter renewal process. All charter schools are authorized by a sponsoring school district. The authorizer is granting permission to the petitioning organization to make their own independent decisions and operate their own school. In return, the charter school needs to demonstrate compliance with the essential terms of the charter, which include Ed Code, student achievement, governance, reporting requirements, etc. Pacific Coast Academy must remain in good standing with each authorizer. Without authorization, we have no charter! Authorizers gauge compliance and achievement with assessment data. Scores at the individual student level are never shared, and privacy of student names is maintained according to federal laws that protect students.

It is very important to Pacific Coast Academy that all students participate in school-wide assessment. We do our very best to listen to the needs of parents and students. We hope this year there are positive changes for you and your child with the different assessments.

State Standardized Tests – California Assessment of Student Performance and Progress (CAASPP)

As students of a public charter school, our students participate in the following state standardized tests:

- Grades 3 – 8 and 11: Smarter Balanced Assessment Consortium (SBAC)
- Grades 5, 8, and one time in High School during the year of their last science course: California Standards Test for Science (CAST)
- Grades 5, 7 and 9: Physical Fitness Test (PFT)
- ELPAC: English Language Proficiency Assessments for California (English Learners only)

Participation rates are critical to the success of our school. A public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school receives an academic performance penalty by the state of California.

School staff administers all state standardized tests at facilities located within driving distance of your home. A testing schedule will be provided to you from your teacher. Individual student performance results on statewide achievement testing are available to parents that would like a copy through our Parent Portal.

Often our families have questions or concerns about the SBAC/CAST assessments. We want our families to feel informed about assessments so they are prepared and feel more comfortable partaking. We also ask that you work closely with your teacher so your student can be assigned any designated supports that would help them during their testing session.

ELPAC: Testing for English Language Learners

California state law requires that the English Language Proficiency Assessments for California (ELPAC) be given each year to English Learners. The ELPAC is a test that measures how well a student can listen, speak, read, and write in English. The purpose of ELPAC is to ensure all students receive adequate support to succeed.

New students that have declared another language besides English on their home language survey must be assessed. This includes TK students. Students that have been previously designated as English Learners at another public school (even if it was years ago) must be tested by law every year until they reach a level of proficiency and are reclassified. At that point, they will no longer need to take the test.

Internal Diagnostic: Star 360

Pacific Coast Academy believes that ongoing assessments will help to inform instructional practices. The Star 360 is not designed to find flaws, but rather to build strength and skills necessary to become successful in the student's educational career.

We chose Star 360 because of its adaptive nature and the diagnostic tool pinpoints students' needs down to the sub-skill level. Star 360 provides data-driven insights and support for successful implementation of standards. Pacific Coast Academy will provide the parents with the results of Star 360, so the parent and teacher can work together to create a personalized learning plan for each student.

Assessments allow our teachers to monitor student growth and performance. The questions will automatically change the level of difficulty, thus "adaptive," based on student response patterns.

COVID-19

As a non-classroom-based independent study school, Pacific Coast Academy's academic model is in line with Distance Learning Guidance provided by the California Department of Education.

Pacific Coast Academy continues to provide homeschooling families with a variety of curriculum delivery options, including online instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring.

Families select the combination of systems that best suit student learning needs and interests. We ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples.

Records Department

The Records Department supports families by maintaining student records and will process requests for various documents such as work permits, enrollment verification, report cards, and transcripts.

Document Requested	Expected Time of Processing
Work Permit	2-3 Business Days
Enrollment Verification	2-3 Business Days
Copies of Grades & Official/Unofficial Transcripts	3-5 Business Days
Copies of CUME (Student Records)	3-5 Business Days

Work Permits

There are two types of work permits: Entertainment and Non-Entertainment.

- Entertainment Work Permits are obtained from the entertainment industry employer, filled out, and sent to records@pacificcoastacademy.org.
- Non-Entertainment Work Permits are different. Before the Records Department can fill out a regular work permit, the employer needs to provide the student a B1-1 permit (think of this as the permit to attain a permit). This is important because it tells our department where the student wishes to work. Once the B1-1 permit is sent to records@pacificcoastacademy.org, one of our Records specialists will fill it out and provide a B1-4 at the same time. The B1-4 is the actual permit.

Concurrent, Community College Enrollment

- Concurrent enrollment means a high school student takes college courses while remaining a full-time high school student.
- High School students must remain full-time high school students in good academic standing. Students must take a minimum of 15*-20 credits per semester in high school. (*College course must be on Master Agreement for students to drop down to 15 credits)
- High School students can take a maximum total of 11 college credits per semester.
- Students may take core academic or elective courses at the college.
- Students should consult with their high school counselor before enrolling in a college course. The counselor will advise on college courses and check graduation requirements.
- Please send any community college forms to your student's high school counselor for signatures. Please note, concurrent enrollment application forms may take 3-5 business days to process.
- Not all 4-year, private, and online colleges will require permission forms for high school students. Please make sure to check in with your high school counselor before signing up for

a college course.

- The high school counselor will take into consideration the student's academic standing and overall GPA when approving a concurrent enrollment. Please ensure that all official transcripts from previous college courses have been sent to the Records Department, the counseling team cannot sign concurrent enrollment forms when there are missing transcripts from previous semesters.

Title 1

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

- Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the Title 1 Coordinator at (619) 215-0704.

Educational Records

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by Pacific Coast Academy. Such information includes but is not limited to:

- Date and place of birth, parent and/or guardian's address, and where the parties may be contacted for emergency purposes
- Grades, test scores, courses taken, academic specializations and school activities
- Special education records
- Disciplinary records
- Medical and health records
- Attendance records and records of past schools attended

Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that, as of January 1, 2017, Pacific Coast Academy shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

Pacific Coast Academy shall not use any school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin. An education record does not include any of the following:

- Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another person except a temporary substitute for the maker of the record.
- Records maintained by a law enforcement unit of Pacific Coast Academy that were created by that law enforcement unit for the purpose of law enforcement.
- Records relating to a Pacific Coast Academy employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose.
- Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Pacific Coast Academy.
- Records that only contain information about an individual after he or she is no longer a student at Pacific Coast Academy.
- Grades on peer-graded papers before they are collected and recorded by a teacher.

Parents and eligible students that they have the right to:

- Inspect and review the student's education records.
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights.
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent.
- File with the Department of Education a complaint concerning alleged failures by Pacific Coast Academy to comply with the requirements of FERPA and its promulgated regulations.
- Request that Pacific Coast Academy not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

Student Mental & Physical Health

The school is committed protecting the health and well-being of all Pacific Coast Academy students, including vulnerable youth populations, by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance

use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.

Pacific Coast Academy recognizes that:

- Physical, behavioral, and emotional health is an integral component of a student's educational outcome.
- Suicide is a leading cause of death among young people.
- The school has an ethical responsibility to take a proactive approach in preventing deaths by suicide.
- The school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development. In recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, Pacific Coast Academy has adopted a policy, which corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

Suicide Prevention Policy

The school's Suicide Prevention Policy can be found on the school website under Boards and Board Policies.

With the intention of creating a safe and nurturing educational entity that minimizes suicidal ideation in students, we also recognize our duty to protect the health, safety, and welfare of our students, and aim to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide. These safeguards include ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Because the emotional wellness of students greatly impacts learning, motivation, and educational success, the current policy shall be paired with other policies that support the emotional and behavioral wellness of students.

Pacific Coast Academy's policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind." In an attempt to reduce suicidal behavior and its impact on students and families, Pacific Coast Academy has developed strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for parents/guardians, caregivers, students, and school personnel who regularly interact with students or serve in a position to recognize the risk factors and warning signs of suicide.

Harassment

It is school policy to prohibit harassment by any means, including but not limited to: sexual, physical, verbal, written, electronic, mental, emotional and visual harassment, intimidation, bullying, and cyberbullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall educational environment, and disrupt the operation of school.

Harassment for any reason including, but not limited to: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is a violation of both state and federal law. Verified harassers may face loss of computer or other special privileges, suspension, or expulsion. Any disciplinary action will be determined by the school administrators and board of directors. In addition, when any kind of threat is communicated or when a hate crime is committed, the administration will report such crimes to local law enforcement officials. Harassers may also be subject to civil and criminal liability for any such unlawful behavior.

Pacific Coast Academy will take measures against harassment. This includes any act that takes place on or immediately adjacent to the location of any school event, at any school-sponsored activity, on school-provided transportation, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interfere with the rights of students to be secure.

In situations in which electronic or cyberbullying originates from a non-school computer, but is brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be so severely disruptive of the educational process that it markedly interrupts or severely impedes the student learning.

It is important to understand that jokes, stories, cartoons, nicknames, the sending or posting of inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

If you feel you have been a victim of harassment or are being bullied, inform your Homeschool Teacher or school administrator immediately. Keeping quiet or ignoring the problem will not make it go away. The teacher or school administrator will document the events, contact the appropriate parties, and appropriate steps will be taken.

Expulsion & Suspension

Definition of Expulsion

Expulsion shall be defined as permanent dismissal from PCA, without re-enrollment privileges, and must be approved by the PCA Charter Board or their authorized designee.

Definition of Suspension

Suspensions shall be defined as a temporary leave of absence from PCA that may occur at the discretion of the individual PCA Homeschool Teacher, Regional Administrator, or the PCA Charter Board.

Grounds for Suspension and Expulsion

A student may be subject to suspension and/or expulsion when it is determined that he/she, while on or within view of the Educational Vendor Locations, at a school sponsored activity/field trip, or online.

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell.
- beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to: cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. In no event shall any pupil in kindergarten or any of grades 1 to 12 be recommended for expulsion for any of these acts. In no event shall any pupil in kindergarten or any of grades 1 to 8 be suspended for any of the acts specified above relating to disrupting school activities and defiance.
- Knowingly received stolen school property or private property.
- 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 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, Charter School's Board of Directors, or designee(s)'s concurrence.

- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code 243.4.
 - Harassed, threatened, or intimidated a student who is a witness or complaining 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.
 - Made terrorist threats against school officials, students, and/or school property.
 - For students in grades 4 to 12, committed sexual harassment as defined in Education Code 212.5.
 - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5.
 - Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section.
 - Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activities/field trips or school attendance.
 - Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. "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:
 - Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
 - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - Causing a reasonable student to experience substantial interference with his or her academic performance.
 - Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- A. "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- (i) A message, text, sound, video, or image.
- (ii) A post on a social network internet website, including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (iii)
 - (I) An act of cyber sexual bullying.
 - (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil 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 (A) to (B), inclusive, of paragraph (1). A photograph or other visual recording, as described in this sub clause, 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.
 - (III) For purposes of this clause, "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.
- (iv) Notwithstanding paragraph (A) and subparagraph (i), 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.
- B. "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

Note: Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement 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 \$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.

The above list is not exhaustive and depending upon the offense, a student may be suspended or

recommended for expulsion for misconduct not specified above.

Suspension & Expulsion for Students with Disabilities

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to general education students. All the procedural safeguards established by Charter School policies and regulations shall be observed in considering the suspension or expulsion of students with disabilities. In the case of a suspension or an expulsion of a student identified as having special education needs, PCA shall comply with federal and state law.

Due Process Statement

Pacific Coast Academy shall provide for the fair treatment of students facing suspension and expulsion by affording them due process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in school policy, regulation, or law.

In all cases, school disciplinary policies shall afford students due process. To this end, the school board shall develop rules and regulations governing the procedures by which students may be suspended or expelled.

In the event of an expulsion, a student will be entitled to written notice of the grounds for their proposed removal and will be given a full due process hearing in regard to the proposed expulsion. Parent(s)/guardian(s) will also be given written notice in advance of said hearing so that they may attend. The school will maintain a record of the notice and of the hearing. The student will also be entitled to appeal a decision to expel said student, pursuant to the appeal procedures established by the school board.

Grievance Policy and Procedure

Pacific Coast Academy is committed to achieving student/family satisfaction. The following procedure was developed to ensure that student, family and staff grievances are addressed fairly by the appropriate persons in a timely manner. Discrimination against students/families on the basis of ethnicity, sex, ancestry, physical or mental disability, race, color, gender, national origin, sexual orientation or religion is prohibited.

The parent/guardian will address in writing any concern or grievance initially with the student's Homeschool Teacher and supervisor. Both Homeschool Teacher and supervisor will respond within ten school days.

If the concern or grievance is not resolved, the parent/guardian may, within ten school days, request a meeting with school leadership to discuss the concern or grievance. Pacific Coast Academy leadership will investigate and respond within 10 school days. A written email and letter will be sent to the family that will address the concern and outcome.

Family Educational Rights and Privacy Act (FERPA)

Notification of Rights under FERPA for Elementary and Secondary Schools

FERPA affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.
 - Parents or eligible students should submit to the school Executive Director [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - Parents or eligible students who wish to ask the school to amend a record should write to the school Executive Director [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If Pacific Coast Academy decides not to amend the record as requested by the parent or eligible student, Pacific Coast Academy will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to provide written consent before Pacific Coast Academy discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Pacific Coast Academy as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - Upon request, Pacific Coast Academy discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [Note: FERPA requires a school to make a reasonable attempt to notify the parent or

student of the records request unless it states in its annual notification that it intends to forward records on request.]

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Pacific Coast Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))

Title 1 Part A

Parent & Family Engagement Policy

Learning and Educational Agencies and schools receiving federal funding are required to implement a parent and family engagement policy under federal law. See 20 U.S.C. § 6318. The purpose of the Pacific Coast Academy's Governing Board approving this Parent and Family Engagement Policy is to accomplish the following:

- I. Identify the purpose of the policy and define "parent"
- II. Outline parents and family member involvement in drafting of the School Plan
- III. Establish the ways the School will provide for coordination, technical assistance, and other supports
- IV. Establish the annual meeting content and timeline
- V. Outline the content, delivery method, and other details of the Notice to parents
- VI. Establish ways parents will participate in the planning, review and improvement of Title I Programs
- VII. Establish the ways in which the School will build capacity for parent involvement
- VIII. List and describe how the School will coordinate with other programs
- IX. Establish the annual evaluation process for the policy
- X. Establish the School-Parent Compact
- XI. Establish the means to involve parents of Limited English Proficient Student, Disabled
- XII. Parents, and Parents of Migratory Children
- XIII. Establish the notices that will be provided to parents of participating students
- XIV. Ensure that information and materials are provided in ways, so they are accessible to all

I. Introduction

Research has shown that the attitudes, behavior, and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the Pacific Coast Academy (the "School") has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for students. Within this policy, the word "parent" is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc. This policy will be incorporated into the School's plan pursuant to federal law and submitted to the California Department of Education with the School's Consolidated Application.

II. Involvement in Drafting the School Plan

Parents and family members of participating children will be involved in the development of the School plan required by federal law. On an annual basis, the School will submit the School plan to the Governing Board for review and suggested changes after holding a parent meeting and before the plan is submitted to the California Department of Education ("CDE") with the Consolidated Application. In addition, all

parents of participating children will annually be invited to review the School plan and submit comments.

If the School plan is not satisfactory to the parents of participating children, the School will submit any comments from parents of participating children with the School plan when it is submitted to the CDE.

III. Coordination, Technical Assistance, and Other Support

The School will ensure the coordination, technical assistance, and other support necessary to planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance in the following ways:

- The School will distribute 95% of the funds reserved pursuant to federal law (20 U.S.C. §).
- 6318(a)(3)(A)) to the school for parent involvement activities.
- The School (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.
- The School will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

IV. Annual Meeting

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold two additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

V. Notice

Within 60 days of the beginning of school, the School will send through electronic methods a notice to all parents containing, but not limited to, the following information:

- Information about Title I, Part A programs.
- An explanation of the requirements of Title I, Part A programs.
- A description of the parent rights for participation in Title I, Part A programs.
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy and the schoolwide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards.
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.

- A copy of the most current Parent and Family Engagement Policy and a feedback process for parents to comment on its content.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

VI. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy and the school-wide program plan, the School will involve parents of participating students as follows:

- The School will conduct two of Family Learning Nights each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy and the school-wide program plan. These meetings will be held at flexible times.
- Parents not attending the Family Learning Nights will be contacted to encourage participation and inform them of future Family Learning Nights.
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy and the school-wide program plan and recommend any changes.
- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 60 days.
- If the school-wide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan.

VII. Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the School, parents, and the community to improve student academic achievement, the School will provide the following programs to assist parents in understanding the challenging State academic standards, State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The School will include one parent on its Board of Directors.
- The School will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic

achievement standards, State, and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.

- Regular meetings will be held by the School to discuss how parents can work with educators to improve their child's academic achievement.
- The School will hold one Family Math and Science Event and one Family Literacy Event to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the School will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- The School will hold quarterly classes for parents and students to learn how to use computers and the internet in accordance with the School's internet use policy.
- The training will enable parents to access their children's schoolwork, communicate with teachers, and review information posted about the School.
- The School will provide parents with access to literacy programs that bond families around reading and using the public library.
- The School will provide quarterly seminars on parenting skills and parent child communication.

C. Education on Parent Involvement

The School will annually educate teachers and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials, and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the School, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the School and what types of parental involvement programs in which parents would most likely participate.

VIII. Coordination with Other Programs

The School shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs and conduct other activities, such as parent resource centers, that encourage and support parents in more

fully participating in the education of their children.

The School will coordinate and integrate parent involvement programs and activities with these programs as follows:

- Requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children.
- developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

IX. Annual Evaluation

The School, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under federal law. The School will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The School will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

X. Parent-School Compact

At the beginning of each school year, the School will enter into Parent-School Compacts with parents of participating children. The Parent-School Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The School will seek out input from parents to annually evaluate the effectiveness of the Parent-School Compact and provide feedback and suggestions for revision.

XI. Involvement of Parents of Limited English Proficient Students, Disabled Parents, and Parents of Migratory Children

The School shall implement an effective means of outreach to parents and family members of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all students. To accomplish this goal, the School will do the following:

- The School will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.

- The School will provide language translators at parent meetings to the extent practicable.
- The School will schedule meetings to enable families to share information about culture, background, children's talents, and particular needs for the schools.
- The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's administrative staff will visit the classes to interact with the parents.

The School will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the School will do the following:

- If any parent needs a disability-related modification or accommodation, including auxiliary aids or services, to participate, they need only contact the School at least 72 hours before the scheduled event so every reasonable effort can be made to provide the accommodation.

XII. Notices

In accordance with federal law, the School will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card
- A notice regarding the parent's right to request information regarding the following:
 - Professional qualifications of the student's teacher(s).
 - The level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments and timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
 - Information regarding any State or School policy regarding student participation in any assessments mandated by federal law and by the State and School, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.
- The notice regarding language instruction programs.
- Any other notices required by law.

XIII. Miscellaneous

The School shall ensure that all information related to School and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The School will provide other reasonable support for parental involvement activities as requested by parents.

Parent Notification of Teacher Qualifications

To Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

- Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact Human Resources at hrhelp@pacificcoastacademy.org.

PCA Student Travel Plan

Student Name	
Student ID	
Student Grade Level	
Traveling To	
Traveling Contact Number	
Traveling Contact Email	
Date of Departure	
Date of Return	
<p>If the student will not be returning by the specified date, please contact his/her teacher immediately. If the student does not return by the specified date and a new Travel Plan is not in place, the student may be withdrawn.</p>	

Enrollment Requirements

- Request and receive approval for a travel plan from your PCA teacher 2 weeks prior to any extended family travel (1 week/5 school days).
- During travel time student must be attending school and parent/guardian and/or Learning Coach must be available by phone and/or internet for communication.
- Student cannot be on vacation or extended travel longer than two months per semester (61 consecutive days or 61 cumulative days throughout the semester), or they will be deemed to have lost California residency and therefore will be withdrawn from Pacific Coast Academy.

Contact

PCA's Enrollment Requirements state that parent, guardian and/or learning coach must stay in contact with the PCA teacher and the parent/guardian is responsible for responding to the PCA teacher within 48 hours of contact. While traveling it is very important to keep in contact with your student's PCA Teacher.

Meetings

PCA's Enrollment Requirements state that parent, guardian and/or learning coach and student must be available to attend regularly scheduled in person meetings with the PCA teacher at a mutually agreed upon location. If the time/date/location does not work it must be rescheduled within seven days in order for the PCA Teacher to meet deadlines.

Meeting and/or Testing Schedule

List specific dates and locations of required meetings and/or testing while on Travel Plan (STAR 360, CAASPP, LP meetings).

Curriculum

During travel time a student must be working daily in their curriculum and be able to turn in any of the work as requested by your PCA teacher. PCA will follow all compliance policies and failure to meet attendance and work sample requirements will result in starting the non-compliance process.

Work Samples

In order to meet state independent study guidelines, work samples will be required and collected each learning period. While you are traveling, your PCA teacher will request to receive your child's work samples by the dates indicated below.

Mailing Schedule: (only list those LPs and dates that student will be traveling)

LP ____ samples:

LP ____ samples:

Student Signature	Date
Parent/Guardian/LC Signature	Date
PCA Teacher Teacher Signature	Date

Parent-School Compact

The Pacific Coast Academy, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the Parent-School Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

As a School, Staff at Pacific Coast Academy Will:

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards as follows:
 - Provide a positive atmosphere for learning, including models of respectful behavior and positive attitudes toward work.
 - Provide multiple alternative modes of instruction so that students have a clear understanding of concepts.
 - Supply clear evaluations of student progress to students and parents/guardians, including timely feedback to students about their school work.
 - Reinforce the partnership between parent/guardian, student, and staff by providing strategies to assist learning at home.
 - Provide training and workshops, as appropriate, for teachers and parents/guardians.
 - Provide a process that includes students, parent/guardians, and school staff for ongoing planning, reviewing, and improving school activities and programs.
 - Convene an annual meeting to explain our Title 1 program and inform families annually of opportunities to participate in it.
 - Seek parent input related to our Title 1 program, including but not limited to our School Site Council.
- Provide ongoing communication between parents/guardians and teachers as follows:
 - Access to schedule a meeting with a teacher to discuss an individual student's achievement.
 - Family Learning Events will be held once in the fall and again in the spring.
 - The school will support families of students having academic or behavioral problems when these problems are in danger of affecting a student's academic achievement.
- Provide parents with frequent reports on their child's progress:
 - High school students will receive a progress report twice per year and all students will receive a report card at the end of each semester
 - Teachers will meet, a minimum of every 20 school days, with families to discuss the student's academic progress and achievement.

Parent/Guardian Responsibilities

We, as parents/guardians, will support our child's learning in the following ways:

- Monitoring my child/teen's school attendance.
- Supporting the school discipline codes.
- Communicating with teachers and staff whenever I have a concern.
- Making every effort to attend school events such as DELAC meetings, LP meetings, Annual Title I meetings, Parent workshops, and other parent engagement events.
- Making sure that assignments and schoolwork are completed.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school.
- Participating in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Serving to the extent possible on parent advisory committee.

Student Responsibilities

As a student, I will:

- Show respect and cooperate with all individuals at school
- Follow school rules
- Be prepared and engaged in daily academic activities
- Complete all assignments to the best of my ability and on time
- Respecting the rights of others to learn without disruption
- Asking for help when I do not understand

By signing this agreement, I acknowledge that I have read and understand the preceding pages that outline the policies and rules of Pacific Coast Academy. I also acknowledge that I have discussed this information with my child.

Student Name (Print)

Student Signature

Date

Parent/Guardian Name (Print)

Parent/Guardian Signature

Date

Signature of Receipt & Acknowledgement

By signing, you are agreeing to the policies and procedures of the Parent Student Handbook including, but not limited to:

- Registration Requirements
- Academic Expectations
- Report Cards & Grading
- Attendance
- Non-Compliance
- Work Samples
- Technology Usage
- Testing & Assessments
- Behavioral Expectations
- Zoom Acceptable Use Policy
- Planning Amounts & Learning Plans
- Academic Integrity
- Field Trip Guidelines
- COPPA Permissions
- Student Travel Plan

Student Name (Print)

Student Signature

Date

Parent/Guardian Name (Print)

Parent/Guardian Signature

Date

Cover Sheet

Comprehensive School Safety Plan

Section: IV. Consent Agenda
Item: E. Comprehensive School Safety Plan
Purpose:
Submitted by:
Related Material:
PCA 2021-2022 Comprehensive Safety Plan_Redlined_1.20.2022.docx

BACKGROUND:

This plan is reviewed, updated and approved annually. Jennifer McQuarrie provided updates and revisions relevant to charter schools.



Pacific Coast Academy
Comprehensive School Safety Plan

13915 Danielson St. #103

Poway, CA 92064

This document is to be maintained for public inspection during business hours

I. INTRODUCTION

Pacific Coast Academy is committed to ensuring that all enrolled students and all employees are safe and secure. Pacific Coast Academy believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school. Pacific Coast Academy intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans as a collaborative process. The plan will be reviewed and updated on an annual basis and proposed changes will be submitted to the Board for approval no later than March 1 of each year.

The California Education Code section 47605(c)(5)(F)(ii) requires California charter schools to develop a school safety plan, which shall include the topics listed in Education Code section 32282(a)(2)(A) to (J).

Plans for Charter Schools must “identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety, which shall include the development of all of the following

- A. Child Abuse Reporting Procedures - Penal Code 11164. *et seq.*
- B. Disaster Procedures, routine and emergency plans, and crisis response plan, including
 - 1. Earthquake emergency procedure system that includes: A school building disaster plan (Fire; relocation/evacuation; bomb threat; bioterrorism/hazardous materials; earthquake; flood; power failure/blackout; intruders/solicitors; weapons/assault/hostage; explosion; gas/fumes)
 - 2. A drop procedure, drop procedure practice
 - 3. Protective measures to be taken before, during and after an earthquake
 - 4. A program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures
 - 5. Procedures to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency
- C. Suspension/Expulsion policies for Pupils who commit certain acts and other school-designated serious acts that would lead to suspension or expulsion– Ed Code 48915
- D. Procedures to notify teachers of dangerous pupils – Ed Code 49079
- E. Discrimination and Harassment Policy (include hate crime reporting procedures and policies)
- F. Schoolwide Dress Code (if it exists - including prohibition of gang-related apparel)

- G. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site (pick-up, drop-off, maps, etc.)
- H. A safe and orderly environment conducive to learning at the school
- I. Rules and procedures on school discipline adopted pursuant to Education Code section 47605
- J. Procedures for conducting tactical responses to criminal incidents

II. CHILD ABUSE REPORTING PROCEDURES

Child abuse reporting law (Penal Code Section 11164, *et seq.*) requires that a Pacific Coast Academy employee who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities.

At Pacific Coast Academy, protecting children from child abuse is a major priority. Each year the administration sets aside time to meet with staff to discuss child abuse indicators and to remind teachers of the procedures to follow when abuse is suspected and provide annual training regarding the required procedures for mandated reporters within the first six weeks of each school year. Any employee hired during the school year shall receive such training within the first six weeks of employment.

Employees of Pacific Coast Academy are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to Children's Protective Services by telephone. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency.

All staff is aware of the location of a Child Abuse Information Folder that is kept on file and updated regularly. It includes informational literature, guidelines for recognizing abuse and specific directions for reporting it.

The determination as to who should be contacted will depend greatly upon the situation at hand. The local law enforcement agency will dispatch a unit to the school as soon as possible. Children's services may take much longer to respond. School personnel should always take into consideration the severity of the abuse and the extent to which the student's safety is at risk.

Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six hours. The reporting duties are individual and cannot be delegated to another individual.

Reporting Procedures

- A. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:

1. The name of the person making the report.
2. The name of the child.
3. The present location of the child.
4. The nature and extent of any injury.
5. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

At the time the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

- B. Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail, fax, or electronically transmit a written report to the local child protective agency.

The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572). The mandated reporter may request and receive copies of the appropriate form from the local child protective agency, or may retrieve the form from the internet.

Detailed instructions for completion of the form are on the back sheet of the form. Reporters may request assistance from the site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.

- C. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. The site administration, when notified, shall inform the Executive Director.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and district regulations. If requested by the mandated reporter, the Executive Director may assist in the completion and filing of these forms.

When two (2) or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement, and a single report may

be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Executive Director shall not notify the parent or guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian.

It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility form.

When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parent/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with School policies. The Executive Director or designee should consult with legal counsel in handling the employee discipline.

III. DISASTER PROCEDURES

Pacific Coast Academy will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents.

The Standardized Emergency Management System (SEMS) based upon the Incident Command System (ICS) and the National Incident Management System (NIMS) will be utilized during all emergencies. When the school activates the ICS, communication and coordination will be established between the Incident Commander (in the field) and the Emergency Operation Center (EOC) Director. The Incident Commander will be the senior school staff member at the location of the incident. The EOC Director is the Executive Director, or if unavailable, the Deputy Executive Director.

A. RESPONSIBILITIES

The individual(s) responsible for implementation of this plan or to contact for any clarification is:

Krystin Demofonte, Executive Director, (p) 858-442-0557,
krystin.demofonte@pacificcoastacademy.org

Shari Erlendson, Deputy Executive Director, (p) 619-339-1516,
shari.erlendson@pacificcoastacademy.org

In the absence of the Executive Director or Deputy Executive Director, Regional Coordinators are responsible for ensuring that employees are in compliance with this Plan.

The EOC Director is responsible for operating and coordinating all emergency operations, requesting mutual aid assistance from law enforcement and emergency agencies, and has complete authority and responsibility for conducting the overall operations.

Supervisors will notify their employees of any known safety hazards or emergencies. Employees will notify their supervisor of any new safety hazards or emergencies. Employees will follow all reporting instructions as outlined in this Plan.

B. EMERGENCY TELEPHONE NUMBERS

~~B.C.~~ Poway

- 1) Local Police - San Diego County Sheriff's Department, 858-513-2800
- 2) Local Fire – Poway Fire Department Station 1, 858-668-4460
- 3) Local Hospital – Palomar Medical Center Poway, 858-613-4000

~~C.D.~~ El Cajon

- 1) Local Police - San Diego County Sheriff's Department, 858-565-5200
- 2) Local Fire - CAL Fire, 619-590-3100
- 3) Local Hospital - Grossmont Hospital, 619-740-6000

E. Mission Valley

- 1) Local Police - San Diego Police Department, Eastern Division, 858-495-7900
- 2) Local Fire - San Diego Fire-Rescue Department, 858-573-1300
- 3) Local Hospital - Sharp Memorial Hospital, 858-939-3400

In the event of a major emergency or disaster, the 9-1-1 emergency system may not function because of traffic overload. If you have a situation requiring immediate aid from police, fire or medical personnel you should try to use the 9-1-1 number first for immediate

aid. In the event that the 9-1-1 emergency system is not functioning, you should call the local police department or fire department.

D.F. SPECIFIC PROCEDURES

1. EVACUATION PROCEDURES

Earthquakes, fire, bomb threats, hazardous chemical spill, or an incident on or near the office are just a few examples of an emergency incident situation that may require that portions of a building or an entire school building be evacuated.

The supervisor in charge at the office should identify evacuation areas on site and alternative off- sites areas should it be necessary to evacuate.

A safe evacuation route must be able to accommodate moving a large number of people, while not exposing employees to danger. The location and type of emergency necessitates evaluation and possible adjustments to the usual evacuation routes. This evaluation will determine if the building should be evacuated in segments or if stationing a person at certain exits is necessary so that staff can be re-routed away from danger.

The movement of staff out of buildings requires accounting for every employee. In order to account for staff, work area supervisors must have available employee lists so that missing or extra staff can be reported immediately to the Command Posts (school; law enforcement; fire). When evacuating their work area, worksite supervisors must bring with them the location roster and emergency supplies.

During an evacuation, the following procedures must be followed:

- ✓ Move staff to the designated Evacuation Area.
- ✓ Take roll by completing Staff Accountability Form
- ✓ Runners collect Staff Accountability Report from classroom or work areas.
- ✓ If employee has an assignment on Emergency Management Team Organizational Chart, report to the Command Post (CP) and sign in.
- ✓ Report to Incident Commander (IC) for briefing and assignment.

2. SHELTER IN PLACE/LOCKDOWN/REVERSE EVACUATION PROCEDURES

Some emergencies may prevent safe evacuation and require steps to isolate staff from danger by instituting a lockdown or shelter in place. Other emergencies may occur prior to the work day, during break or lunch periods, or after the work day. When staff may be outside the school building or work site, a reverse evacuation should be initiated.

All employees must be familiar with the specific actions they must take during a lockdown or reverse evacuation. Discussions, training, and practice drills are essential to make these procedures workable.

In the event of a shelter in place, lockdown or reverse evacuation, work area supervisors must utilize the following procedures:

- ✓ If outside, move to the nearest building or room providing it is a safe route and that you are not moving in the direction of danger.
- ✓ If inside, stay inside.
- ✓ Lock door(s) to buildings and or work areas.
- ✓ If possible, quickly close all windows and then move away from the windows.
- ✓ Use caution when allowing late reporting staff to enter into the building.
- ✓ Have staff hide, if appropriate.
- ✓ Take roll using Staff Accountability Form.
- ✓ Report any “extra” staff that sought cover in your work area. Take this form with you if you are directed by the Incident Commander to evacuate your work area at a later time.
- ✓ Await further instructions from the Incident Commander via public address system, phone or an e-mail notification to all staff.
- ✓ **DO NOT** use the telephone to call out as all lines must be kept open, unless there is a dire emergency in your work area.
- ✓ Remain in the room/office until a member of the Emergency Management Team or a law enforcement officer arrives with directions.
- ✓ Have employees familiar with the building’s mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
- ✓ Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.

- ✓ Designate interior rooms(s) above the ground floor with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, meeting rooms, or conference room without exterior windows will also work well.
- ✓ Call emergency contacts and have the phone available if you need to report a life-threatening condition.
- ✓ Bring everyone into the rooms that have been designated. Shut and lock the door.
- ✓ Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the doors and any vents into the room. Consider precutting plastic sheeting to seal windows, doors, and vents. Each piece should be several inches larger than the space you want to cover so that it lies flat against the wall or ceiling/. Label each piece with the location of where it fits.

3. PROCEDURES FOR CONDUCTING A “SIZE-UP”

A “**SIZE-UP**” is a nine-step continual data gathering process that determines if it is safe to perform a certain emergency task, whether fire suppression, search and rescue, facilities assessment, etc. A size-up enables first responders to make decisions and respond appropriately in the areas of greatest need. The nine steps in a “*size-up*” are:

A. Gather Facts:

- What has happened?
- How many people are involved?
- What is the current situation?
- Does the time of day or week affect this situation?
- Do weather conditions affect the situation (e.g. forecast, temperature, wind, rain)?
- What type(s) of structures are involved?
- Are buildings occupied? If yes, how many?
- Are there special considerations involved (e.g. children, elderly, disabled)?
- Are hazardous materials involved at or near the situation?
- Are other types of hazards likely to be involved?

B. Assess and Communicate the Damage:

- Take a lap around each building and try to determine what has happened, what is happening now, and what may happen next.
- Are normal communications channels functioning (e.g. ICS, radios, e-mail, phones)?

C. Consider Probabilities:

- What is likely to happen?
- What is the worst-case scenario?

D. Assess Your Own Situation:

- Are you in immediate danger?
- Have you been trained to handle this situation?
- What resources are available which can assist with your current situation?

E. Establish Priorities:

- Are lives at risk? Remember, life safety is the first priority!

- Can you and available resources handle this situation SAFELY without putting others at risk?
- Are there more pressing needs at the moment? If yes, what are they?

F. Make Decisions:

- Base decisions on the answers to Steps 1 through 3 and the priorities that your team has established.
- Where will deployment of resources do the most good while maintaining an adequate margin of safety?

G. Develop an INCIDENT ACTION PLAN:

- Develop a plan that will help you accomplish your priorities.
- Simple plans may be verbal, but more complex plans should always be written.
- Determine how personnel and other resources should be deployed.

H. Take Action:

- Execute your plan, documenting deviations and status changes so that you can accurately report the situation to first responders, the Incident Command Post, the EOC, or other agencies that respond to the scene (e.g. fire, law enforcement, medical, media, coroner, parents).

I. Evaluate Progress:

- At reasonable intervals, evaluate progress in accomplishing the objectives in the plan of action

(Incident Action Plan) to determine what is working and what changes you may have to make to stabilize the situation

4. BOMB THREAT

Telephone Bomb Threat

- During or after the call, if possible, complete the bomb threat checklist found on page .
- Stay on the line with the caller as long as possible, continuing to try and obtain more information about the threat. Try if possible, to determine the gender and age of caller. Try if possible, to get the caller to tell you the exact location of the bomb and the time of threatened detonation.
- Have someone else call **911** (first 9 is to obtain outside line) and notify the Executive Director. If the Executive Director is not available, notify the Deputy Executive Director.
- Without using portable radios or cell phones, organize a meeting with the school's Emergency Management Team (EMT). Radio and cell phone usage can resume once you are 300 feet away from school premises as a bomb could be hidden outside.
- If necessary, implement the ICS with only those positions deemed necessary.
- Assign a recorder to document events as they take place.
- If the location of the bomb is not specifically designated, students and staff will be kept in a secure location.
- Any search of the site should be done under the direction of law enforcement.
- The decision to evacuate the location is the responsibility of the Executive Director or his/her designee, in conjunction (when possible) with law enforcement.
- If an evacuation is ordered, do not touch anything while leaving the building. Report any suspicious items to the Incident Commander.
- Follow off-site evacuation procedures.
- If the caller identifies a location where the device has been placed, avoid evacuating through the identified area.
- EMT members responsible for off-site evacuation and student accounting should begin making preparations for an orderly transition of the students/staff to the evacuation site.
- When the off-site evacuation location is reached, account for all students and staff. Report missing students/staff to the Incident Commander. The Incident Commander will report missing students/staff to the law enforcement agency assisting with the evacuation.
- Re-entry onto the school campus can only take place at the direction of Incident Commander.

E-Mail Bomb Threat

- Save the e-mail message.
- Print a copy of the message and give to the Executive Director, law enforcement, and the Technology Department.
- Follow applicable procedures from above.

BOMB THREAT REPORT FORM:School: Pacific Coast Academy

This form will help you obtain the necessary information from the caller. Keep this information near the phone. Date: _____ Time: _____ AM _____ PM _____

Exact words of the person placing call:

QUESTIONS TO ASK:

- 1.) When is the bomb going to explode? _____
- 2.) Where is the bomb right now? _____
- 3.) What kind of bomb is it? _____
- 4.) What does it look like? _____
- 5.) Why did you place the bomb? _____
- 6.) What will prevent you from doing this? _____
- 7.) What is your name? (He/she may inadvertently give it)

7.) What is your name? (He/she may inadvertently give it)

TRY TO DETERMINE THE FOLLOWING: (Circle all that apply) Caller Description: Male Female Adult Juvenile
Middle Aged Old

Voice: Loud Soft High-pitch Deep Raspy Pleasant
Intoxicated

Accent: Local Non-Local Foreign Region Other: _____

Speech: Fast Slow Distinct Distorted Stutter Nasal
Slurred Lisp

Language: Excellent Good Fair Poor Foul Other: _____

Manner: Calm Angry Rational Irrational

Coherent Incoherent Deliberate
Emotional Righteous Laughing

Intoxicated

Background Noises: Office Machines Factory Machines Trains Animals Music
Quiet Voices Airplanes Street Traffic Party Atmosphere Other: _____

raffic Party Atmosphere Other: _____

NOTIFY THE FOLLOWING PERSON(S):_____

Do not panic and do not discuss the information you have received except with the above-named persons.

Person receiving the Bomb Threat:___ at telephone number_____.

Caller ID returned the following number:

_____.

Police contacted by: _____

Time:_____Date:_____

Search was made for the bomb: Y N Evacuation was conducted: Y N

5. FIRE/EXPLOSION/AIRCRAFT CRASH OR SIMILAR INCIDENT

Apart from arson, major causes of fires include improper handling and storage of flammable liquids, overloaded electrical outlets, and excessive accumulation of rubbish.

FIRE/EXPLOSION/AIRCRAFT CRASH PROCEDURES

- Call **911** to report a fire, explosion, aircraft crash, or similar incident, stay on-line and give specific information (name, address of school or facility). Utilize manual pull station to activate building alarm system and evacuate building when you hear an alarm.
- In the event of a small fire, notify **911** and then use the nearest fire extinguisher to control the fire if you have been trained in their use.
- Do not attempt to fight large fires, call **911** and evacuate building.
- Assist students in evacuating the building and proceed to outdoor school evacuation area or areas. When evacuating buildings walk, do not run.
- If heavy smoke is present, crawl or stay near floor for breathable air.
- Assist any individuals who would have physical problems evacuating the building. Stay in the designated assembly area and account for all personnel and students by using the Staff and Student Accountability Report.
- Do not block fire lanes or areas used by the fire department.
- Do not re-enter building until authorized by fire department or the Executive Director.
- If the fire is off site, wait for instructions from the EOC (Executive Director) or the EOC's designee.
- If safe to do so, site administration should assign a recorder to begin documentation of the event.
- Before leaving a work area, and if safe to do so, the work area supervisor or their designee should make sure all windows are closed.
- Procedures for anyone with special-needs should be planned in advance and practiced.
- Administration should initiate the Incident Command System (ICS) and the designee assumes the role of the Incident Commander (IC); the IC shall contact the EOC; the EOC and IC shall coordinate with emergency services.
- Supervisors are to complete the Staff Accountability Report when safe to do so.
- Data collected from the Staff Accountability Form will determine if the Incident Commander needs to activate additional portions of the ICS, such as First Aid, Medical, Search and Locate/Rescue, etc.

- The fire department will give clearance to site administration when it is OK for staff to re-enter the building or an alternative plan if the building will not be able to be occupied.

FIRE DRILL PROCEDURES

- NO advance notice of fire drills should be given to building occupants.
- All drills shall be conducted using the same procedures that would be followed in case of an actual fire.
- Fire drills should be conducted at different hours of the day.
- An appropriate number of staff members should know how to reset the fire alarm.
- Immediately after the alarm has sounded for the drill, call the Fire Department non-emergency number to advise that this is only a drill.
- Keep documentation for each drill and record notable events for future consideration/improvement.
- Fire drills shall be conducted as frequently as is required by law.

POSTING OF EVACUATION ROUTES

- A map, showing the primary and secondary evacuation routes shall be posted inside each room. The evacuation map shall have the office location highlighted and be placed on the wall so that an arrow indicating the exit route is pointing in the direction of the exit from the room.
- The map shall be labeled **“EVACUATION PLAN”** in bold letters and prominently posted in hallways, offices, bathrooms, cafeterias, lounges.

6. EARTHQUAKE

An earthquake's effect on facilities will vary from building to building. Fire alarm or sprinkler systems may be activated by the shaking. Elevators and stairways will need to be inspected for damage before they can be used. Another major threat during an earthquake is from falling objects and debris. Injuries may be sustained during the earthquake while evacuating the building(s) or upon re-entry. Use the following guidelines/procedures to manage the incident:

IF INDOORS

- **DROP, COVER AND HOLD ON** by getting under a desk or table. Protect eyes, head and neck.
- Move away from windows and objects that could fall.
- Stay under desk or table until shaking stops.
- Listen for emergency instructions.
- Evacuate building if necessary and stay away from buildings, utility poles and large objects while transferring to the assembly area.
- Account for all staff using Staff Accountability

Report. IF OUTDOORS

- Move away from buildings, utility poles and large objects.
- Avoid all downed electrical lines.
- Do not touch any wire or any metal objects.
- Sit down in a safe area.
- Move to assembly area and begin accounting for all staff.

IN VEHICLE:

- Stop vehicle in a safe location away from power lines, overpasses or buildings.
- Stay in vehicle and establish radio contact with School office.

GENERAL GUIDELINES (AFTER THE QUAKE):

- Be prepared for aftershocks and ground motion.
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, downed electrical lines, wires, etc.).
- Account for all staff.
- Activate necessary portions of the ICS in collaboration with the site emergency team.
- Determine injuries and provide basic first aid.

- Call **911** if there is a major emergency that is life threatening. You may not get a response from **911** if a major disaster has occurred affecting a large local area. As we have been warned, we may be on our own for several hours or days.
- Establish communication with your Supervisor and Incident Commander
- Assist any law enforcement or fire units that may respond to your site.
- Control internal and external communications, including contact with school sites and city agencies by use of telephones, cell phones, radios, runners, e-mail, text messages, or other means.
- Refer all media inquiries to the EOC (Executive Director).
- In communication with the school sites, assess the overall situation, how long students and staff might be at school, how supplies might be distributed and sheltering of students and staff.

7. SHOOTING/STABBINGS

No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that someone is close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the person's immediate family.

IMMINENT WARNING SIGNS REQUIRE AN IMMEDIATE RESPONSE AND MAY INCLUDE THE FOLLOWING

- Physically fighting with peers or family members.
- Hostile interactions with law enforcement that involve a number of recorded incidents.
- Hostile interactions with staff and administration.
- Destruction of property (school, home, community).
- Severe rage for seemingly minor reasons.
- Detailed (time, place and method) threats (written and/or oral) to harm or kill others.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

WHAT TO DO IF A SHOOTING/STABBING OCCURS AT THE SCHOOL

OFFICE

- The first indications of a shooting may include: sound of gunfire, loud cracking sounds, banging noises, windows shattering, glass exploding, bullets ricocheting or a report of a stabbing incident on campus.
- Call **911**. Identify your address, and succinctly explain the emergency incident and exact location. Stay on the line until the **911** dispatcher has all the information needed to respond to the situation.
- Activate Incident Command System (ICS).
- Appoint Incident Commander and communicate location to law enforcement and fire/rescue units.
- If possible, initiate a work site lockdown to stabilize areas around the incident and make for an easier evacuation.
- Notify appropriate individuals, i.e., EOC (Executive Direct, Deputy Executive Director).
- Provide information, when practicable, about the incident to staff via e-mail or by phone.

- Account for all staff members and students by using phone or e-mail or other communication means.
- Assign a liaison (preferably an administrator) to interface with law enforcement and fire department.
- Liaison can supply law enforcement with radio or phone communication, phone numbers, maps, keys, and other information deemed pertinent to the safe operation of the incident.
- Gather witnesses in secure room for law enforcement questioning. DO NOT allow witnesses to talk to one another (to protect the investigation). Assign staff to stay with witnesses until law enforcement arrives.
- Develop plan to evacuate staff and students to an off-site or alternate evacuation area should it be necessary to evacuate the building.
- Gather information of staff members and students involved in the incident.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the Executive Director. After consultation with law enforcement, determine whether to place a message on the School's website.
- Provide a liaison representative for family members for any injured staff members.
- Provide Crisis Response Team to provide counseling and to help deal with any psychological factors.

IF STAFF ARE OUTSIDE, THEY SHOULD BE TRAINED AND/OR INSTRUCTED TO

- Move or crawl away from gunfire, trying to put barriers between you and the shooter.
- Understand that many barriers may visually conceal a person from gunfire but may not be bulletproof.
- Try to get behind or inside a building. Stay down and away from windows.
- When reaching a relatively safe area, stay down and do not move. Do not peek or raise head.
- Listen for directions from law enforcement.
- Provide your name to work area supervisor who is accounting for all staff.
- Help others by being calm and quiet.
- Provide law enforcement with as much information as possible, such as:
 - ✓ Is suspect still on site and do you know current location?
 - ✓ Where was the specific location of occurrence?
 - ✓ Are there wounded staff members or students? How many?

- ✓ Description of all weapons (hand gun, shotgun, automatic, dangerous objects, explosive devices, other).
- ✓ Describe sound and number of shots

fired. SCENE OF INCIDENT

- The scene of an incident/crime shall be preserved.
- With the exception of rescue and law enforcement personnel, no one is allowed to enter the immediate area or touch anything.
- Any witnesses, including staff members, should be held near the area of the incident and be made available to law enforcement for questioning.
- Law enforcement responding to the incident will coordinate activities at the scene of the incident and release the area to school officials when finished.

8. DEATH AND/OR SUICIDE

Death at a workplace or school site is rare; however, you should be prepared in the event of a death whether it be caused by earthquake, explosion, building collapse, fire, choking, heart attack, seizure, or an incident such as a shooting/stabbing, fight, suicide, etc.

Organizations should also be prepared for the sudden, unexpected death of a staff member, **student, or student's** ~~or a~~ family member that does not occur on the school campus (automobile accident, sudden death, drive by shooting, gang violence, etc.).

Guidelines to utilize in the event of a death **at a school related activity** are outlined below. **Staff should follow the Students in Crisis Flow Chart for any student's facing immediate or non-immediate threats in any setting.**

DEATH OCCURS AT SCHOOL

- Call **911**. Identify your address and briefly outline the emergency and location on site.
- Notify the school administration.
- Activate the Incident Command System if necessary. Assign staff as needed.
- Notify the EOC.
- Isolate other staff from scene.
- If there is a death, do not move body. Law enforcement will contact the coroner's office so that the body can be removed, and any personal items of the victim can be returned to family or secured as evidence.
- DO NOT disturb or touch anything if the event is declared a crime scene.
- Secure area with yellow caution tape and assign staff to guard area.
- Gather all witnesses and place them in a secure location. Tell witnesses not to discuss any part of their observations until law enforcement arrives to interview or release them. Assign staff to monitor witnesses.
- If the deceased is an employee, the EOC must notify Cal-OSHA within the 8-hour time requirement. Law enforcement or fire department may inform you they will contact Cal-OSHA; however, the School still must make certain it calls Cal-OSHA.
- Monitor staff emotional responses. Following a death there may be:
 - ✓ Self-referrals
 - ✓ Parent referrals
 - ✓ Reports and concerns expressed by relatives or good friends
 - ✓ Students who have experienced a recent loss.
- Develop a list of students and staff members that are having emotional symptoms.

9. HOSTAGE SITUATIONS

In any hostage situation, the primary concern must be the safety of staff.

Individuals who take hostages are frequently disturbed and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication and demeanor with a hostage taker must be handled in a non- threatening, non-joking manner, always remembering that it may take very little to cause an individual to become violent.

IF THE OFFICE IS TAKEN HOSTAGE

- Do not use words such as “hostage,” “captives,” or “negotiate.”
- Stay calm.
- No heroics, challenges or confrontation.
- Obey all commands.
- When safe, call **911**. Identify your work site and give the exact location in the building of the incident. Stay on the phone until law enforcement arrives to assume control of the situation.
- If possible, assign another staff member to notify the Site administrator.
- If possible, initiate a work site lockdown to stabilize areas around the incident and make for an easier evacuation.
- Activate the Incident Command System and appoint an Incident Commander (IC).
- If possible, the IC can provide law enforcement with key information relating to the work site and contact information for school employees.
- Keep all radios, television sets, and computers turned off to minimize any possibility that suspect can hear or see “NEWS REPORTS.”
- Make an effort to establish rapport with suspect. Provide your first name. Find out his/her first name and use first names, including those of other staff members involved in the situation. If you do not know first names, refer to the hostages(s) as men, and women.
- Be calm and patient and wait for help. Keep in mind that the average hostage incident lasts approximately six (6) to eight (8) hours, and the average barricade incident lasts approximately three (3) hours. **TIME IS ON YOUR SIDE.**
- Anticipate a point of law enforcement entry, rescue and how suspects will be apprehended.
- If the hostage situation is on one side of the building, law enforcement will likely want to enter from the other side. Inform law enforcement exactly where the “Hostage Situation” is located and advise law enforcement what you consider to be the best “other side” entrance for law enforcement response.

WHEN THE HOSTAGE LOCATION IS OTHER THAN AN OFFICE

- Immediately call **911**. Identify your address and the situation, providing the exact location of the incident. **STAY ON THE LINE UNTIL LAW ENFORCEMENT ARRIVES.**
- While on the phone with the **911** dispatcher report the following if known:
 - ✓ Number of suspect(s)
 - ✓ Names(s) of suspect(s) (if known)
 - ✓ Description of suspect(s):
 - Male or Female
 - Race
 - Weight (Light; Lean; Heavy; Obese) stay away from using lbs.
 - Height (short; medium; tall) avoid using feet/inches
 - Hair
 - Eyes
 - Approximate age
 - Description of clothing
 - Anything special or unusual, like:
 - Scars
 - Tattoos
 - Burn marks
 - Birthmarks
 - Pierced body parts
 - Jewelry
- ✓ Exact location of suspect (building, room) and include North, South, East or West in your directions.
- ✓ Approximate number of staff and/or students in hostage area.
- ✓ Are weapons or explosive devices involved?
- ✓ Have any shots been fired? If yes, describe sound and number of shots fired.
- ✓ Are there reports of any injuries or emergency medical needs (medication)? Describe exact location and condition of victim(s).
- ✓ Are there any demands the suspect has made?
- ✓ Is there any other background information, past problems with suspect, demeanor, possible motive, or vendettas against staff or particular staff member?

- If possible, assign another staff member to notify the

EOC. WHILE WAITING FOR LAW ENFORCEMENT

- If you can safely communicate to other offices by phone, implement lockdown procedures. For this situation, **DO NOT** set off any alarms as the bell may cause staff to panic and rush into a dangerous area.
- **DO NOT EVACUATE** until instructed or escorted by law enforcement.
- Complete Staff Accountability Report.

ONCE LAW ENFORCEMENT ARRIVES

- Law enforcement will need assistance in identifying witnesses. Gather witnesses in a secure location but do not let them talk with one another (to protect the investigation).

THE IC SHOULD MAKE PLANS TO

- Assign necessary personnel to assist.
- Record all events.
- Account for all staff.
- Prepare for a possible off-site evacuation route and location.
- Establish a media staging area.

10. HOSTILE VISITOR

A hostile visitor could be an irate parent, a staff member, a neighbor, or an acquaintance of a staff member. The situation may begin in the front office; however, the individual may bypass the office and go directly to the target of his/her hostility. It is the responsibility of staff to protect staff, attempt to defuse the situation, and, if necessary, notify law enforcement.

UNDERSTANDING NONVERBAL MESSAGES

Body language plays a role in communication. Nonverbal cues are especially crucial when dealing with a person who is upset and potentially violent. Pay attention to signs that a person is angry or frightened. These include:

- Trembling
- Sweating
- A red face
- Crossed arms
- Clenched jaw or fists
- Shallow breathing
- Glaring or avoiding eye contact
- Pacing the floor
- Sneering
- Crying
- Ranting

SEND THE RIGHT NONVERBAL MESSAGES

Don't get too close. An angry or upset person feels threatened by someone who stands too close. Give the person two to four feet distance from you.

Avoid doing any of the following:

- Glaring or staring at the visitor
- Threatening mannerisms such as clenched fists and a raised voice.
- Getting angry

Consider doing the following:

- Be courteous and confident
- Do not touch the individual
- Protect yourself at all times

- Find another staff member to join you or keep the meeting in an open area
- Listen to the visitor, giving him/her the opportunity to vent
- Do not disregard the person's opinion or blame the

person. ATTEMPT TO USE PHRASES SUCH AS:

- What can we do to make this better?
- I understand the problem and I am concerned.
- We need to work together on this problem.

WHAT TO DO:

- As soon as possible, call **911** and stay on the line. State your address, and exact location of hostile visitor. Identify building by letter (A, B, C, D, etc.) or number and use directions (North, South, East or West) for law enforcement as they enter the grounds. Give a description of the hostile visitor.
- If possible, assign a staff member to meet law enforcement and direct them to the location.
- The staff member should unlock any gate that makes access to the building easier and faster.
- If possible, notify the Site Administrator.
- If necessary, activate the Incident Command System, using only those parts of ICS as determined by the information at hand. Expand ICS as needed.
- Use staff members to keep staff away from the location of the hostile visitor.

11. CHEMICAL RELEASE/ HAZARDOUS MATERIAL SPILL

A chemical release or hazardous material spill could affect one classroom, an entire worksite or larger area.

HOW SHOULD THE SCHOOL OFFICE PREPARE?

- The site administrator and EOC should discuss and review plans to “Lockdown” or to “Evacuate the Area” using an alternative evacuation staging area.
- Staff should be trained to know what type of Personal Protective Equipment (PPE) and clothing to wear when handling hazardous material.
- Staff utilizing or handling any hazardous material, should know the symptoms of exposure, emergency first aid and treatment for exposure.
- All hazardous materials should be stored in a safe manner.

HOW SHOULD THE SCHOOL RESPOND?

- If a hazardous spill or chemical release occurs within any area of the School office, immediately notify **911**. Inform the dispatcher of your school/address and a brief summary of the problem including the name of the hazardous material/chemical, location of the spill and a report of any injuries, illnesses, fire, explosion, etc.
- Approach the incident from upwind.
- Stay clear of all spills (vapors, fumes, smoke, fire, possibility of explosion, other).
- Notify Site Administrator.
- Activate necessary portions of the ICS and appoint an IC. Expand ICS as needed and make necessary assignments appropriate to the incident.
- Begin documentation of events.
- The situation or advice from law enforcement, fire department or a hazardous materials unit deployed to the scene of the spill will determine whether to “Lockdown” or to “Evacuate” the building. If evacuation is ordered, instruct staff to always move crosswind and upwind. Never move downwind into a chemical. To check wind direction, look at movement of trees or flag.
- If in “Lockdown” and, if possible, shut off all air-conditioning and heating units. Close all windows and door openings and try to seal gaps under doorways and windows with wet cloth or towels.
- Close all shades or drapes. Instruct staff to stay away from windows.
- If gas or vapors have entered the building, take shallow breaths through a cloth or towel.
- Keep telephones lines clear for emergency calls.
- If an evacuation is ordered, follow all instructions.

- Upon reaching alternative evacuation area, take a head count and report missing or ill staff or students to Incident Commander and/or law enforcement.

12. MEDICAL EMERGENCY

Occasionally a medical emergency will occur, and personnel must be prepared to respond quickly, effectively, and efficiently.

SOME EMERGENCY PREVENTION/PREPAREDNESS GUIDELINES

- Insist that all accidents be reported, even if no visible harm or injury occurred.
- Follow established procedures for issuing medication.

WHAT TO DO IF A MEDICAL EMERGENCY OCCURS

- Assess seriousness of injury and/or illness by doing START (Simple Triage and Rapid Treatment, commonly called Thirty-Two-Can Do). If a staff member fails any of the three simple tests (Respirations, Perfusion, and Mental), their medical status is IMMEDIATE (RED). Administer first aid or CPR as needed.
- Call **911** and be prepared to provide:
 - ✓ Your address, and room or floor number
 - ✓ Describe illness or type of injury
 - ✓ How the illness or type of injury occurred
 - ✓ Age of ill or injured staff member or student
 - ✓ Quickest way for ambulance to enter location on site
- Notify the Executive Director.
- Assign a staff member to meet and direct rescue services to location of injured party.
- Notify staff member's family of situation, including location where staff or student has been transported.
- When appropriate, advise other staff of situation.
- Follow-up with staff member's or student's family.

13. GAS ODOR/LEAK

Natural gas has an additive that gives off a distinct odor allowing you to detect (smell) a leak. In most cases, handling a gas leak involves:

- Isolating the area and moving staff to safety.
- Eliminating potential ignition sources.
- Securing the leak.

The primary responsibility of the worksite staff is to determine how to safely house or evacuate staff, students and to protect property. The following agencies should be contacted:

- Fire Department (Call **911**)
- Site Administrator. Have a phone number for a point of contact if a leak is detected after business hours. (see emergency contact list)
- Local Gas Company

GAS ODOR OR LEAK INSIDE A BUILDING

- Evacuate the building(s) and move to a safe assembly area as far away as possible from the targeted building.
- Assign Emergency Management Team members to direct individuals evacuating other buildings to stay away from the building with odor/leak.
- If necessary, activate the Incident Command System.
- Begin completing Staff Accountability Report.
- Report any missing students and staff to IC or EOC.
- Assign a liaison to interact with Fire Department, Gas Company or law enforcement.

IF GAS ODOR OR LEAK IS DETECTED OUTSIDE THE BUILDING

- It may not be necessary to evacuate the building. Evacuation is called for only if odor seeps into a building or is recommended by the Fire Department or other law enforcement.

14. EXTENDED POWER LOSS

In the event of extended power loss to a facility, certain precautionary measures should be taken depending on the geographical location and environment of the facility:

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and effecting sensitive equipment.
- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long-term power loss.
 - Fire sprinkler system
 - Standpipes
 - Potable water lines
 - Toilets
- Add propylene-glycol to drains to prevent traps from freezing
- Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids, or provided with auxiliary heat sources.

UPON RESTORATION OF HEAT AND POWER

- Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensate from forming on circuitry.
- Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

15. BIOLOGICAL/CHEMICAL WEAPONS ASSAULT

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice, or their release can be accidental or terrorism related. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous.

Agents used in biological/chemical attacks include, but are not limited to: anthrax, smallpox, other harmful viruses, various forms of nerve gas, tear gas, and other vaporous irritants. Pranks using stink bombs should also be considered a chemical weapons attack.

There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons.

Any possible biological/chemical weapons assault should be reported immediately to the Executive Director. The Executive Director should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation.

If the agent is delivered via aircraft:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
 - Immediately report any injuries or illnesses to the Executive Director, Executive Director's designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is outdoors:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.

- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape, if available, to create a seal.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
 - Immediately report any injuries or illnesses to the Executive Director, Executive Director's designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is indoors:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- The HVAC system should be shut down.

If the agent is delivered via the school's HVAC system:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- The HVAC system should be shut down.

In any situation involving biological or chemical weapons the Executive Director and staff must follow all instructions given by officers of emergency response agencies. Pacific Coast Academy EOC will develop an action plan to handle telephone inquiries, rumor control, media relations, public information, employee/student crisis counseling, and facility damage assessment/control.

16. FLOOD PROCEDURES

If a flood warning is received by the school, notify Pacific Coast Academy Executive Director immediately.

If a major flood warning is received at the Poway Office, Pacific Coast Academy EOC should be activated.

Based upon the specific threat, Pacific Coast Academy EOC in conjunction with the law enforcement or emergency crews will develop an action plan to protect personnel, students and facilities.

Evacuation of specific facilities or areas will be directed by the IC or Pacific Coast Academy EOC.

17. LOCKDOWN/CIVIL UNREST PROCEDURES

Any threatening disturbance should be reported immediately to the Executive Director and/or Site Administrator.

If the disturbance is affecting normal school or facility operations, the Executive Director or Administrator should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation, Site staff must follow the instructions below:

If you are inside:

- Close and lock all doors and windows immediately upon notification of situation
- Keep all students inside and take roll
- If feasible, move all students to a center point and keep low to the ground. Stay away from all doors and windows.
- Never open the door or window to anyone unknown
- Keep students inside classroom, regardless of lunch or recess until you are told by the EOC, or EOC's designee that the situation has been resolved.

If you are outside:

- Immediately have students and staff seek shelter if it is safe to do so. Drill with students and staff to go to the nearest room to them.
- If shelter is not available, ensure students lie flat on the ground immediately.
- Children in restrooms should be instructed to stay there until directed to exit by the Executive Director or Executive Director's designee.

If situation is violent and may include the use of firearms, the IC should instruct all staff and students to lie face down on the floor and remain immobile.

All school staff must follow all instructions given by responding law enforcement.

If the event is major, the EOC, in conjunction with the IC, will develop an Action Plan to deal with the situation as well as the following:

- Telephone inquiries
- Media relations and public information
- Employee/Student crisis counseling
- Facility damage assessment/control

18. SEVERE WINDSTORM PROCEDURES

If a severe wind warning is received at a School location, notify Pacific Coast Academy Executive Director or Site Administrator immediately.

If a severe wind warning is received at Pacific Coast Academy Office, Pacific Coast Academy ICS should be activated.

Based upon the specific threat, Pacific Coast Academy EOC in conjunction with the City EOC will develop an action plan to protect personnel, students and facilities.

In general, if severe winds are affecting a school or facility, employees and students should be moved to the interior core area of the building (inside wall on the ground floor) away from outside windows and doors.

Close all windows and blinds and avoid auditoriums and other building locations that have large roof areas or spans.

Avoid all areas that have large concentrations of electrical equipment or power cables.

Evacuation of specific facilities or areas will be directed by Pacific Coast Academy in coordination with law enforcement or emergency services.

19. SUSPICIOUS MAIL/PACKAGES

All incoming mail and packages should be handled with caution.

Below are Indicators of suspicious mail and steps to take in the event that suspicious mail is received.

Mail that ...

- ... is unexpected or from an unfamiliar source
- ... has excessive postage
- ... is addressed to someone who no longer works in Pacific Coast Academy
- ... is addressed to a current employee but with the wrong title
- ... contains several misspelled words on the envelope
- ... marked with restrictive endorsements such as "Personal" or "Confidential"
- ... has no return address or an address that cannot be verified
- ... mail that is from a foreign country
- ... shows a city or state in the postmark that doesn't match the return address
- ... is lopsided, oddly shaped, or has an unusual weight, given its size
- ... has protruding wires, strange odors or stains
- ... has powdery substance on the outside
- ... has an unusual amount of tape on it
- ... is ticking or making unusual sounds

Not all mail comes perfectly packaged or with accurate information on it, so it is important that employees handling mail remain sensible in the screening of mail. However, prudent scrutiny conducted in a reasonable manner can greatly reduce the school's chances of becoming the victim of attack by mail.

What to do with suspicious mail (general response):

- Do not try to open the package or envelope.
- Do not sniff, taste or shake the package.
- Isolate the package.
- Evacuate the immediate area; close the door.
- Contact your supervisor and call **911**.

Response to mail suspected of delivering biological/chemical agents in powder form:

- Do not open an envelope or package with powder on the outside.

- If powder is spilled from an envelope or package, do not try to clean up the powder.
- Cover the spilled contents immediately with anything (clothing, paper, trash can).
- Do not remove this cover.
- Leave the room and close the door or otherwise prevent access to the room.
- Wash your hands with soap and hot water.
- Ensure that everyone who had contact with the piece of mail washes his/her hands with soap and hot water.
- Notify the EOC or your supervisor.
- Supervisor should immediately contact the local police (911) or the U.S. Postal Inspection Service (626-405-1200).
- Supervisor should notify Pacific Coast Academy's Office.
- Remove heavily contaminated clothing as soon as possible and place inside a plastic bag or some other container that can be sealed. This clothing should be given to the responding emergency response units.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- Make a list of all the people who were in the room or area, especially those who had contact with the envelope or package. Provide this list to the emergency response teams investigating the incident.
- Investigators will remove the envelope or package and conduct a thorough check of the area for contamination.
- If you are prescribed medicine as a result of this exposure, take it until instructed or until it runs out.

20. GUIDELINES FOR SPEAKING TO THE MEDIA

Only the Chairperson of the Board of Directors or Executive Director are permitted to speak to the media. When speaking to the media about emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the *current* situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT** release any names
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners
- **Avoid speculation**; do not talk “off the record”
- **Do not use** the phrase “no comment”
- **Set up** press times for updates
- **Control** media location

21. USE OF SCHOOL BUILDINGS BY PUBLIC AGENCIES

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The Executive Director or designee shall establish communication with the American Red Cross and local public agencies to use the School's facility during a disaster or other emergency affecting the public health and welfare. The School shall cooperate with the public agency in furnishing and maintaining the services as the School may deem necessary to meet the needs of the community.

IV. DISCIPLINE POLICIES PURSUANT TO EDUCATION CODE SECTION 48915(d)

Please see the School's Suspension and Expulsion Policies attached hereto as Appendix_.

V. PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

The Executive Director or designee shall also inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any act that could constitute grounds for suspension or expulsion, with the exception of the possession or use of tobacco products. This information shall be based upon written School records or records received from a law enforcement agency.

When informed pursuant to Welfare and Institutions Code 828.1 that a student has committed crimes unrelated to school attendance which do not therefore constitute grounds for suspension or expulsion, the Executive Director or designee may so inform any teacher, counselor or administrator whom he/she believes needs this information in order to work with the student appropriately, to avoid being needlessly vulnerable, or protect others from needless vulnerability.

The Executive Director or designee shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a class/program, the Executive Director or designee shall notify the teacher in writing and ask the teacher to initial this notice, return it to the Executive Director or designee, and review the student's file in the school office. This notification shall not name or otherwise identify the student.

The Executive Director or designee shall also notify all certificated personnel who are likely to come into contact with the student, including the student's teachers, special education teachers, coaches and counselors.

VI. DISCRIMINATION AND HARASSMENT POLICY

Please see the Schools Discrimination and Harassment Policy attached hereto as Appendix_.

VII. SCHOOL DRESS CODE

Being a nonclassroom based school, Pacific Coast Academy does not have a school dress code.

VIII. PROCEDURES FOR SAFE INGRESS AND EGRESS OF PUPILS, PARENTS, AND SCHOOL EMPLOYEES TO AND FROM SCHOOL

Pacific Coast Academy takes pride in providing a safe environment for all students, parents, and school employees. Our School will take measures to ensure safe ingress and egress to and from school activities and functions for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from our buildings, corridors within buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure

that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the local city government to ensure that the school's immediate community is safe.

Any problems associated with safe ingress and egress will be addressed immediately.

There is 1 entrance and 2 exits at 13915 Danielson Street, Poway, CA.

Front of the location is open from 7:00 am to 7:00 pm.

All adults are to enter from the front of the location. All visitors **must check in at the reception desk to identify themselves as visitors.** ~~to the location must wear a badge to identify themselves as visitors.~~

Whenever a safety issue is pending, all doors are locked immediately. For emergency situations, staff have door keys to lock or unlock doors closest to them.

IX. RULES AND PROCEDURES ON SCHOOL DISCIPLINE PURSUANT TO EDUCATION CODE SECTION 47605

Please see the School's Suspension and Expulsion Policies attached hereto as Appendix_.

X. PROCEDURES FOR CONDUCTING TACTICAL RESPONSES TO CRIMINAL INCIDENTS (INCLUDING PROCEDURES RELATED TO INDIVIDUALS WITH GUNS ON SCHOOL CAMPUSES AND SCHOOL-RELATED FUNCTIONS).

This section should be based on the specific needs and context of each school and community and developed with the help of local law enforcement.

LIST OF APPENDICES

- A. Suspension and Expulsion Policy
- B. Harassment, Discrimination, Intimidation and Bullying Prevention Policy

Suspension and Expulsion Policy

Pacific Coast Academy is committed to promoting learning and protecting the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

The purpose of Pacific Coast Academy Governing Board approving this Suspension and Expulsion Policy is to accomplish the following:

1. Establish the Responsibility of the Charter School
2. Identify the Grounds for Suspension and Expulsion of Students
3. Identify Enumerated Offenses
4. Outline Suspension Procedures
5. Outline the Authority to Expel
6. Outline Expulsion Procedures
7. Outline Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
8. Identify the Record of Hearing
9. Identify the Presentation of Evidence
10. Outline the Written Notice to Expel
11. Outline the Maintenance of Disciplinary Records
12. Outline Expelled Students/Alternative Education
13. Outline Rehabilitation Plans
14. Outline the Readmission Process

1. **Responsibility of the Charter School:** When the policy is violated, it may be necessary to suspend or expel a student from the Charter School. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent-Student Handbook and 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 the 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.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition. School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline 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 the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") 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 and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter 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. Additional detail follows below.

2. **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; d) during, going to, or coming from a school-sponsored activity.

3. **Enumerated Offenses:**

- Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:
 - Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force of violence upon the person of another, except self-defense.
 - Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - 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.
 - Committed or attempted to commit robbery or extortion.
 - Caused or attempted to cause damage to school property or private property.
 - Stole or attempted to steal school property or private property (as used in this policy, "school property" includes, but is not limited to, electronic files and databases).
 - 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 his or her own prescription products by a student.
 - Committed an obscene act or engaged in habitual profanity or vulgarity.
 - Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - Commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended for any of the acts specified above relating to disrupting school activities and willful defiance, and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
 - Knowingly received stolen school property or private property.
 - 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.

- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “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 section, “hazing” does not include athletic events or school- sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, “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 his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender,

- nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.
- 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 the student’s age, or for a person of that student’s 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 that student’s physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with that student’s academic performance.
 - iv. Causing a reasonable student to experience substantial interference with that student’s ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. 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.
- iv. An act of cyber sexual bullying. (48900(r)(2)(A)(iii).
 - (a) For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil 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 above. A photograph or other visual recording 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) 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.
- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- Possessed, sold, or otherwise furnished any knife 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 Director or designee’s concurrence.
- ☐ Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:
 - Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- ☐ Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:
 - Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force of violence upon the person of another, except self-defense.
 - Unlawfully possessed, used, sold 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.
 - 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.

- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- 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 his or her own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Knowingly received stolen school property or private property.
- 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.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation 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 section, “hazing” does not include athletic events or school- sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, “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 his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to students in any of grades 4 to 12, inclusive.
 - Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
 - Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
 - Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.
 - 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 acts 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 that student's age, or for a person of that student's 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 that student's physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with that student's academic performance.

- iv. Causing a reasonable student to experience substantial interference with that student's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (c) 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.
 - (d) 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.
 - (e) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. 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.
 - iv. An act of cyber sexual bullying. (48900(r)(2)(A)(iii).
 - (a) For purposes of this section, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil 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 above. A photograph or other visual recording 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) 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.
- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- Possessed, sold, or otherwise furnished any knife 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 Director or designee's concurrence.
- ☐ Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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 (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

4. Suspension Procedure: Suspensions shall be initiated according to the following procedures:

- Conference: Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

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

At the conference, the student shall be informed of the reason for the disciplinary action, the evidence against that student, the other means of correction that were attempted before the disciplinary action, and shall be given the opportunity to present that student's version and evidence in his or her defense. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

- **Notice to Parents/Guardians:** At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. 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.
- **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 Director or Director's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. If such extended suspension exceeds 10 days, the following procedures shall be followed: 1) The Executive Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) The School will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student 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. At this hearing, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.
- Upon the request of a parent/guardian/educational rights holder/student, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from the School for two or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested 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 for the student's overall grade in the class.

5. Authority to Expel: A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

6. 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 Director or designee determines that the Student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for

a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the Student makes a written request for a public hearing three (3) days prior to the hearing.

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

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. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to present testimony, evidence and witnesses and confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

7. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses: The Charter School 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 Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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

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

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

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

psychological harm.

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

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

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

- 10. Written Notice to Expel:** The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; 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 Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

- 11. Disciplinary Records:** The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.
- 12. 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. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.
- 13. Rehabilitation Plans:** Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission.
- 14. Readmission:** The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.



Harassment, Discrimination, Intimidation and Bullying Prevention Policy

Complaint with the Safe Place to Learn Act

It is the policy of Pacific Coast Academy (“School”) to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Pacific Coast Academy to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at the School or those attending School sponsored activities.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children’s immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or

perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Definitions

Discrimination: Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment: Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment: Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances

- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health;

- 3) causes a reasonable student to experience substantial interference with his or her academic performance;
- 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording 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.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant

messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their Homeschool Teacher, school counselor or other school personnel
- The Executive Director of the School

Complaints may be submitted to the Executive Director by any of the following methods:

- By phone at 858-442-0887
- By email at Krystin.demofonte@pacificcoastacademy.org
- By mail at 13915 Danielson Street Suite #200 Poway, CA 92064

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Executive Director, so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so.

Investigation and Disposition of Complaints

General Grievance Procedures:

The following general grievance procedures (“General Grievance Procedures”) are intended for complaints of discrimination, sexual harassment, harassment, intimidation, and bullying that are not subject to review under School’s Uniform Complaint Procedures (“UCP”) or Title IX Grievance Procedures per School’s Title IX Policy. For example, an allegation of bullying that is unrelated to any protected characteristic set forth above may be investigated under these General Grievance Procedures.

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged

wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Executive Director. Where the investigator concludes that a violation of this policy has occurred, the Principal Executive Director and/or Board of Directors his/her designee will take prompt and appropriate redial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Executive Director shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting.

Complaints alleging unlawful discrimination, harassment, intimidation or bullying based on protected characteristics set forth above (e.g., race, ethnicity or ethnicity, immigration status, religion, gender, gender identity or expression, or sexual orientation) or related to certain state and federal programs are eligible to be investigated pursuant to the UCP. If any formal complaints alleging sexual harassment constitute Sexual Harassment as defined under Title IX, the complaints shall be investigated under the Title IX Policy. Copies of the Title IX Policy and UCP can be found on the School's website.

Parental Notification:

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

Sexual Harassment Poster

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate

school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the school site. It may be prominently and conspicuously displayed in public areas at the school site that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the school site.

Posting

This policy shall be posted on the School's internet website in a manner that is easily accessible to parents/guardians/students.

Cover Sheet

2021-2022 Compensation Policy Stipend Chart & Certificated Support Salary Schedule

Section: IV. Consent Agenda
Item: F. 2021-2022 Compensation Policy Stipend Chart &
Certificated Support Salary Schedule
Purpose:
Submitted by:
Related Material:
PCA 2021-2022 Stipend Chart_v4_12.14.2021_Redlined_1.13.2022.docx
PCA 2021-2022 Certificated Support Salary
Schedule_Final_v1_Redlined_1.20.2022.docx

BACKGROUND:

The following additions were made to the stipend chart:

-- **Spark Online Robotics Teacher Assistant:** \$2,500 per semester paid to a designated HST who applied and received the position to facilitate online instruction and regular events for the Spark Robotics Program. This position is not eligible for the Spark Teacher Retention Stipend.

-- **SPED Teacher Stipend:** Mild/Moderate \$150/month per extra student.
Moderate/Severe or Moderate/Severe Transition \$400/month per extra student

Pacific Coast Academy
Certificated Support
July 1, 2021 – Salary Schedule

SCHOOL PSYCHOLOGIST AND PROGRAM SPECIALIST

Year	1	2	3	4	5	6	7	8	9
Salary	\$84,500	\$86,613	\$88,778	\$90,997	\$93,272	\$95,604	\$97,994	\$100,444	\$102,955

SCHOOL PSYCHOLOGIST

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$82,700	\$85,760	\$90,050	\$94,560	\$99,280	\$104,250

SPEECH/LANGUAGE PATHOLOGIST

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$75,620	\$79,600	\$83,800	\$88,210	\$92,850	\$97,490

NURSE

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$71,920	\$75,510	\$78,880	\$82,850	\$86,990	\$91,340

OCCUPATIONAL THERAPIST & MENTAL HEALTH THERAPIST/SOCIAL WORKER

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$72,100	\$75,870	\$79,860	\$84,070	\$88,510	\$93,150

*NBC or Doctorate Differential is \$3000 paid in two installments in December and March.

**Annualized salary includes 201 work days. The 201 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

***Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school board.

Pacific Coast Academy
July 1, 2021 – Stipend Chart
Page 1 of 8

Description	Amount	Eligibility	Eligibility Start	Period Paid
504 Coordinator	\$15,000	Assigned Position: Paid to certificated teachers who facilitate 504 meetings.	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.
Academic Decathlon Coach/Advisor	\$2,500	Assigned Position: Paid to a certificated teacher to teach Academic Decathlon courses and prepare students for competition.	Eligibility starts at the beginning of the school year and once the support begins.	Paid biweekly over 10 months of the student calendar. Will be prorated based on period of service during the school year.
Academic Pentathlon Coach/Advisor	\$2,500	Assigned Position: Paid to a certificated teacher to teach Academic Pentathlon courses and prepare students for competition.	Eligibility starts at the beginning of the school year and once the support begins.	Paid biweekly over 10 months of the student calendar. Will be prorated based on period of service during the school year.
Career Technical Education (CTE)	\$5,000	Paid to CTE credentialed teachers who applied and received the position to be on the team.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.
CHYA Stipend	\$2,500	Assigned Position: Paid to a certificated teacher to provide office hours and instruction/support with CHYA curriculum.	Eligibility is earned after service has been completed from start date to end date.	Paid as a lump sum after completion of the work.

Pacific Coast Academy
July 1, 2021 – Stipend Chart
Page 2 of 8

Description	Amount	Eligibility	Eligibility Start	Period Paid
Counselor - Pupil Personnel Services (PPS) Stipend	\$8,500	Paid to PPS credentialed teachers who applied and received the position to be on the team.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.
Doctoral Degree Stipend	\$3,000	Provided to teachers who hold a doctorate degree.	For current employees who obtain the certification before October 31 of the current school year.	Paid in 2 installments in December and in March. The total stipend amount will only be paid to current employees.
ELD Teacher Stipend	\$15,000	Assigned Position: Paid to credentialed teacher who applied and received the position to facilitate designated ELD instruction for EL students.	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.
Elevate Lead Teacher Stipend	\$3,000	Assigned Position: Paid to a certificated teacher who facilitates online instruction and regular events for the Elevate Program.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.
Elevate Lead Teacher Summer Stipend	\$300	Assigned Position: Paid to certificated teachers (12) who will develop and plan the Elevate program for the start of the school year.	Eligibility starts at the beginning of June.	Paid bimonthly for the month of June.

Pacific Coast Academy
July 1, 2021 – Stipend Chart
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Description	Amount	Eligibility	Eligibility Start	Period Paid
Extended School Year (ESY) Stipend	\$3,500	Paid to special education teachers who provide services during ESY.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of ESY.
Extra Student Stipend	\$100/month/student over required roster limit	If the Executive Director assigns additional students to the employee's full-time load, the employee will receive \$100/month per student.	Becomes eligible once their rosters surpass required roster limits.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.
High School Academic Support Coordinator	\$15,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be a lead for the team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 12 months; July - June. Will be not prorated. It is a set amount regardless of when hired for the position.
Highly Qualified Teacher Extra Course Stipend	\$450/pay period for each section of Edgenuity coverage and \$670/pay period for each section of ChoicePlus Academy coverage	Provided to single subject credentialed teachers who teach additional coursework beyond a full load in ChoicePlus Academy or Edgenuity programs.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months of the student calendar.
Highly Qualified Teacher Summer School Stipend	\$30.00/hour	Provided to single subject credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.

Pacific Coast Academy
July 1, 2021 – Stipend Chart
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Description	Amount	Eligibility	Eligibility Start	Period Paid
HST - Middle School/High School Stipend	\$5,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be on the team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.
Induction Coach Stipend	\$500/teacher/semester	Paid to credentialed teachers who work with teachers who are working toward clearing their credential.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.
Intervention Support Coordinator Stipend	\$15,000	Assigned Position: Paid to certificated teachers who facilitate direct instruction classes for students who are identified for tier 1, 2, and 3 intervention.	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.
Medical Benefit Opt-Out Stipend	\$3,000	Provided to teachers who opt out of medical benefit coverage.	Eligibility starts at the beginning of the school year.	\$125 paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.
Mileage Stipend	\$500 per semester/\$1,000 per year	Certificated employees who carry a roster and must travel to student monthly meetings.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.

Pacific Coast Academy
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Description	Amount	Eligibility	Eligibility Start	Period Paid
MOU Coordinator Stipend	\$8,400	Assigned Position: Paid to designated director to provide support for all employees that are on the shared staff MOU.	Eligibility starts at the beginning of the school year paid July-June.	Paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.
National Board Certification (NBC) Stipend	\$3,000	Provided to teachers who have been awarded the National Board Certification.	For current employees who obtain the certification before October 31 of the current school year.	Paid in 2 installments in December and in March. The total stipend amount will only be paid to current employees.
New Teacher Trainer Stipend	\$1,600	Assigned Position: Paid to a Regional Coordinator who applied and received the position to train new teachers.	Eligibility starts at the beginning of the school year.	Paid bimonthly for the month of July.
Phone/ Internet/ Utilities Stipend	\$956.16	Provided to all employees for work expense, including phone, internet, and utilities costs.	For all current employees. Eligibility starts at the beginning of the school year paid bimonthly July - June.	\$39.84 paid bimonthly over July - June. Will be prorated based on period of service during the school year. Payments will align with the employee's work calendar.
Professional Development (PD) Coordinator Summer Stipend	\$2,000	Assigned Position: Paid to a designated HST who applied and received the position to plan and develop PD for the start of the 2021-22 school year.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.

Pacific Coast Academy
July 1, 2021 – Stipend Chart
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Description	Amount	Eligibility	Eligibility Start	Period Paid
Regional Coordinator - Middle School/High School Stipend	\$300	Assigned Position: Paid to a credentialed teacher who applied and received the position to be a lead for the team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.
Robotics Teacher (Primary Grades) Stipend	\$5,000	Assigned Position: Paid to a designated HST who applied and received the position to provide Robotics instruction for the Robotics team, grades K-2.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.
Robotics Teacher (Upper Elementary) Stipend	\$15,000	Assigned Position: Paid to a designated HST who applied and received the position to provide Robotics instruction for the Robotics team.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.
Spark Teacher Retention Stipend	up to \$3,000	Assigned Position: Paid to designated Spark Teachers based on student retention and performance.	Eligible teachers will be selected and notified in January.	Paid bimonthly from February - May.
Spark Teacher Stipend	\$4,000 to \$6,000 - range depends on enrollment in program	Assigned Position: Paid to a designated HST who applied and received the position to facilitate online instruction and regular events for the Spark Program.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.

Pacific Coast Academy
July 1, 2021 – Stipend Chart
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Description	Amount	Eligibility	Eligibility Start	Period Paid
Spark Teacher Sub Stipend	\$30/hour with a total of 2 hours expected	Assigned Position: Paid to a designated HST who volunteered and received the position.	Eligibility starts upon covering a Spark class as a substitute.	Paid the following paycheck after work and hours are submitted.
Spark Robotics Teacher Assistant	\$2,500/semester	Assigned Position: Paid to a designated HST who applied and received the position to facilitate online instruction and regular events for the Spark Robotics Program. This position is not eligible for the Spark Teacher Retention Stipend.	Eligibility starts upon covering as a Spark Teacher Assistant.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.
SPED Teacher Stipend	Mild/Moderate \$150/month per extra student. Moderate/Severe or Moderate/Severe Transition \$400/month per extra student	If the Special Education Director assigns additional students to the employee's full-time caseload, the employee will receive \$150/month per student in the Mild/Moderate program, \$400/month per student in the Moderate/Severe program or M/S transition program.	Eligibility starts once rosters surpass required roster limits (which may be retroactive to the start of the 2021-2022 school year).	Paid bimonthly over 10 months; August - May.
SPED Extra Student Sub Stipend	\$150/month/student while carrying extra students on caseload.	If the Deputy Executive Director of SPED assigns additional students to the employee's full-time load, the employee will receive \$150/month per student.	Becomes eligible upon covering a roster as a substitute.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.

Pacific Coast Academy
July 1, 2021 – Stipend Chart
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Description	Amount	Eligibility	Eligibility Start	Period Paid
SPED Lead Teacher Stipend	\$1,000	Assigned Position: Must be in a leadership role and an authority in compliance, training and support in the field of special education.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.
Student Support Coordinator Stipend	\$15,000	Assigned Position: Paid to certificated teachers who facilitate SST meetings.	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.
Testing Team Lead Stipend	\$3,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be the lead for their RC team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.

Cover Sheet

Title IX Policy

Section: IV. Consent Agenda
Item: G. Title IX Policy
Purpose:
Submitted by:
Related Material: Title IX Policy_1_27_22.docx

BACKGROUND:

The currently adopted Title IX Policy has been revised by Procopio to reflect current guidelines.

As defined by the California Department of Education, this is the policy of the State of California that all persons, regardless of their gender, should enjoy freedom from discrimination of any kind in the educational institution of the state. The laws found in the California Education Code 221.5-231.5 are collectively known as the Sex Equity in Education Act. These laws expand upon gender equity and Title IX laws which provide guidance to California's education system. Each Local Educational Agency (LEA) will be responsible for following the laws in addition to Title IX requirements.

This replaces your current posted Title IX Policy (which meets the website statement requirements).



Title IX Policy

Pacific Coast Academy (“Charter School”) is committed to maintaining a safe and respectful school environment that is free from discrimination and harassment. Title IX of the Education Amendment Act of 1972 (“Title IX”) prohibits discrimination on the basis of sex, including sexual harassment, in Charter School’s education programs and activities.

This Title IX Policy (“Policy”) details Charter School’s commitment to maintain a learning environment that is free from sexual harassment and provides a grievance process for allegations of sexual harassment as defined under Title IX. Any individual can report sexual harassment at Charter School to Charter School staff (e.g., Homeschool Teacher, Executive Director, etc.), and Charter School will take appropriate action in accordance with this Policy.

Sexual harassment is a form of gender discrimination in that it constitutes differential treatment on the basis of gender, gender identity or expression, or sexual orientation, and, for that reason, is a violation of state and federal laws and a violation of this Policy. Charter School considers sexual harassment to be a major offense which can result in the suspension or expulsion of students and termination of employees.

Definition of Sexual Harassment Under California Law

California Education Code section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, or progress.
- Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendoes, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

Under Education Code section 230, harassment and other discrimination on the basis of sex include, but are not limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs. The full definition of discrimination and harassment based on sex from Education Code section 230 can be found

here: http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=230.

The definition of sexual harassment under California law and the definition of Sexual Harassment under Title IX overlap in some areas. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on gender, sex, gender identity or expression, or sexual orientation are eligible to be investigated pursuant to Charter School's Uniform Complaint Procedures. However, if any complaints alleging sexual harassment constitute Sexual Harassment as defined under Title IX (see below), the complaints shall be investigated under the Title IX Grievance Procedures for Sexual Harassment. Charter School prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.

Sex Equity in Education Act Statement

Students have all the rights set forth in Education Code section 221.8 (as applicable to Charter School's programs). This includes the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and right to be provided with an equitable opportunity to participate in all academic extracurricular activities. The description of all rights set forth in Education Code section 221.8 can be found here:

http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=221.8.

For more information about Gender Equity/Title IX, please visit the following CDE website:

<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>.

Title IX Grievance Procedures for Sexual Harassment

I. Scope and Jurisdiction

This Policy's Title IX grievance procedures apply only to conduct that falls within the definition of "Sexual Harassment" under Title IX. Charter School employees or students may submit formal complaints of Sexual Harassment for investigation under this Policy. Sexual Harassment under Title IX means conduct on the basis of sex that falls within one or more of the following categories:

1. A Charter School employee conditioning the provision of a school aid, benefit, or service on an individual's participation in unwelcomed sexual conduct.

2. Unwelcomed conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Charter School's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking (as those terms are defined in 34 CFR section 106.30(a)(3)).

II. Title IX Personnel

Charter School has designated the following individual as its Title IX Coordinator to coordinate the investigation and resolution of Sexual Harassment formal complaints as outlined in this Policy:

Name: **Maria Kirkbride**
 Title: Director of School Support and Development
 Address: 13915 Danielson Street, Suite 200
 Poway, CA 92064
 Phone: (951) 336-1064
 Email: maria.kirkbride@pacificcoastacademy.org

The Title IX Coordinator may designate other individual(s) to fulfill all or part of their duties. In addition to the Title IX Coordinator, the following Title IX Personnel are involved in the grievance process to address formal complaints:

- Investigator: The individual responsible for gathering all evidence related to the formal complaint. This individual will create an "Investigation Report" which will summarize the relevant evidence.
- Decision-Maker: The individual responsible for evaluating evidence in order to make a determination regarding the formal complaint. The Decision-Maker submits a written determination of findings to the parties. The Decision-Maker cannot be the Title IX Coordinator, the Investigator, or any individual involved in the investigation of the formal complaint.
- Title IX Appeals Officer: If applicable, this individual is responsible for evaluating an appeal of the final determination. The Title IX Appeals Officer cannot be the Title IX Coordinator, Investigator, Decision-Maker, or any individual involved in the investigation of the formal complaint.

All Title IX Personnel (i.e., Title IX Coordinator, Investigator, Decision-Maker, Appeals Officer, and any person who facilitates an informal resolution process) will receive training in accordance with Title IX requirements. The Title IX Coordinator must ensure individuals responsible for investigating a formal complaint are neutral.

III. Reporting Allegations of Sexual Harassment

Any individual (e.g., a student or employee who is alleged to be a victim of Sexual Harassment or a parent/guardian of a student who is alleged to be a victim of Sexual Harassment), may report Sexual Harassment directly to the Charter School's Title IX Coordinator, or to any other available Charter School employee who shall immediately inform the Title IX Coordinator. Reports of Sexual Harassment can be made in-person, by mail, by telephone, by electronic mail, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

IV. Charter School's Initial Response to a Report of Sexual Harassment

Upon receipt of any report of Sexual Harassment, the Title IX Coordinator or designee will take the following steps. These steps are offered regardless of whether the complainant submits a formal written complaint:

1. Contact Complainant and Determine Need for Supportive Measures: The Title IX Coordinator will contact the complainant and respondent to discuss the availability of supportive measures to stop the harassment, protect students, and ensure access to the educational program. If a formal complaint was not filed, the Title IX Coordinator shall explain to complainant the right to file a formal complaint and the process for filing a formal complaint. A formal complaint is one that contains the complainant's physical or digital signature, and it may be filed at any time with the Title IX Coordinator in person, by mail, or by email. A complainant may use the attached Title IX form to submit a formal complaint to the Title IX Coordinator.
 - a. Supportive measures are nondisciplinary and nonpunitive and shall be available at any point during the Title IX investigation. Supportive measures may include, but are not limited to: wellness check-ins, counseling services, extension of deadlines or course-related adjustments, modifications of work or class schedules, changes in work locations, or leaves of absences. The Title IX Coordinator is responsible for implementing the supportive measures.
2. Determine Need for Emergency Removal: The Title IX Coordinator will review the facts to determine whether the respondent (either student or staff) may need to be removed from the educational program or activity to prevent any further sexual harassment and/or maintain the safety of students and staff.
 - a. Charter School may determine that removal from the educational program or activity is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations. Charter School will conduct an individualized safety and risk analysis before the removal. Charter School shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - b. If the respondent is a student, Charter School is subject to applicable laws and school policies regarding involuntary removals, suspensions, and expulsions.
 - c. If the respondent is an employee, the employee may be placed on administrative leave during the formal complaint investigation.
3. Consider Use of Informal Resolution Process: At any time after an informal or formal complaint has been filed, but before reaching a determination regarding the allegation, Charter School may offer an informal resolution process (such as a mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a student.

V. Initial Review of Formal Complaint:

If a formal complaint is filed, the Title IX Coordinator will review the complaint to determine whether it raises allegations that fall within the definition of Sexual Harassment under Title IX as described above. Charter School may consolidate multiple formal complaints where the allegations of Sexual Harassment arise out of the same facts or circumstances.

If it does, the Title IX Coordinator will follow this Policy's grievance procedures for formal complaints. If it does not, the Title IX Coordinator will determine whether the complaint should be dismissed (as explained below) and/or investigated pursuant to another applicable Charter School policy (e.g., Uniform Complaint Procedures).

VI. Mandatory or Permissive Dismissal of Formal Complaint:

Under certain circumstances, a complaint must or should be dismissed by the Title IX Coordinator. The Title IX Coordinator will endeavor to make this determination no more than **ten (10) calendar days** from the date they receive the formal complaint.

1. **Mandatory Dismissal**: The Title IX Coordinator must dismiss the formal complaint if they determine any of the following:

- a. The alleged conduct would not constitute Sexual Harassment as defined under Title IX even if proved;
- b. The alleged conduct did not occur in Charter School's education program or activity; or
- c. The alleged conduct did not occur against an individual in the United States.

2. **Permissive Dismissal**: The Title IX Coordinator may dismiss a formal complaint if they determine any of the following:

- a. The complainant has notified Charter School, in writing, that they would like to withdraw the complaint or any allegations in the complaint;
- b. The respondent is no longer enrolled in, or employed by, Charter School; or
- c. Specific circumstances prevent Charter School from gathering evidence to reach a determination with regard to the complaint.

Written Notice of Dismissal: If the Title IX Coordinator dismisses the complaint, they must send written notice of the dismissal simultaneously to both parties (complainant and respondent) as follows:

- The written notice should state the reason(s) for the dismissal and inform the parties of their right to appeal in accordance with the procedures described in the "Appeals" section below.
- If the Title IX Coordinator determines another Charter School grievance procedure (e.g., Uniform Complaint Procedures) is the appropriate grievance procedure for the complainant's allegation(s), the written notice shall inform the parties (complainant and respondent) of Charter School's intent to investigate the complaint through that grievance procedure.

VII. Title IX Grievance Procedures

If the Title IX Coordinator does not dismiss the formal complaint, Charter School will initiate the following Title IX Grievance Procedures and issue a Written Decision. Charter School will endeavor to complete its investigation and issue a Written Decision within **sixty (60) calendar days of receipt of the formal complaint**.

1. **Send Written Notice of Formal Complaint**

The Title IX Coordinator must provide the parties (complainant and respondent) with a Notice of Formal Complaint. The Title IX Coordinator will endeavor to provide this Notice within **ten (10) calendar days of receipt of the formal complaint**. The notice shall include: (1) a copy of this Policy; (2) a description of the allegations potentially constituting Sexual Harassment with sufficient details known at the time; (3) a statement that the respondent is presumed not responsible for conduct and that a determination regarding responsibility is made at the conclusion of the grievance process; (4) a statement informing the parties of the opportunity to have an advisor of their choice throughout the grievance process and the ability to inspect and review evidence; and (5) a statement informing the parties that they must not knowingly make false statements or submit false information.

2. Investigator Conducts Investigation

The Investigator will gather and review evidence related to the allegations. This can include, but is not limited to, interviewing parties or witnesses, as well as reviewing relevant evidence. The Investigator will not require, request, or rely upon any information protected under a legally recognized privilege, unless the person holding such privilege has waived it.

Written notice of all investigative interviews or other meetings must be provided to any individual whose participation is invited or expected to be provided with sufficient time for the individual to prepare to participate. Notice must include the date, time, location, participants, and purpose of the meeting. Attendees of such meetings will have the right to be accompanied by an advisor of their choice.

3. Investigator Provides Parties Equal Opportunity to Review Gathered Evidence

The Investigator will provide both the complainant and respondent with an equal opportunity to review the evidence that is directly related to the allegations raised in the formal complaint. The parties will have a period of at least **10 calendar days** before the Investigative Report is provided to the parties to review the evidence, ask the Investigator additional questions, and provide or suggest additional evidence to be considered by the Investigator.

4. Investigator Prepares and Shares Investigative Report

The Investigator will prepare an Investigative Report summarizing the relevant evidence. The Investigative Report is not Charter School's final Written Decision. The Investigator will send the Investigative Report to the parties and their advisors, if any, for their review and written response at least **10 calendar days** before issuance of the Written Decision. Charter School will inform the parties in writing that they may submit to the Decision-Maker written, relevant questions that the parties want asked of any party or witness. The Decision-Maker is responsible for providing the responses (if any) to these questions to both parties.

5. Decision-Maker Issues Written Decision

The Decision-Maker will endeavor to issue the Written Decision within **sixty (60) calendar days from the receipt of the formal complaint**. The Decision-Maker will issue a Written Decision to both parties simultaneously. The Decision-Maker uses the "preponderance of evidence" standard (i.e., it is more likely than not that the respondent committed the alleged conduct). The Written Decision will include all of the following:

- a. Identification of the allegations potentially constituting Sexual Harassment.

- b. A description of the procedural steps taken by Charter School during the investigation process (e.g., notifications to the parties, interviews with the parties and witnesses, site visits, or methods used to gather other evidence).
- c. Findings of fact supporting the determination.
- d. Conclusions regarding the application of Charter School's policies to the facts.
- e. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions Charter School imposes on the respondent, and whether remedies designed to restore or preserve equal access to Charter School's educational program will be provided by Charter School to the complainant.
- f. Charter School's procedures and permissible bases for either party to appeal the decision.

6. Remedies

If Charter School determines that the respondent engaged in Sexual Harassment, Charter School will provide remedies to the complainant, as appropriate. This may include supportive measures. Remedies may also include: transfer from a class; parent/student conference(s); positive behavior support; warnings; detention; and/or formal discipline, such as suspension and expulsion. When an employee is found to have committed Sexual Harassment, Charter School will take appropriate disciplinary action, up to and including termination, in accordance with Charter School's policies and as permitted by law.

VIII. Appeals

Either party may appeal Charter School's Written Decision, or its dismissal of a formal complaint or any allegation in the complaint, within **five (5) calendar days of the decision**. An appeal may be made on any of the following grounds:

- 1. A procedural irregularity affected the outcome.
- 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
- 3. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal, Charter School will provide a written notification to the other party about the appeal that gives both parties a reasonable, equal opportunity to submit a written statement in support of/challenging the appeal.

The Title IX Appeals Officer (not Decision-Maker, Title IX Coordinator, or Investigator) shall issue a written decision of an appeal, including the rationale for the result, to both parties simultaneously. The Title IX Appeals Officer will endeavor to issue their decision within **thirty (30) calendar days from the receipt of the appeal**.

IX. Record Keeping

Charter School will maintain for a period of seven (7) years records pertaining to Title IX Sexual Harassment allegations in accordance with 34 CFR section 106.45(b)(10), as well as all material used to train Title IX Personnel.

Title IX Sexual Harassment Complaint Form

Instructions: This form can be completed by any individual who has knowledge of a sexual harassment conduct occurring within an education program or activity of Pacific Coast Academy (Charter School). Please complete the information below. Should you need additional space or would like to provide documentation to support the allegations in the complaint, you can attach those to this complaint form. If you have any questions, please contact Charter School's Title IX Coordinator listed below.

Contact Information and Complainant's (Victim) Information

Full Name of Person Filing the Complaint: _____

Address: _____

Phone: _____ Email: _____

School Name: _____

Complainant's (Victim) Full Name (if different from above): _____

Respondent's (Accused) Information

Respondent's Full Name: _____

Is the accused a Charter School student? ☐ No ☐ Yes

If yes, what is the student's grade and relation to complainant: _____

Is the accused a Charter School staff member? ☐ No ☐ Yes

If yes, what is the staff member's relation to the complainant (e.g., teacher)? _____

If no, what is the accused's affiliation to Charter School? _____

Details of Complaint

Date of the Alleged Incident(s): _____ Location of Alleged Incident(s): _____

Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator.

Did the harassment occur at Charter School or during a Charter School activity? If so, please describe:

Did this incident interfere with your ability to access or participate in Charter School programs or activities? If so, please describe:

List the individuals involved in the relevant incident(s):

List any witnesses to the incident(s):

Acknowledgements

By submitting this form to Charter School's Title IX Coordinator, I wish to initiate Charter School's formal Title IX Grievance Procedures.

Signature of Complainant

Date

Once you have completed this form, please submit it to the Title IX Coordinator:

**Maria Kirkbride
13915 Danielson Street, Suite 200, Poway, CA 92064
Maria.Kirkbride@pacificcoastacademy.org
(951) 336-1064**

Cover Sheet

Harassment, Discrimination, Intimidation and Bullying Prevention Policy

Section: IV. Consent Agenda

Item: H. Harassment, Discrimination, Intimidation and Bullying
Prevention Policy

Purpose:

Submitted by:

Related Material:

Harassment, Discrimination, Intimidation and Bullying Prevention Policy 1_27_22.docx

BACKGROUND:

The currently adopted Harassment, Discrimination, Intimidation and Bullying Prevention Policy has been revised by Procopio to reflect current guidelines. Slight tweaks were made to the policy to reference the updated Title IX Policy and Uniform Complaint Procedures.



Harassment, Discrimination, Intimidation and Bullying Prevention Policy Complaint with the Safe Place to Learn Act

It is the policy of Pacific Coast Academy (“School”) to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Pacific Coast Academy to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying.

Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at the School or those attending School sponsored activities.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children’s immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall

also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
 - Identify the signs of bullying or harassing behavior;
 - Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Definitions

Discrimination: Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment: Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment: Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a

sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances

- Offering educational benefits in exchange for sexual favors

- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters

- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions

- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations

- Physical conduct: touching, assault, impeding or blocking movements

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless

communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a “Burn Page,” an impersonation of another student, and a false profile.

- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording 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.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below: ● Their Homeschool Teacher, school counselor or other school personnel

- The Executive Director of the School

Complaints may be submitted to the Executive Director by any of the following methods: ● By phone at 951-741-4376

- By email at jennifer.lorge@cabrillopontacademy.org
- By mail at 13915 Danielson Street Suite #200 Poway, CA 92064

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Executive Director, so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so.

Investigation and Disposition of Complaints

General Grievance Procedures:

The following general grievance procedures (“General Grievance Procedures”) are intended for complaints of discrimination, sexual harassment, harassment, intimidation, and bullying that are not subject to review under School’s Uniform Complaint Procedures (“UCP”) or Title IX Grievance Procedures per School’s Title IX Policy. For example, an allegation of bullying that is unrelated to any protected characteristic set forth above may be investigated under these General Grievance Procedures.

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student’s or family’s immigration status.

The investigator (if a third party) will report his/her findings to the Executive Director. Where the investigator concludes that a violation of this policy has occurred, the Principal, Executive Director and/or Board of Directors his/her designee will take prompt and appropriate redial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Executive Director shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School’s resolution of the complaint. The Board of Directors will provide the student with a final decision of the School’s resolution 5 days after the Board of Directors’ next regularly scheduled board meeting. Complaints alleging unlawful discrimination, harassment, intimidation or bullying based on protected characteristics set forth above (e.g., race, ethnicity or ethnicity, immigration status, religion, gender, gender identity or expression, or sexual orientation) or related to certain state and federal programs are eligible to be investigated pursuant

to the UCP. If any formal complaints alleging sexual harassment constitute Sexual Harassment as defined under Title IX, the complaints shall be investigated under the Title IX Policy. Copies of the Title IX Policy and UCP can be found on the School's website.

Parental Notification:

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

Sexual Harassment Poster

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the school site. It may be prominently and conspicuously displayed in public areas at the school site that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the school site.

Posting

This policy shall be posted on the School's internet website in a manner that is easily accessible to parents/guardians/students.

Cover Sheet

Public Random Drawing/Lottery Policy

Section: IV. Consent Agenda
Item: I. Public Random Drawing/Lottery Policy
Purpose:
Submitted by:
Related Material: PCA_Public_Random_Drawing-Lottery_Policy_1.20.22.docx

BACKGROUND:

The currently adopted Public Random Drawing/Lottery Policy Policy has been revised and reviewed by Jennifer McQuarrie to reflect minor changes to improve the enrollment process.



Public Random Drawing/Lottery Policy

Pacific Coast Academy is committed to providing quality education to all students who wish to attend, within the school boundaries. Based on available resources, it may be necessary to limit admissions, and in that event a Public Random Drawing/Lottery will be held to determine admission. Pacific Coast Academy ensures admission will not be based on any protected characteristics, including, but not limited to, disability, race, gender, national origin, and religion.

The purpose of the Pacific Coast Academy Governing Board approving the Public Random Drawing/Lottery Policy is to accomplish the following:

1. Establish the procedures under which the Pacific Coast Academy (“School”) will conduct the School’s public random drawing/lottery in the event that applications for enrollment exceed the School’s capacity.

- 1. Enrollment:** The School is a non-classroom based charter school that operates solely as an independent study program. Admission to the School is open to any student who resides within the boundaries of San Diego County or an adjacent county. The School will accept all students who wish to attend, so long as it has the capacity to serve them. The School’s Governing Board will annually determine the maximum enrollment for each school year based on, among other factors, the annual budget, staffing, and available resources prior to the start of the Open Enrollment Period. Limits may be established by county **and or grade level** served and/or for the school as a whole.

The Board will set an Open Enrollment Period each year. Applications will be accepted during the publicly advertised Open Enrollment Period each year for enrollment during the following school year. Following the close of the Open Enrollment Period, applications shall be counted to determine whether the School has received more applications than maximum enrollment capacity. If the number of pupils who wish to attend the School exceeds the School’s capacity overall or per county, enrollment will be determined by a Lottery conducted in accordance with the procedures set forth in this Policy and applicable law. Admission preferences will only be extended consistent with this Policy, the School’s charter, and applicable law.

Admission preferences will not be based on any protected characteristics, including, but not limited to, disability, race, gender, national origin, and religion. In addition, enrollment preferences will not limit enrollment access for 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.

2. **Lottery Procedures:** In the event that there are more students who wish to attend the School than there are spots available upon closure of the Open Enrollment Period, the School will conduct a Lottery during the Spring semester prior to the academic year for which enrollment is sought.

All pupils, except those who are guaranteed admission as provided in this Policy and the School's charter, who wish to enroll in the School must participate in the Lottery subject to the following:

1. Students who reside within the boundaries of the Dehesa Elementary School District ("District") will have their **unique identifiers** ~~names~~ placed in the Lottery pool twice.
2. Students who reside outside the boundaries of the District will have their **unique identifiers** ~~names~~ placed in the Lottery once.

The following students are exempt from the Lottery and are guaranteed enrollment in the School: (1) students currently enrolled in the School at the close of the Open Enrollment period; and (2) siblings of currently enrolled students. "Sibling" is defined as a pupil who has at least one biological or adoptive parent in common with the admitted pupil, or who has been legally adopted by or placed under the legal guardianship of at least one biological or adoptive parent of the admitted pupil. Step-siblings are only considered siblings if they reside at the same address as the sibling who is admitted into the School. In the event that the overall or county-specific capacity has been met and there are more siblings interested in attending than there are spaces available, the siblings will be placed in a "Sibling Lottery." The Sibling Lottery wait list will be exhausted before the School draws from the general Lottery. The School shall provide all legally required notices to siblings before holding the Sibling Lottery.

Public notice of the Open Enrollment Period and date of the general Lottery will be posted on the School's website and the notice will provide the date, time, and location of the Lottery at least 10 days prior to the commencement of the Open Enrollment Period, including providing a copy of the CDE's notice regarding the School's disenrollment and transfer practices pursuant to Education Code section 47605(e)(4)(D). Public notice and the date of the general lottery will also be included in application forms. The Lottery will be conducted by the county served by the Executive Director or his/her designee using a random method of selection. Unique identifiers will be assigned to each applicant. The conduct of the Lottery will be open to the public and families are encouraged, but not required, to attend. ~~The Executive Director or his/her designee will announce each applicant who is granted admission through the Lottery. Once the enrollment cap has been reached, the Executive Director or his/her designee will continue to draw applicants and will then be placed on the waitlist in the order drawn. Successful applicants will be notified electronically or by mail.~~ **After the public lottery is finalized, the unique identifiers along with the newly assigned lottery number will be posted on the School's website. Students will be listed according to the newly assigned lottery number and informed of enrollment availability via email.**

If a student is extended an offer of admission due to one of the preferences noted in this Policy or the School's charter, the School may request supporting documentation as part of the admission process. The School will conduct a verification of such documentation prior to finalizing the student's unconditional admission and may disenroll an applicant submitting materially false information.

After the Lottery process, **families will receive an offer of intent to enroll by email. Families will be given five (5) calendar days to confirm via email or telephone response. If a family fails to complete the process within the timeframe allotted, the spot may be offered to the next recipient on the waiting list.** ~~and~~ Once an offer has been accepted by the family, additional information may be requested as part of the registration process. Following acceptance through the Lottery, students who are offered admission at the School at the time of the Lottery will have ~~five (5)~~ **seven (7)** calendar days to complete the registration process. If a student fails to timely complete the process, the spot may be filled from the waiting list.

Enrollment offers are valid only for the academic year for which the Lottery is conducted. There is no option to defer an offer of enrollment. Students accepting enrollment must generally complete required independent study agreements within five (5) days of the beginning of the school year, unless otherwise advised by the School.

3. **Waitlist:** If a slot becomes available for student enrollment in the School the School may notify families on the applicable waitlist in the order they appear on the waitlist. In the School's sole discretion, and in light of capacity, budgetary considerations, and other factors, for the general lottery the School may also extend an enrollment invitation to a student's sibling(s) who is/are also on the waitlist, irrespective of their placement on the waitlist, to provide these siblings with the sibling preference.

Any student(s) drawn from the waitlist shall have five (5) calendar days to accept the enrollment slot (via telephone or email to the School) and proceed with the registration process. Applicants must complete a registration packet with all required documentation **within (7) calendar days** and by the deadline given by the School to confirm unconditional admission. **If a family fails to complete the registration within the timeframe provided, the spot may be filled by a family on the waitlist.**

- **Families who do not respond will be withdrawn from the waitlist. Families who respond and are not ready to commit, will be placed at the bottom of the waitlist.**

Students who are not offered a spot for the academic school year for which the Lottery was held may remain on the waitlist for that academic year unless the parent or guardian requests that the student be removed from the waitlist earlier. The waitlist shall not carry over from one year to the next.

Students who have not been admitted will be required to submit a new enrollment application for the next school year and are required to participate in the Lottery if space is limited.

4. **Current Families Required to Confirm Intent to Return:** Families with currently enrolled students must submit a form/application to confirm their intent to return to the school next year by the date set by the Executive Director or designee to remain enrolled in the School for the following school year. If an enrolled student fails to provide this form/application, they will not have guaranteed admission for the following school year as a currently enrolled student. This means the student loses their spot and will have to submit another application if they are interested in enrolling in the School for the following school year. Failure to re-enroll and sign Master Agreement by the date set forth by the Senior Director will result in a voluntary disenrollment.