



Pacific Coast Academy

Regular Scheduled Board Meeting

Date and Time

Thursday June 30, 2022 at 5:00 PM PDT

Location

13915 Danielson St. #200, Poway, CA 92064

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
A. Call the Meeting to Order		Kelly Durso	1 m
B. Roll Call of Board Members		Kelly Durso	1 m
C. Approval of Agenda	Vote	Kelly Durso	1 m
D. Public Comments		Kelly Durso	5 m
E. Executive Director's Report		Krystin Demofonte	5 m
II. Finance			5:13 PM
A. 2022-2023 Local Control Accountability Plan(LCAP)	Vote	Rupi Boyd	10 m
B. May financial package, including the May check register	FYI	Jason Sitomer	10 m
C. 2022-2023 Annual Budget	Vote	Jason Sitomer	15 m
D. 2022-2023 Education Protection Account (EPA) Spending Plan	Vote	Jason Sitomer	5 m
E. Resolution Regarding the Education Protection Account (EPA)	Vote	Jason Sitomer	5 m
F. Memorandum of Understanding (MOU) South Schools	Vote	Shari Erlendson	5 m

	Purpose	Presenter	Time
III. Other Business			6:03 PM
A. Universal Pre-Kindergarten (UPK) Planning and Implementation Grant	Vote	Rupi Boyd	10 m
B. Suicide Prevention Policy	Vote	Janet Ho	5 m
C. A-G Expenditure Plan	Vote	Krystin Demofonte	5 m
D. Parent Engagement Policy	Vote	Yolanda Osborne	5 m
E. Time and Effort Policy and Procedures	Vote	Shari Erlendson	5 m
F. Resolution Regarding Meals Provided for Professional Development and Meetings	Vote	Krystin Demofonte	5 m
G. 2022-23 Board Calendar	Vote	Krystin Demofonte	10 m
IV. Consent Agenda			6:48 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. Invoices Over \$100,000			
B. 2022-2023 Master Agreement			
C. Compensation Policy			
D. 2022-23 Parent Student Handbook			
E. 2022-2023 Employee Handbook			
F. Approve Minutes:5-19-22 Board Meeting	Approve Minutes		
G. Approve Consent Agenda	Vote		1 m
This Is The Vote To Approve The Consent Agenda Items.			
V. Closing Items			6:49 PM
A. Announcement of Next Scheduled Meeting	FYI	Kelly Durso	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)).

Coversheet

2022-2023 Local Control Accountability Plan(LCAP)

Section: II. Finance
Item: A. 2022-2023 Local Control Accountability Plan(LCAP)
Purpose: Vote
Submitted by:
Related Material: PCA 2022-23 LCAP.pdf

BACKGROUND:

Local Education Agencies (LEA) are required to annually ratify a Local Control Accountability Plan (LCAP) before the Board takes action during a subsequent public meeting.

CURRENT CONSIDERATIONS:

Whether to approve the 2022-23 LCAP as presented. The attached proposed LCAP consists of three goals: 1) Optimize Conditions for Learning, 2) College and Career Readiness, and 3) Access/Success in Broad Course of Study. Before this meeting, we solicited LCAP feedback from students, staff, and community members, including a public hearing held on May 19, 2022

Expert: Rupi Boyd and Jose Iniguez

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Coast Academy

CDS Code: 37 68049 0136416

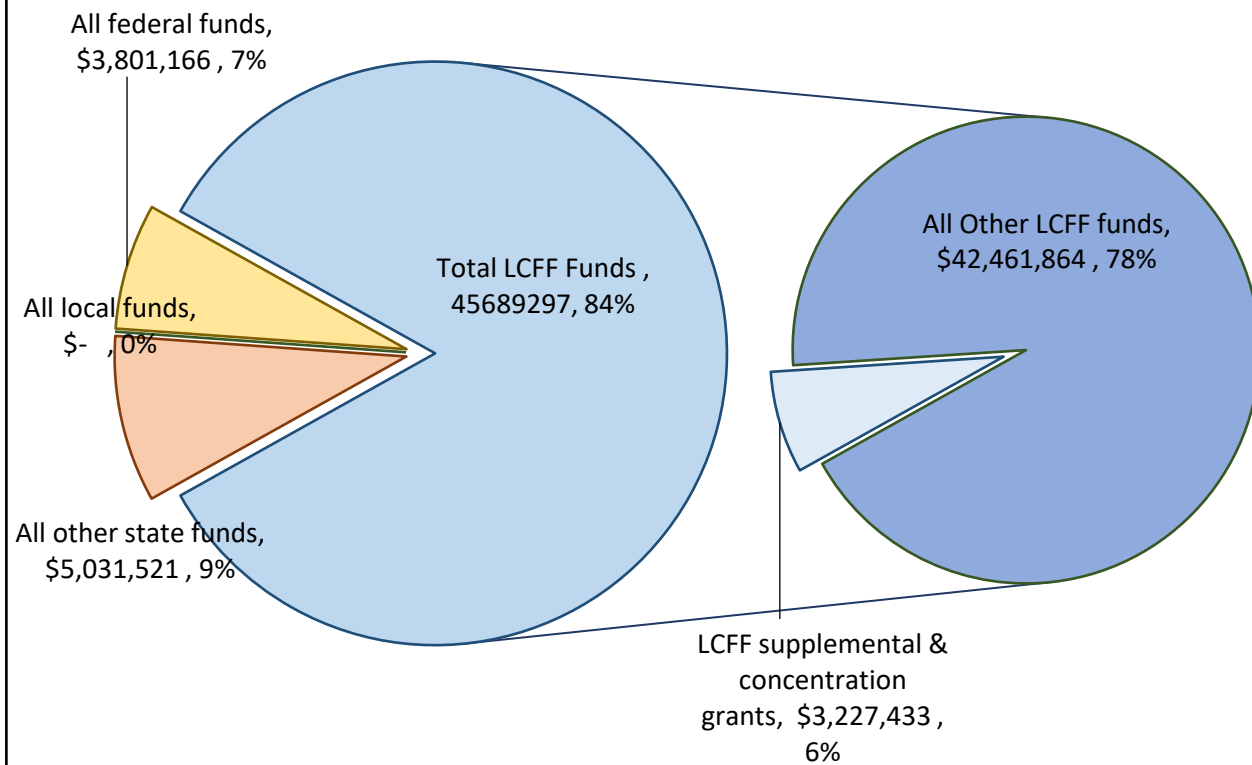
School Year: 2022 – 23

LEA contact information: Krystin Demofonte, Executive Director krystin.demofonte@pacificcoastacademy.c

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

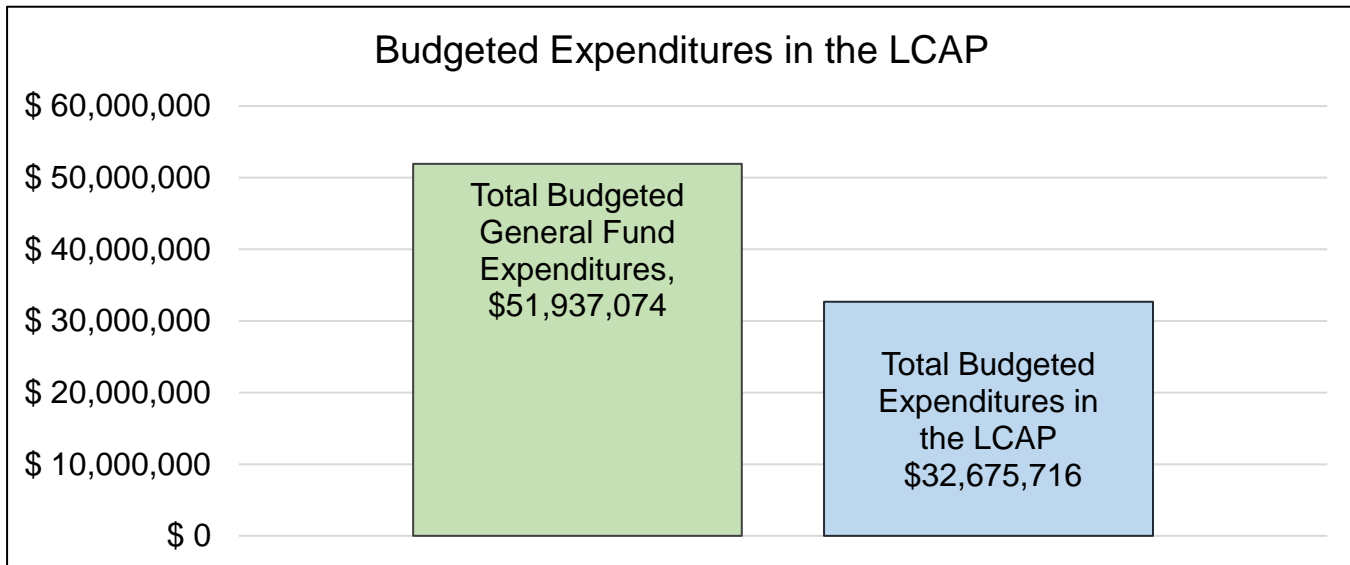


This chart shows the total general purpose revenue Pacific Coast Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific Coast Academy is \$54,521,984.00, of which \$45,689,297.00 is Local Control Funding Formula (LCFF), \$5,031,521.00 is other state funds, \$0.00 is local funds, and \$3,801,166.00 is federal funds. Of the \$45,689,297.00 in LCFF Funds, \$3,227,433.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pacific Coast Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pacific Coast Academy plans to spend \$51,937,074.00 for the 2022 – 23 school year. Of that amount, \$32,675,716.00 is tied to actions/services in the LCAP and \$19,261,358.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

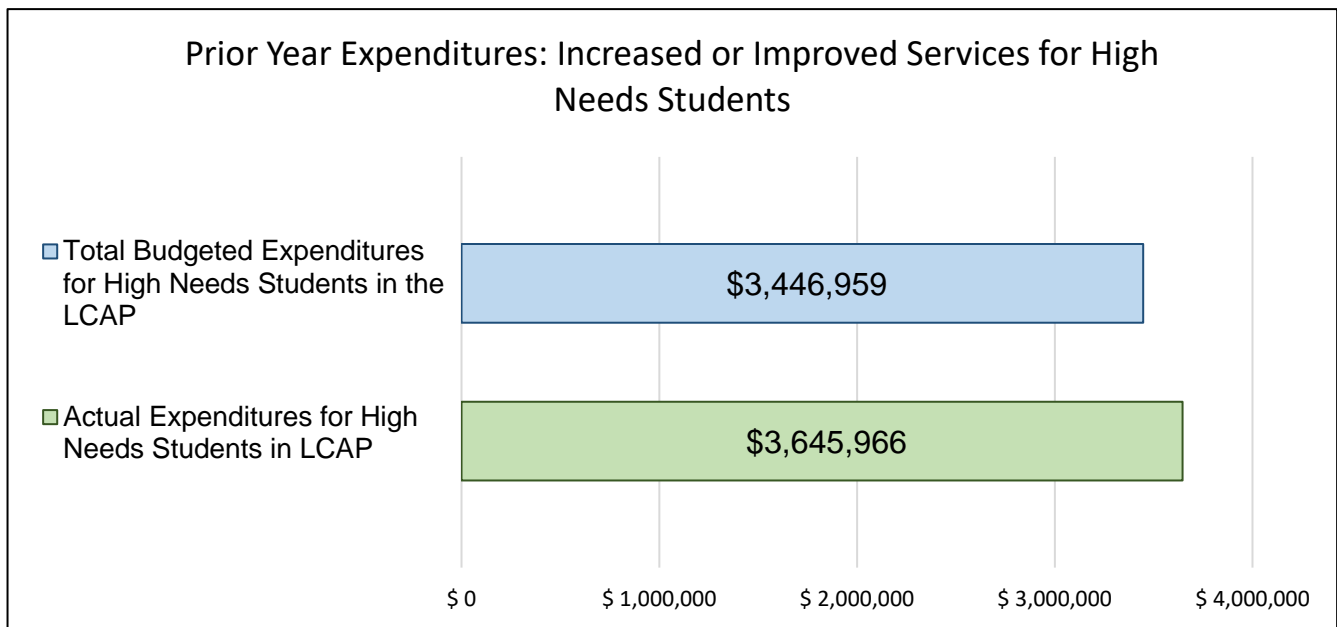
Non-certificated staffing and related benefits, special education services and instructional services, professional services, rent and facility costs, and other general operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Pacific Coast Academy is projecting it will receive \$3,227,433.00 based on the enrollment of foster youth, English learner, and low-income students. Pacific Coast Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific Coast Academy plans to spend \$3,304,332.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Pacific Coast Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pacific Coast Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Pacific Coast Academy's LCAP budgeted \$3,446,959.00 for planned actions to increase or improve services for high needs students. Pacific Coast Academy actually spent \$3,645,966.00 for actions to increase or improve services for high needs students in 2021 – 22.

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

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Located in San Diego, Pacific Coast Academy is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students. Of our approximately 4,200 students, 39% are eligible for free/reduced lunch, 3% are English Learners, and less than 1% live in foster care. Our unduplicated priority group percentage is 39%. About 10% of our students have exceptional learning needs. Further, 53% of our students are White, 27% are Hispanic or Latino, 9% are Two or More Races, 3% are Black or African-American, and 3% are Asian.

As a non-classroom-based independent study charter school, we pride ourselves on offering our students flexible, personalized learning experiences. Our platform has facilitated minimal interruption to our educational program during the recent COVID-related restrictions. We assign each family an appropriately credentialed home school teacher (HST). HSTs collaborate with families to create an individual education plan that best suits student learning needs and interests, including online and in-person courses. HSTs also facilitate, guide, and monitor educational and emotional support as needed, similar to what a case manager teacher does within an exceptional needs education environment. HSTs analyze academic progress with students and families during regularly scheduled meetings and schedule additional support as needed. The role of our HSTs is essential. Research demonstrates that establishing a meaningful relationship with at least one staff member fosters a sense of belonging among students that helps them overcome various risk factors in their lives, including exposure to trauma, poverty, or foster care and those learning English.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Our Local Control and Accountability Plan (LCAP) reflects our strategic planning to address our student needs over three years, from the 2021-22 school year through the 2023-24 school year. A substantive review of our LCAP metrics indicates: (the state did not report student performance results in the California Schools Dashboard for 2021)

- Our cohort high school graduation rate has improved significantly over the four years. Our 2021 schoolwide high school graduation of 87% is higher than the statewide average of 84%. Further, the graduation rates for our numerically significant subgroups are as follows: Students identified as low-socioeconomic 85%, Hispanic students 86%, White students 87%, and Two or More Races 91%.
- 2021 Smarter Balanced Summative Assessments for English language arts/literacy (ELA): The schoolwide percentage of students who Met or Exceeded the Standard for ELA is 53%, higher than the state rate of 49% and an increase of 18% since 2019 (45%) (Note: the state did not administer assessments in 2020).
- 2021 Smarter Balanced Summative Assessments for mathematics: The schoolwide percentage of students who Met or Exceeded the Standard for mathematics is 34%, matching the state rate, but an increase of 55% since 2019 (22%) (Note: the state did not administer assessments in 2020).
- 2021 California Science Test (CAST): The schoolwide percentage for students who Met or Exceeded the Standard for Science is 41%, higher than the state rate of 29% (did not take the test in 2019 and the state did not administer assessments in 2020).

Additionally, the state did not publish results for the state College and Career Indicator in 2021 (Dashboard) but did publish the results of several individual measures. A review of individual college career measures demonstrates that the percentage of our students who take and pass an academic or Career Technical Education (CTE) subject college credit courses with a grade of C- or better (or Pass) surpasses that of the state. In particular, 26% of our graduate cohort students completed one semester (or two quarters, or two trimesters), doubling the state rate of 13%. Similarly, 19% of our graduate cohort students completed two semesters (or three quarters, or three trimesters), more than double the state rate of 8%.

Our English Language Learner (ELL) performance indicators also indicate positive results. For example, 24% of our English Language Learners scored at Proficient on the 2021 English Language Proficiency Assessment for California (ELPAC), higher than the rate of 14%. Further, our 2021 ELL redesignation rate is 7%, matching the state rate.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A substantive review of our student performance metrics indicates an achievement gap among demographic groups. Below is a summary:

- Our 2021 schoolwide graduation rate of 88% is slightly higher than the state rate, but we want to improve our rate to surpass 95%. While our 75% graduation rate is higher than the state average of 71% and the county average of 73% for students with disabilities, it is much lower than desired. Although we believe COVID-related factors impacted our 2021 graduation rate, we are uncertain to what extent. We will continue to monitor student graduation progress proactively and provide support, including addressing socio-emotional needs.
- 2021 Smarter Balanced Summative Assessments (SBA) for English language arts/literacy (ELA): The schoolwide percentage of students who Met or Exceeded the Standard for ELA is 53%. However, 7% of our English Language Learners (ELL), 30% of our students with reported disabilities, 42% of Latino students, and 45% of economically disadvantaged students Met or Exceeded the Standard for ELA, demonstrating an achievement gap.

- 2021 Smarter Balanced Summative Assessments for mathematics: The schoolwide percentage of students who Met or Exceeded the Standard for math is 34%, an increase of 55% since 2019 (22%) (Note: the state did not administer assessments in 2020). Still, we need to improve our score. Moreover, 19% of our ELLs, 20% of our students with reported disabilities, 23% of our Latino students, and 25% of economically disadvantaged students Met or Exceeded the Standard for math, demonstrating an achievement gap.

- 2021 California Science Test (CAST): The schoolwide percentage for students who Met or Exceeded the Standard for Science is 41%. However, 10% of our ELLs, 24% of our students with reported disabilities, 33% of our Latino students, and 34% of economically disadvantaged students Met or Exceeded the Standard for science, demonstrating an achievement gap.

Additionally, the state did not publish the College Career Indicator (CCRI) results in 2021. However, a review of related metrics demonstrates a need to improve the number of students who complete the A-G requirements, the number who pass Advanced Placement (AP) examinations, and those who complete CTE pathways. In 2021, approximately 9% of our high school graduates completed the A-G requirements, and none completed a CTE pathway or passed at least two AP exams (score of 3 or higher). Still, the percentage of our students who take and pass an academic or Career Technical Education (CTE) subject college credit courses with a grade of C- or better (or Pass) surpasses that of the state. In particular, 26% of our graduate cohort students completed one semester (or two quarters, or two trimesters), doubling the state rate of 13%. Similarly, 19% of our graduate cohort students completed two semesters (or three quarters, or three trimesters), more than double the state rate of 8%.

We are aware of our performance on the 2021 state assessments and, like all local agencies across the state, are attempting to determine the impact of COVID-related factors on our scores. Still, we will continually reflect on our student performance results to refine our curriculum and instruction. In particular, we are making a concerted effort to improve our college career-related performance indicators, including communicating the importance of participating in state assessments to our families. It appears this initiative is taking root. For example, during our LCAP reflection/refinement process this year, many families have expressed various suggestions about how to improve/increase communication regarding the significance of state assessment results.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our Local Control and Accountability Plan (LCAP) reflects our strategic planning to address our student needs over three years, from the 2021-22 school year through the 2023-24 school year. We want to ensure that we prepare all of our graduates to succeed in college or a viable career. Research demonstrates that the skills needed to succeed in viable, in-demand careers overlap significantly with those needed to succeed in college. Thus, Goal 2 focuses specifically on college and career readiness:

- Action 2.1 focuses on increasing the number of students who complete Career Technical Education (CTE) Pathways. CTE Pathways comprise two or more courses within the same industry sector. We also want to create related internships for our students to gain hands-on experience in a career of their choice. California college career readiness metrics consider the percentage of students who complete a

CTE Pathway.

- Action 2.2 focuses on increasing the number of students who pass an Advanced Placement (AP) examination. AP courses, relatively speaking, are considered (by colleges and universities) more rigorous than most other classes in high school. For this reason, many colleges/universities provide college credit for an AP if a student passes the corresponding AP examination. The California college career readiness metrics consider the percentage of students who pass two or more AP examinations.
- Action 2.3 focuses on increasing the number of students who complete the A-G requirements. A-G requirements are a sequence of courses required by the University of California (UC) and California State University (CSU) to become eligible for admission. The California college career readiness metrics consider the percentage of students who meet the A-G requirements.
- Action 2.4 focuses on increasing the number of high school students who complete a college-level course. The California college career readiness metrics consider the percentage of students who pass a college-level course.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Because our Local Control and Accountability Plan (LCAP) is a three-year plan (2021-22 through 2023-24), we began engaging families, students, and staff before the 2021-22 school year. We assess our LCAP effectiveness by evaluating updated student performance data and input from students, families, and staff each of the three years. We have included families, students, and staff at each step, including presenting comprehensible student performance data to each group.

Family, student, and staff input is vital to developing and adjusting our three-year LCAP, and we provided multiple opportunities to contribute substantively, including online surveys and live online meetings. We communicated LCAP input opportunities through multiple platforms, including email and our weekly newsletter. We also took care to provide adequate notice of LCAP input opportunities. For example, we published our LCAP public hearing and a draft (LCAP) at least 72-hours ahead of time and notified members of the public and families of the opportunity to submit comments regarding specific actions and expenditures. Further, we offered multiple ways of participating in LCAP input opportunities and communicating input to us. For example, we held our LCAP public hearing and Board meeting online using the Zoom platform (we meet all requirements for online Board meetings) and facilitated participation via telephone or email as necessary.

Below is a chronological summary of our LCAP-related opportunities to proactively invite input from all stakeholders (not an exhaustive list).

- January 6, 2022: Presentation to staff and parents focused on state indicator performance data
- January 27, 2022: Public presentation of the Supplement to the Annual Update to the 2021-22 LCAP
- January-March 15, 2022: Student, family, and staff surveys related to student performance data and our LCAP Goals and Actions
- February 3, 2022: Administrator meeting: Presentation and discussion of state indicator performance data
- February 10, 2022: LCAP Advisory Committee meeting focused on an analysis of student performance data
- March 3, 2022: Administrator, teacher, and other school personnel meeting focused on strategies to address student, staff, and family input and state indicator performance data.
- March 10, 2022: LCAP Parent Advisory Committee and English Learner Advisory Committee meeting focused on strategies to address student, staff, and family input and state indicator performance data.
- March 11, 2022: Staff (teachers and other school personnel) meeting focused on student indicator performance data, LCAP Goals/Actions, and feedback.
- March 21, 2022: Parent meeting focused on student indicator performance data, LCAP Goals/Actions, and feedback.
- April 1, 2022: Parent meeting focused on student indicator performance data, LCAP Goals/Actions, and feedback.
- April 7, 2022: Administrator and leadership staff meeting focused on student indicator performance data, LCAP Goals/Actions, and feedback.
- April 21, 2022: LCAP Parent Advisory Committee focused on the draft LCAP.

- May 5, 2022: Staff meetings focused on the draft LCAP
- May 19, 2022- LCAP Public Hearing
- June 30, 2022: School Board meeting for final approval of LCAP

A summary of the feedback provided by specific educational partners.

As indicated in the previous section, we developed our three-year LCAP (2021-22 through 2023-24) last year. Based on a substantive review of student performance data and feedback from our families, students, and staff, we developed three overarching LCAP Goals in the 2021-22 school year:

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

When we created our three over-arching LCAP Goals in 2021-22, we anticipated it would take three years to meet them. This year, we reviewed progress data with families, students, and staff, specifically considering how our LCAP actions contributed to student performance results and whether we needed to revise any approach. We also carefully considered LCAP and engagement survey results. Below is a summary of themes that emerged from student, family, and staff feedback:

- Students- Similar to last year, students expressed a strong interest in opportunities to gain career-related experiences and readiness.
- Families (including our English Language and LCAP Advisory Committees)- Like last year, families want to learn more about preparing their children/teens for college and career readiness.
- Staff (teachers/classified/administrators)- Based on a substantive review of college and career readiness metrics, our staff wants to continue making efforts to ensure our students have opportunities to complete CTE Pathways, AP examinations, A-G courses, and college credit courses.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Collaboration with our families, students, and staff informed the development and refinement of our three-year Local Control and Accountability Plan (LCAP) in the following manner:

Our families and staff have made clear that they experience difficulty accessing our LCAP due to its length and depth. Consequently, we have shortened the length, reworded and shortened the explanation section of each Goal, and descriptions of corresponding actions.

Additionally, below is a summary of how the themes described in the previous section influenced the development of our LCAP:

- Students- Similar to last year, students expressed a strong interest in opportunities to gain career-related experiences and readiness. As a result, we plan to continue Action 2.1, focusing on increasing the number of Career Technical Education (CTE) courses and Pathways available to students. We also want to create related internships, helping our students gain hands-on experiences in a career of their choice.

- Families (including our English Language and LCAP Advisory Committees)- Like last year, families want to learn more about preparing their children/teens for college and career readiness. As a result, we will continue to reduce the student caseload of our counselors, facilitating quality support, including meeting with each student in grade eight (and their families) to develop an A-G completion plan (Action 2.3)
- Staff (teachers/classified/administrators)- Based on a substantive review of college and career readiness metrics, our staff wants to continue making efforts to ensure our students have opportunities to complete CTE Pathways, AP examinations, A-G courses, and college credit courses.

This feedback informed the creation of each of our Goal 2 actions in 2020-21 and continuing with them in 2022-23: Action 2.1 focuses on increasing the number of students who complete a CTE Pathway; Action 2.2 focuses on increasing the number of students who pass an Advanced Placement (AP) examination; Action 2.3 focuses on increasing the number of students who complete the A-G requirements; and Action 2.4 focuses on increasing the number of high school students who complete a college-level course.

Goals and Actions

Goal

Goal #	Description
1	<p>Optimize Conditions for Learning:</p> <p>This Goal focuses on ensuring student engagement by optimizing conditions for learning and addresses LCFF priorities 1, 5, and 6.</p>

An explanation of why the LEA has developed this goal.

Our Local Control and Accountability Plan (LCAP) is a three-year plan (2021-22 through 2023-24) initially informed by performance data in the 2019-20 school year. The intent of this Maintenance Goal is to optimize conditions for student learning, and relevant data suggests our corresponding actions are effectively helping to meet this Goal. For example:

2019-20: All of our teachers were fully credentialed and appropriately assigned. All students had access to instructional material aligned with state academic standards. Our 2018-19 student attendance rate is 100%, our chronic absenteeism rate is 0% (Blue on Dashboard), our suspension rate is 0% (Blue on Dashboard), and our expulsion rate is 0%. Our climate surveys indicate that most of our students and parents feel safe and connected to our school. Our 2019-20 high school graduation rate is 89%, the same as the state rate (It is uncertain the degree to which the COVID 19 pandemic affected our rate). Our numerically significant subgroups' graduation rates are as follows: Low-income 88%, students with exceptional needs 57%, Hispanic students 87%, and White students 93%. Our high school dropout rate is 4%. Our overall graduation rate improved by 15% from the previous year. Still, we want to improve the quality of engagement data related to student, staff, and family engagement.

2020-21: Our cohort high school graduation rate has improved significantly over the four years. Our 2021 schoolwide high school graduation of 88% is higher than the statewide average of 87%. Further, the graduation rates for our numerically significant subgroups are as follows: Students identified as low-socioeconomic 85%, Hispanic students 86%, White students 87%, two or more races 91%. The graduation rate of our students with identified disabilities is 75%, higher than the state rate of 71% and the county average of 73% (but well below our target). Still, we believe COVID-related factors impacted our 2021 graduation rate, and we want to improve our rate. One-hundred percent (100%) of our teachers are fully credentialed and appropriately assigned. All students had access to instructional material aligned with state academic standards. The impact of the COVID 19 pandemic manifested itself in several ways. For example, experienced an increased dropout rate (from 5% to 8%), a decreased graduation rate (from 89% to 88%), and a decreased attendance rate (from 100% to 99%).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers fully credentialed & appropriately assigned	100%	100%	N/A	N/A	100%
% of students who have access to the standards-aligned instruction materials resources	100%	100%	N/A	N/A	100%
% of facilities maintained in good repair (metric may be School facilities in “Good Repair” (local survey))	100%	100%	N/A	N/A	100%
Attendance Rate	100%	99%	N/A	N/A	100%
Chronic Absenteeism Rate	0%	1%	N/A	N/A	0%
# of students in middle school who dropout	0	0	N/A	N/A	0
% of students in high school who dropout	4%	8%			0%
High School Graduation Rate	89%	87%	N/A	N/A	90%
Student Suspension Rate	0%	0%	N/A	N/A	0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Expulsion Rate	0%	0%	N/A	N/A	0%
% of students who feel high levels of connectedness to their school (Healthy Kids Survey)	NA	75%	N/A	N/A	90%
% of students who feel connected to the school	NA	N/A	NA	NA	90%
% of parents who strongly agree/agree our learning environment is inviting (California School Parent Survey)	NA	78%	N/A	N/A	98%
% of parents who feel engaged with our school	NA	NA	NA	NA	90%
% of staff who strongly agree/agree our school offers a safe place for them (California School Staff Survey)	NA	60%	N/A	N/A	98%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully credentialed & appropriately assigned teachers	Coordinate resources to ensure all teachers are fully credentialed and appropriately provide instruction in subject areas they are authorized to teach per their state credentials.	LCFF \$23,198,250 1000 Salaries/3000 Benefits	N
2	Access to the standards-aligned instruction materials	This Action ensures all students have access to appropriate instructional materials, particularly those living in poverty or foster care and those learning English.	LCFF \$5,424,973 4000 Instructional Materials	N
3	Maintain all facilities in "Good Repair"	Although we are a non-classroom-based school, we monitor the condition of facilities we use for administrative tasks, including administering state assessments or intensive support	\$ 0.00	N
4	Technology	To ensure all students have access to appropriate access our curriculum and instruction, we will purchase technology including, servers for our school, laptops for students, modems and routers, and cybersecurity software.	LCFF \$50,752 1000 Salaries/3000 Benefits \$450,000 3220 Noncapitalized Equipment Total: \$500,752	Y
5	Monitor student engagement	To improve and increase our ability to identify reasons students disengage from school, we will administer substantive student engagement surveys.	LCFF \$1,000 5000 Purchase Services	Y
6	Systems of professional growth and improvement	To improve instruction and access to our curriculum, we will invest funding to provide professional learning for teachers and administrators.	Title II: \$84,772 1000 Salaries/3000 Benefits \$ 22,127 5000 Purchase Services Total: \$106,899	N

Goal Analysis 2021 LCAP Year

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 is a maintenance goal, and we were able to implement all corresponding Actions substantively. Most of our challenges in implementing Goal 1 Actions are related to the challenges of the COVID 19 pandemic. For example, we experienced an inordinate number of high school students who disenrolled during the 2020-21 school year without providing contact information, resulting in an increased dropout rate (from 5% to 8%), a decreased graduation rate (from 89% to 87%), and a decreased attendance rate (from 100% to 99%). Despite our efforts, we could not find their whereabouts. Additionally, our families indicate the California Healthy Kids Survey is too long, resulting in a lower participation rate.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.2- We spent approximately \$200,000 more on the purchase of instructional material due to increased prices.

Action 1.4- We spent approximately \$24,000 more on the purchase of technology due to increased prices.

Action 1.5- We allotted \$7,000 to purchase and administer the California Healthy Kids Survey (CHKS). However, many students and families found the CHKS too long, resulting in a low participation rate. The low participation rate, in turn, reduced the cost of the CHKS.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 1 is a maintenance goal, and relevant data suggests our corresponding Actions are effectively helping us meet it (albeit incrementally). For example, our cohort high school graduation rate has improved significantly over the last four years, and our 2021 schoolwide high school graduation of 87% is higher than the statewide average of 87%. Also, the graduation rates for our numerically significant subgroups are as follows: Students identified as low-socioeconomic 85%, Hispanic students 86%, White students 87%, two or more races 91%. The graduation rate of our students with identified disabilities is 75%, higher than the state rate of 71% and the county average of 73%. Still, we believe COVID-related factors impacted our 2021 graduation rate, and we want to improve our rate.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Our families, staff, and students have made clear that they experience difficulty accessing our LCAP due to its length and depth. Consequently, we have made the following changes:

We shortened the length, reworded the explanation section of this Goal, and added updated performance data. We have shortened the length of the description for Actions 1.1, 1.4, 1.5, and 1.6 without changing the substance of each Action.

For all actions marked with a Y in the Contributing column, we deleted the following references:

- How the action principally benefits the needs of unduplicated groups (English Language Learners, low-income, and foster); or
- How the action increases or improves services; and
- How the expenditure of associated funds is the most effective use of funds

The above-described references/explanations are now located in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. We hope this adjustment will reduce the length of our LCAP, making it more accessible to families.

Finally, based on family and student feedback, we will discontinue administering the California Healthy Kids Survey (CHKS), the California Parent Survey, and the California Staff survey in 2022-23, and use an alternative survey. Consequently, we added two metrics related to our new survey and plan to discontinue our staff survey.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
2	<p>Improve College and Career Readiness:</p> <p>Goal 2 is a Focused Goal specifically addressing LCFF priority four (4) and is intended to increase/improve college and career readiness.</p>

An explanation of why the LEA has developed this goal.

We developed this Focused Goal and corresponding Actions in collaboration with our families, students, and staff based on related student performance data and interests. Students indicate they enjoy increased opportunities to participate in career-related programs and want to continue taking an increased number and variety of apprenticeships. Families have clearly expressed their desire to ensure that their children/teens are ready for their choice of college or a career immediately following high school. During meetings, we have shared research indicating that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college. Additionally, staff (teachers/classified/administrators) reviewed our related performance data (see below) and have suggested the four specific Actions we have adopted to meet this Goal. We purposely selected Actions aligned with the state's metrics when assessing college and career readiness. Further, this goal's success will be measurable by the end of the 2023-24 school year using the metrics selected. We are also making a concerted effort to convey the importance and benefit of participating in state assessments to our families. Although the impact of the COVID pandemic is uncertain, 79% of our students participated in the 2021 state ELA assessment, 78% participated in the math assessments, and 38% participated in the science assessment.

College and career readiness performance data demonstrate the need to improve. For example, in 2019-20, 26% of our students scored At Prepared on the College Career Indicator (CCRI), 3% completed a Career Technical Education (CTE) pathway, none passed an advanced placement (AP) examination, 28% met the A-G requirements, and 50% completed a college credit course. In 2021, approximately 9% of our students completed the A-G requirements, and none completed a CTE pathway or passed at least two AP exams (a score of 3 or higher). Still, there are indications that our Actions are beginning to improve college and career readiness among our students. For example, the percentage of our students who passed a college credit course surpasses that of the state. In particular, 26% of our students completed one semester of a college course (or two quarters, or two trimesters), nearly double the state rate of 13%. Additionally, 19% of students completed two semesters of college-level courses (or three quarters, or three trimesters), more than double the state rate of 8%.

Further, in 2018-19, 57% of our 11th-grade students scored at Conditionally Ready or Prepared on the ELA Early Assessment Program (EAP) while 22% scored likewise in math. Our EAP results improved in 2021 when 70% of our 11th-grade students scored at Conditionally Ready or Prepared on the ELA Early Assessment Program (EAP) while 35% scored likewise in math. Our 2018-19, schoolwide Distance From Standard (DFS) score in ELA was -20.8 (Yellow), doubling our DFS improvement from the previous year (-42.4). Also in 2018-19, the ELA DFS for our English Learners was -63 (Orange), -32 (Yellow) for socio-economically disadvantaged students, -32 (Yellow) for Hispanic

students, -21 (Yellow) for White students, and +8 (Yellow) Asian students. Our 2018-19 schoolwide DFS score in math was -71 (Yellow), representing an increase of 14 DFS points from the previous year. The math DFS for our Hispanic students was -98 (Orange), -87 (Yellow) for socio-economically disadvantaged students, -84 (Yellow) for English Learners, -67 (Yellow) for White students, and +12 (Green) for Asian students. There are no 2018-19 results for the California Science Test (CAST). Although the state did not publish DFS scores for 2021, the percentage of our students who scored at Proficient or higher in ELA (2021 CAASPP) surpassed that of the state but was lower than desired. Our schoolwide percentage of students who Met or Exceeded the Standard for ELA is 53%, higher than the state rate of 49% and an increase of 18% since 2019 (the state did not administer assessments in 2020). Our schoolwide percentage of students who Met or Exceeded the Standard for mathematics is 34%, matching the state rate, but an increase of 55% since 2019 (the state did not administer assessments in 2020).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students scoring at 3 or higher on an AP examination	0%	0%	N/A	N/A	5%
% of students scoring at 3 or higher on at least two AP exams	0%	0%	N/A	N/A	5%
% of high school graduation cohort students who meet A-G requirements	28%	NA	N/A	N/A	40%
% of high school graduation cohort students who meet A-G requirements	10%	9%	N/A	N/A	40%
% of students scoring at Conditionally Ready or Prepared on ELA Early Assessment Program (EAP)	51%	N/A	N/A	N/A	60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students scoring at Conditionally Ready or Prepared on ELA Early Assessment Program (EAP)	58%	70%	N/A	N/A	85%
% of students scoring at Conditionally Ready or Prepared on Math Early Assessment Program or (EAP)	40%	N/A	N/A	N/A	50%
% of students scoring at Conditionally Ready or Prepared on Math Early Assessment Program or (EAP)	22%	35%	N/A	N/A	50%
Schoolwide ELA Distance From Standard (DFS)	-20.8 (Yellow)	N/A	N/A	N/A	-5 (Green)
Schoolwide math Distance From Standard (DFS)	-71 (Yellow)	N/A	N/A	N/A	-25 (Green)
% of students scoring At Standard or Exceed Standard on the California Science Test	NA	41%	N/A	N/A	25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students scoring At Standard or Exceed Standard on the California Science Test	NA	41%	N/A	N/A	70%
% of 12 th -grade students who complete a CTE Pathway	3%	0%	N/A	N/A	10%
% of students who complete both A-G requirements AND a CTE Pathway	3%	0%	N/A	N/A	10%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career Technical Education (CTE) Pathways	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve our score. We will increase the number of CTE Pathways and related immersed experiences. Expenditures for this Action include the costs of hiring additional CTE certified teachers, associated training, creation of internships, curriculum development, and instructional materials.	LCFF \$93,464 1000 Salaries/3000 Benefits \$7,500 4000 Instructional Materials Total: \$100,964	Y

Action #	Title	Description	Total Funds	Contributing
2	Advanced Placement (AP) courses and exams	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the number of students who take AP courses and pass the corresponding test. We will add AP courses and offer increased AP examinations. Expenditures associated with Action include teacher AP course and examination training, curriculum development, and the cost of instructional materials.	LCFF \$60,020 1000 Salaries/3000 Benefits \$2,000 4000 Instructional Materials Total: \$62,020	Y
3	A-G Readiness	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the number of students who take A-G courses. To help us increase our A-G pass rates, we plan facilitate quality support, including meeting with each student in grade eight (and their families) to develop an A-G completion plan. Expenditures include hiring additional counselors.	LCFF \$101,202 1000 Salaries/3000 Benefits \$5,000 4000 Instructional Materials/ 5000 Purchase Services Total: \$106,202	Y

Action #	Title	Description	Total Funds	Contributing
4	College Credit Courses	We are improving the number of students who take and pass college credit courses. We want to continue this positive trend by increasing/improving opportunities for our students to take and pass college credit courses. Expenditures associated with this Action include instructional material needed for dual enrollment classes.	LCFF \$6,930 1000 Salaries/3000 Benefits \$40,000 4000 Instructional Materials Total: \$46,930	Y

Goal Analysis 2021 LCAP Year

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 is intended to increase/improve college and career readiness. Although we implemented all Actions substantively, we slightly adjusted two of them. For example, we did not expend funds on the Naviance platform because we determined that we needed more time to prepare for its integration. Instead, we paid for a digital “bridge” that allows our student information system to interface with the National Student Clearinghouse. Also, we did not pay for the National Student Clearinghouse as anticipated because the San Diego County Office of Education paid. Additionally, we implemented more night/weekend college awareness sessions for families than initially anticipated, particularly for Spanish-speaking families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- Action 2.1: The costs of increasing the number of CTE courses, pathways, and related internships are approximately \$25,000 more than anticipated. Mainly, contributions to salaries and benefits increased.
- Action 2.2: The costs of increasing the number of AP courses are approximately \$40,000 more than anticipated, including the time spent developing A-G courses, teacher training, and purchasing instructional materials.

An explanation of how effective the specific actions were in making progress toward the goal.

We believe our Goal 2 Actions are helping us improve college and career readiness among our students. However, the progress is incremental. The percentage of our students who scored at Proficient or higher in ELA (2021 CAASPP) surpassed that of the state but was lower than desired. Our schoolwide percentage of students who Met or Exceeded the Standard for ELA is 53%, higher than the state rate of

49% and an increase of 18% since 2019 (the state did not administer assessments in 2020). Our schoolwide percentage of students who Met or Exceeded the Standard for mathematics is 34%, matching the state rate, and an increase of 55% since 2019 (the state did not administer assessments in 2020). We are making a concerted effort to convey the importance and benefit of participating in state assessments to our families. Although the impact of the COVID pandemic is uncertain, 79% of our students participated in the state ELA assessment, 78% participated in the math assessments, and 38% participated in the science assessment.

A review of other metrics used to determine college career readiness (CCRI) demonstrates a need to improve the number of students who complete the A-G requirements, the number who pass Advanced Placement (AP) examinations, and those who complete CTE pathways. In 2021, approximately 9% of our high school graduates completed the A-G requirements, and none completed a CTE pathway or passed at least two AP exams (score of 3 or higher). Still, the percentage of our students who take and pass an academic or Career Technical Education (CTE) subject college credit courses with a grade of C- or better (or Pass) surpasses that of the state. In particular, 26% of our graduate cohort students completed one semester (or two quarters, or two trimesters), doubling the state rate of 13%. Similarly, 19% of our graduate cohort students completed two semesters (or three quarters, or three trimesters), more than double the state rate of 8%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Our families, staff, and students have made clear that they experience difficulty accessing our LCAP due to its length and depth. Consequently, we have made the following changes:

We shortened the length, reworded the explanation section of this Goal, and added updated performance data. We also shortened the length of the description for Actions 1 through 4 without changing the substance of each Action.

For all actions marked with a Y in the Contributing column, we deleted the following references:

- How the Action principally benefits the needs of unduplicated groups (English Language Learners, low-income, and foster); or
- How the action increases or improves services; and
- How the expenditure of associated funds is the most effective use of funds

The above-described references/explanations are now located in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. We hope this adjustment will reduce the length of our LCAP, making it more accessible to families.

Also, we increased our desired 2023-24 outcome for the state science assessment to 70% (% of students scoring At Standard or Exceed Standard on the California Science Test) because we surpassed our initial target outcome in 2021. Similarly, we increased our 2023-24 ELA EAP target to 85% because we surpassed the previous 60% target in 2021 (70%).

Additionally, the following changes to better align with the California School Dashboard:

We modified our metric related to Advanced Placement examinations to align with the College and Career Metrics. Instead of measuring the number of students who score at three or higher (passing) on *one* AP exam, we revised our metric to measure the percent of students who score at three or higher on at least *two* AP exams (from one to two). Further, we corrected our baseline (2019) related to the Early Assessment Program (EAP). The 2019 percentage of 11th graders percentage of students scoring at Conditionally Ready or Prepared was

listed as 51% but is actually 58%. Similarly, the 2019 math EAP rate was listed at 40% but is actually 22%. Similarly, the baseline for the percentage of students who complete both A-G requirements *and* a CTE Pathway is now 0% (was incorrectly posted at 3%). Finally, the baseline for the percentage of students completing the A-G requirements is adjusted from 28% to 10%. This rate reflects the A-G completion rate for students scoring at Prepared and Approaching Prepared on the CCRI.

Also, we cannot report the schoolwide Distance From Standard (DFS) for ELA and math because the state did not publish Distance From Standard (DFS) results for 2021.

Finally, for Action 3.3, we determined we could not hire a full-time counselor at this time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	<p>Improve Access and Success in a Broad Course of Study:</p> <p>This Goal is a Broad Goal and focuses on providing each student with the support they need to attain the expected learning outcomes for each class, particularly those required (per state or district policy). Each student has different needs related to learning, including academic specific needs and social-emotional needs. The Goal addresses LCFF priorities 2, 3, 4, 7, and 8</p>

An explanation of why the LEA has developed this goal.

We developed this Goal and corresponding Actions to identify and address each student's various needs to mitigate learning loss and accelerate learning, particularly those living in poverty or foster care, those learning English, those experiencing homelessness, and those with exceptional needs. 2019-20 engagement survey results indicated that many of our students struggled to remain engaged in school due to COVID-related reasons. In 2020-21, we experienced a significant drop in the percentage of students who participated in our engagement survey. To improve student engagement and thus academic success, we developed Actions that mirror California's multi-tiered system of support framework (MTSS), an inclusive model for meeting all students' needs, including those with exceptional needs. For example, Action 3.2 focuses on increasing and improving support beyond the initial instruction (Tier 2) to help them access and succeed academically. We also designed metrics to help us measure the success of our Actions. For example, one of our metrics involves monitoring the percentage 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. These meetings play a pivotal role in reviewing academic progress, including identifying challenges and needed supports to maximize student learning.

We believe student disengagement affected student performance outcomes. For example, in 2021 72% of parents/guardians completed our parent engagement survey, a rate lower than anticipated. Additionally, we made a concerted effort to identify students in need of support beyond Tier 1, particularly those in foster care, and those living in low socio-economic conditions (priority groups). However, a low percentage participated in Tier 2 services with fidelity. Also, in 2020, 26% of our students scored At Prepared on the College Career Indicator (CCRI). Although our CCRI score improved from the previous year, we would like to improve our performance significantly. In 2021, approximately 9% of our high school graduates completed the A-G requirements, and none completed a CTE pathway or passed at least two AP exams (score of 3 or higher).

Still, there are indications that our Goal 3 Actions are affecting positive change. For example, the percentage of students who completed a college-level course while in high school surpassed that of the state. Further, 19% of our students passed two semesters (or three quarters, or three trimesters) of a college course, more than double the state rate of 8%. Further, the state did not publish the English Learner Progress indicator (ELPI) in 2021 but 24% of our English Language Learners (ELLs) scored At Proficient on the English Language Proficiency Assessment for California (ELPAC), nearly double the state rate of 14%. Our 2021 ELL redesignation rate is 7%, matching the state rate. We attribute this success to our Goal 3 Actions, including Action 3.3 (hiring an English Language Development (ELD) Director to provide related professional learning).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of English Learners (ELs) who make progress toward English proficiency as measured by the California Schools Dashboard English Learner Progress Indicator (ELPI)	53%	N/A	N/A	N/A	58%
% of English Learners (ELs) who reclassify	13%	7%	N/A	N/A	14%
% of English Learners (ELs) who reclassify	8%	7%	N/A	N/A	14%
% of students who score At Prepared on College Career Indicator (California Schools Dashboard)	26%	N/A	N/A	N/A	40%
% of parents/guardians who provide input in making decisions for the school (as measured by school-administered parent survey)	62%	72%	N/A	N/A	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% 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	NA	N/A	N/A	N/A	100%
% English Language Development (ELD) teachers who participate in research-based instructional strategies and academic support professional learning	100%	100%	N/A	N/A	100%
% of students who have access to a broad course of study	100%	100%	N/A	N/A	100%
% of students enrolled in a broad course of study	100%	100%	N/A	N/A	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of exceptional learning needs stakeholders (students, parents, and community partners) that complete a program-specific exit survey	NA	N/A	N/A	N/A	80%
% of exceptional learning needs students (and pertinent family and community members) who complete a program-specific exit survey	NA	N/A	N/A	N/A	80%
% of English Learners, those in foster care, those living in low socio-economic conditions (priority groups) who are <i>offered and participate</i> in supplemental supports (beyond Tier 1) through our Multi-Tiered System of Supports (MTSS)	NA	15%	N/A	N/A	100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parental Involvement	School experience survey results indicate the need to increase the percentage of families aware of the specific academic and social-emotional support we offer. To increase awareness of academic and social-emotional supports, we will offer workshops for families to explain our tiered supports. Expenditures associated with this action include the continued funding of a parent liaison.	LCFF \$80,544 1000 Salaries/3000 Benefits \$10,000 5000 Purchase Services Total: \$90,544	Y
2	Academic and Social-Emotional Supports	Academic and Social-Emotional Support. Our school experience survey results indicate the need for increased and improved academic and social-emotional support to help students succeed academically. To increase/improve social-emotional and academic support, we will fund several positions, including a Student Support Coordinator, a 504 Coordinator, an Intervention Support Coordinator, a Regional Coordinator, paraeducators, intervention/support staff, an SEL Coordinator, enrichments specialist/student advisors, library support, and foster youth/homeless liaison.	LCFF \$1,750,340 1000 Salaries/3000 Benefits \$320,000 4000 Instructional Materials Total: \$2,070,340	Y

Action #	Title	Description	Total Funds	Contributing
3	English Learner Supports	English Language acquisition data demonstrate positive trends and we want to do this by funding key support positions, including an English Language Development Director and integrated ELD professional learning costs.	LCFF \$91,971 1000 Salaries/3000 Benefits \$20,000 4000 Instructional Materials \$5,000 5000 Purchase Services Total: \$116,971	Y
4	Interim Assessments	To better assess student learning loss and proficiency, we will administer the STAR360 diagnostic for ELA, early literacy, and math. Expenditures associated with this action include the cost of STAR360 diagnostic and staff salaries responsible for its implementation, progress monitoring, and reports production.	LCFF \$111,609 1000 Salaries/3000 Benefits \$61,000 4000 Instructional Materials Total: \$172,609	Y
5	Students with exceptional needs: Community partnerships	Develop partnerships with community organizations (e.g., Department of Rehabilitation, community colleges, trade schools, and potential employers) to improve student knowledge and access to the available resources that support post-secondary life goals for students with exceptional learning needs.	\$0	N

Action #	Title	Description	Total Funds	Contributing
6	Students with exceptional needs: Post-secondary readiness	Develop and implement six transition-related workshops/webinars (including guest speakers) per year to enable students to develop skills and knowledge of college and career readiness and independent living opportunities for students with exceptional learning needs.	\$0	N
7	Special Program Lead Position	This action focuses on creating and funding a position to help monitor the academic progress of priority group students, including low-income, English Language Learners, and foster youth. Expenditures associated with this action include stipends for Special Program Lead positions that directly support priority group students.	LCFF \$36,000 1000 Salaries/3000 Benefits	Y
8	Professional learning related to English Learners	This action focuses on providing support specific to the needs of English Language Learners. Anticipated expenditures include instructional material.	Title 3, A \$ 13,956 4000 Instructional Materials	N
9	Digital Library	Establish a digital library program to allow students to develop foundational literacy skills, English language proficiency, subject-based literacy, and knowledge and improve academic achievement. We will fund an online digital library and a corresponding library technician position to accomplish this. We hope to create digital technology and information literacy centers, allowing students to access many books online, including audiobooks and those written in their native language.	Title 1, A: \$15,000 1000 Salaries/3000 Benefits \$185,000 4000 Instructional Materials Total: \$200,000	N
10	Targeted Academic Support	Increase and improve targeted academic support for students who do not demonstrate proficiency on state assessments. Expenditures include additional English Language Development (ELD) teachers to lower the number of students enrolled in dedicated ELD classes to 20, and an additional counselor to improve direct academic support to students not demonstrating proficiency.	Title 1, A \$348,849 1000 Salaries/3000 Benefits	N

Action #	Title	Description	Total Funds	Contributing
11	Non-English Speaking Parent Support	64% of our English Language Learners speak Spanish at home. To increase the support/engagement of Spanish-speaking families, we plan to hire a bi-lingual (Spanish) ELD program assistant to help communicate with Spanish-speaking parents.	Title 1, A \$78,457 1000 Salaries/3000 Benefits	N

Goal Analysis 2021 LCAP Year

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We implemented most of the corresponding Actions substantively. For example, we successfully developed partnerships with the Department of Rehabilitation to improve student knowledge and access to resources that support post-secondary life goals for students with exceptional learning needs. While we did adopt a digital library (Action 3.9), the costs were significantly less because the state unexpectedly offered a free version that we wanted to explore further before investing in our own. Also, we delayed the implementation of Action 3.7 (hire Special Program Lead Position) due to difficulties in hiring qualified personnel.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- Action 3.4: The costs of purchasing and implementing our interim assessment program are approximately \$51,000 more than anticipated, mainly due to contributions to salaries and benefits for related staff.
- Action 3.6: We did not spend funds for transition-related workshops/webinars for students with exceptional learning needs because we conducted them all online.
- Action 3.9: The costs of purchasing and implementing a digital library are approximately \$110,000 less than anticipated. After creating this Action, the state announced it would offer a free digital library to Local Education Agencies. Instead of purchasing a digital library as anticipated, we opted to experiment with the one offered by the state to conduct further research on which version is best for our needs. We plan to purchase a digital library in 2022-23.
- Action 3.10: We spent approximately \$141,000 more than anticipated due to increased costs of staffing.

An explanation of how effective the specific actions were in making progress toward the goal.

We believe our Goal 3 Actions are helping us improve access and success in a broad course of study. For example, 24% of our English Language Learners scored at Proficient on the 2021 English Language Proficiency Assessment for California (ELPAC), higher than the rate of 14%. Further, our 2021 ELL redesignation rate is 7%, matching the state rate. However, the state did not publish a Dashboard in 2021. As a result, we cannot ascertain our English Learner Progress Indicator and the College Career Indicator progress. Further, a review of

individual college career measures demonstrates that the percentage of our students who take and pass an academic or Career Technical Education (CTE) subject college credit course with a grade of C- or better (or Pass) surpasses that of the state. In particular, 26% of our graduate cohort students completed one semester (or two quarters, or two trimesters), doubling the state rate of 13%. Similarly, 19% of our graduate cohort students completed two semesters (or three quarters, or three trimesters), more than double the state rate of 8%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Our families, staff, and students have made clear that they experience difficulty accessing our LCAP due to its length and depth. Consequently, we have made the following changes:

We shortened the length, reworded the explanation section of this Goal, and added updated performance data. We also shortened the length of the description for Actions 3.1, 3.2, 3.3, 3.7, 3.8, 3.9, 3.10, and 3.11 without changing the substance of each action.

Also, our exceptional needs-related metric was modified to reflect the state's concern about using the term "stakeholder."

For all actions marked with a Y in the Contributing column, we deleted the following references:

- How the action principally benefits the needs of unduplicated groups (English Language Learners, low-income, and foster); or
- How the action increases or improves services; and
- How the expenditure of associated funds is the most effective use of funds

The above-described references/explanations are now located in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. We hope this adjustment will reduce the length of our LCAP, making it more accessible to families.

Also, our baseline percentage of reclassified English Language Learners was corrected and is now 8% (incorrectly posted at 13%). Also, we cannot report the progress on a couple of metrics because the state did not publish a Dashboard in 2021. These metrics are:

- The percentage of English Language Learners who progress toward English proficiency as measured by the California Schools Dashboard English Learner Progress Indicator; and
- The percentage of students who score At Prepared on College Career Indicator

Finally, due to personnel/logistical reasons, we were unable to:

- Monitor the percentage of priority group students who met with a counselor/coordinator at least once. We could not hire a Special Program Lead (Action 3.7) as soon as we would have liked. We expect to report this data next year
- Monitor the percentage of exceptional learning needs of students, parents, and community partners that complete a program-specific exit survey. We may be unable to report this data until 2023.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022 LCAP Year

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$ 3,304,332	\$ 0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.32%	0%	\$ 0	7.32%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

We do not qualify for concentration funds (our unduplicated percentage is less than 55%). For all Actions implemented schoolwide *and* that are identified as Contributing, we:

1. Ensure that associated expenditures are the *most effective* use of funds to meet the goals for our unduplicated students;
2. *Principally directed* to support English learners (EL), those living in foster youth (FY), and those who are socio-economically disadvantaged (SED). These groups are identified as priority groups according to the state school finance formula; and
3. Identify metrics to determine the effectiveness of the Action.

We plan to increase or improve services for priority students by 7.32%, equal to our required percentage to increase or improve services. Please see below for details.

Goal 1- Optimize Conditions for Learning:

- Action 1.4- Technology. Our family engagement surveys demonstrate that many of our students, particularly English Learners, low-income, and those in foster care, do not have appropriate access to technology. To ensure all students have access to our online base instructional program, we will purchase servers for our school, laptops, modems, routers for students, and cybersecurity software. These expenditures are the most effective use of funds because most of our families choose to access our base instructional program online and thus need

technology capable of operating the latest versions (upgrades) of internet-based instructional supports and access to them online. Two recent publications by the Policy Analysis for California Education (PACE) point out the digital divide among families and offer a comprehensive framework for districts to provide quality instruction through distance and blended models to ensure equity. The COVID 19 pandemic has made it more difficult (financially and otherwise) for all families to purchase appropriate technology. We will implement this Action schoolwide but principally benefits unduplicated groups because they often cannot afford high-speed internet service or updated technology devices that appropriately interface with our online instruction. Our unduplicated priority group percentage is 40%, 39% are eligible for free/reduced lunch, 3% are English Learners, and approximately 1% live in foster care. We will measure the effectiveness of this Action through various metrics listed in Action 1, including our graduation rate, the percentage of students who have access to the standards-aligned instruction materials resources, and our attendance rates. Our cohort high school graduation rate has improved significantly over the four years. Our 2021 schoolwide high school graduation of 88% is higher than the statewide average of 87%. Further, the graduation rates for our numerically significant subgroups are as follows: Students identified as low-socioeconomic 85%, Hispanic students 86%, White students 87%, two or more races 91%. The graduation rate of our students with identified disabilities is 75%, higher than the state rate of 71% and the county average of 73% (but well below our target).

- Action 1.5- Monitor Student Engagement. Due to COVID 19-related challenges, many of our students have struggled to remain cognitively engaged in school. To determine why our students disengage from school, we will purchase a license to administer purchase and administer a research-proven survey such as the Gallup Student Poll. This expenditure is the most effective use of funds because we are purchasing a research-proven survey that provides the degree of detail we need to identify why students disengage and how to best address their needs. We will implement this action schoolwide, but it will principally benefit the needs of unduplicated students because they typically live in an environment that leaves them directly vulnerable to the pandemic and lack resources at home to mitigate the effects of the COVID-19 pandemic. We will measure the effectiveness of this Action by analyzing survey results, including the metrics listed in our Goal 1. For example, the percentage of students who feel high levels of connectedness to their school, the percentage of families of parents who strongly agree/agree that our learning environment is inviting, and the percentage of staff who strongly agree/agree our school offers a safe place for students.

Goal 2- Improve College and Career Readiness:

- Action 2.1- Career Technical Education (CTE) Pathways. The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve our score. The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve our score. In 2020, 26% of our students scored At Prepared on the CCRI, and 3% completed a Career Technical Education (CTE) Pathway. In 2021, none completed a CTE pathway. To increase the number of students who complete a CTE Pathway, we will hire additional CTE certified teachers, provide additional staff training, create additional industry-specific internships, and increase the number of offered CTE courses and pathways. This expenditure is the most effective use of funds because it establishes increased and improved CTE courses and sequenced pathways. We will implement this Action schoolwide, but it will principally benefit the needs of unduplicated students because they typically have the least access to new and viable career experiences outside of school. We will measure the effectiveness of this Action by analyzing the percentage of students who complete a CTE Pathway. We will also monitor the percentage of students who score At Prepared (or higher) on the CCRI.

- Action 2.2- Advanced Placement (AP) courses and exams. None of our students passed at least two Advanced Placement examinations (score of 3 or higher) in either 2020 or 2021. To increase the number of students who take and pass at least two AP examinations, we will add the number of approved AP courses and improve student support for AP exams. Expenditures include the cost of staff training, particularly those who are new to teaching an AP course. This expenditure is the most efficient use of funds because it creates additional AP courses, improves student support for AP examinations, and the College Board (the organization that sanctions AP examinations) provides related staff training. We will implement this Action schoolwide, but it will principally benefit the needs of unduplicated students because research demonstrates they typically have the least access at home to the resources needed to prepare for and pass AP examinations. We will measure the effectiveness of this Action by analyzing the percentage of students who pass at least two AP exams. We will also monitor the percentage of students who score At Prepared (or higher) on the CCRI.
- Action 2.3- A-G Readiness. In 2020, approximately 28% completed the A-G requirements. While we believe the COVID 19 pandemic affected results, 9% of our students completed A-G requirements in 2021. To increase our A-G completion rate, we will increase the number of approved A-G classes, meet with each student in grade 8 (and their families) to develop an A-G completion plan, and increase the number of meetings with families. Expenditures include paying stipends to staff to develop and submit courses for A-G approval and meeting with families at night and on weekends. Expenditures are the most effective use of funds because the A-G requirements represent the basic academic preparation level that high school students should achieve to undertake university work and be minimally eligible for admission to the University of California (UC) and California State University (CSU). We will implement this Action schoolwide, but it will principally benefit the needs of unduplicated students because research demonstrates their families are less likely to have attended college and thus less likely to be aware of the A-G requirements. Moreover, parents/guardians of unduplicated students are much less likely to be able to take time from work to meet with counselors during regular school hours of operation. We will measure the effectiveness of this Action by analyzing the percentage of students who complete A-G requirements and the percentage who score At Prepared (or higher) on the CCRI.
- Action 2.4- College Credit Courses. In 2020, 50% of students scoring At Prepared on the 2019-20 College Career Indicator qualified for this status by completing college credit courses. In 2021, the percentage of our students who passed a college credit course surpassed that of the state. In particular, 26% of our graduate cohort students completed one semester (or two quarters, or two trimesters), doubling the state rate of 13%. Similarly, 19% of our graduate cohort students completed two semesters (or three quarters, or three trimesters), more than double the state rate of 8%. Still, the rates are not as high as anticipated, and there are measurable achievement gaps, particularly for unduplicated students. To improve opportunities for our students to take and pass a college credit course, we continue to work diligently to develop agreements with local colleges and help pay for associated expenditures, including the costs of instructional material for dual enrollment courses. Expenditures also include stipends for counselors to meet with families at night and on weekends to explain college course opportunities and support. Expenditures are the most effective use of funds because they create hands-on experiences for students to take a college course, providing them valuable experience to succeed at the college level. We will implement this Action schoolwide, but it will principally benefit the needs of unduplicated students because the Action will mitigate college course-related costs for students, including instructional material costs, who can least afford them. Moreover, research demonstrates that unduplicated students are less likely to be aware of what is required to succeed at the college level (given that their parents are less likely to have attended college). Finally, parents/guardians of unduplicated students are much less likely to be able to take time from work to meet with counselors during regular school hours of operation. We will measure the effectiveness of this Action by analyzing the percentage of students who complete college credit courses and the percentage who score At Prepared (or higher) on the CCRI.

Goal 3- Improve Access and Success in a Broad Course of Study:

- **Action 3.1 -Parent Involvement.** School experience survey results indicate the need to increase the percentage of families aware of the specific academic and social-emotional support we offer. To increase awareness of academic and social-emotional supports, we will offer workshops for families to explain our tiered supports. Expenditures include the continued funding of a parent liaison who will work directly with the families of unduplicated students. Expenditures are the most effective use of funds because services include direct interaction with families. We will implement this Action schoolwide, but it will principally benefit the needs of unduplicated students because research demonstrates that their families are least likely to have resources at home to support social-emotional needs adequately. We will measure the effectiveness of this Action by monitoring the percentage of families who attend our workshops and the number of students identified for support beyond Tier 1, particularly unduplicated students (see our Goal 3 metrics).
- **Action 3.2- Academic and Social-Emotional Support.** Our school experience survey results indicate the need for increased and improved academic and social-emotional support (beyond Tier 1) during the COVID 19 pandemic, particularly for unduplicated students. To increase/improve Tier 2 student support, we will fund several positions, including a Student Support Coordinator, a 504 Coordinator, an Intervention Support Coordinator, a Regional Coordinator, paraeducators, intervention/support staff, an SEL Coordinator, enrichments specialist/student advisors, library support, and foster youth/homeless liaison. Expenditures are the most effective use of funds because services are provided directly to students in a manner most likely to address their needs. We will implement this Action schoolwide, but it will principally benefit the needs of unduplicated students because they are more likely to live in an environment that leaves them directly vulnerable to the pandemic's adverse effects. Our supports mirror California's multi-tiered system of support framework (MTSS), an inclusive model for meeting all students' needs, including those with exceptional needs. Our MTSS provides a structured approach to providing quality core instruction by aligning our resources to support student academic, behavioral, and social success. We will measure the effectiveness of this Action by monitoring the percentage of students identified for and receiving support beyond Tier 1, particularly unduplicated students (see our Goal 3 metrics). We will also monitor the percentage of parents/guardians of unduplicated students who meet with a counselor/coordinator at least once per school year (see our Goal 3 metrics).
- **Action 3.4- Interim Assessments.** To better assess student learning loss and proficiency, we will administer the STAR360 diagnostic for ELA, early literacy, and math. Expenditures associated with this action include the cost of STAR360 diagnostic and staff salaries responsible for its implementation, progress monitoring, and reports production. Expenditures are the most effective use of funds because the California Board of Education has determined that the Student Growth Percentile (SGP) metric used by STAR360 is a valid measure of student growth. We will implement this action schoolwide, but it will principally benefit the needs of unduplicated groups because they are most vulnerable to the COVID 19 pandemic, resulting in significant learning loss. We will measure the effectiveness of this Action by monitoring the percentage of students who score At Prepared on the College Career Indicator.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the schoolwide (we are a single-school charter school) actions described in Prompt 1 (previous prompt), we will provide the following Actions on a Limited basis (not schoolwide) to improve or increase services for priority groups. For all Actions (schoolwide and

limited) identified as Contributing, we determine the percent contributing to our required increased or improved percentage by using a quantitative metric (an LCFF dollar amount)--We will **not** use a qualitative methodology for any Actions. Our **required** percentage to increase or improve services is \$3,304,332 or 7.32%. The planned quantitative increase in services is \$3,304,332 or 7.32% for actions listed below.

The following Actions are provided on a **Limited basis** (not schoolwide) to improve or increase services for priority groups (in addition to the schoolwide Actions described in Prompt 1)-- please see Action/Expenditure tables for details:

- Action 3.3 English Learner Supports. This Action is Limited (not implemented schoolwide). Our 2018-19 California Schools Dashboard English Learner Progress Indicator score demonstrates 63% of our ELs toward English Proficiency (High Progress Level, informally Green score). However, 10% of our ELs decreased by at least one ELPI level. Further, 26% of our students scored At Prepared on the College Career Indicator (Dashboard). Although the state did not publish the 2021 English Learner Progress Indicator (on the Dashboard), available English Language Learner's (ELL) performance indicators, indicate positive results. For example, 24% of our English Language Learners scored at Proficient on the 2021 English Language Proficiency Assessment for California (ELPAC), higher than the rate of 14%. Further, our 2021 ELL redesignation rate is 7%, matching the state rate. This Action includes paying for an English Language Development Director and integrated ELD professional learning costs. Expenditures are the most effective use of funds because research demonstrates the need to provide ELLs with dedicated and integrated access to the core curriculum while developing English proficiency. See the California ELA-ELD Curriculum Framework for additional details. We will measure the effectiveness of this Action by monitoring the percentage of ELLs who make progress toward English proficiency as measured by the English Learner Progress Indicator and the percentage who reclassify annually.
- Action 3.7 Special Program Lead Position. This Action is limited (not implemented schoolwide). See the previous Action (3.3) for data related to English Language Learners. State assessment data also demonstrates achievement gaps among unduplicated students. For example, the schoolwide percentage of students who Met or Exceeded the Standard for ELA is 53%. However, 7% of our English Language Learners (ELL), 30% of our students with reported disabilities, 42% of Latino students, and 45% of economically disadvantaged students Met or Exceeded the Standard for ELA, demonstrating an achievement gap. The schoolwide percentage of students who Met or Exceeded the Standard for math is 34%, an increase of 55% since 2019 (22%) (Note: the state did not administer assessments in 2020). Still, we need to improve our score. Moreover, 19% of our ELLs, 20% of our students with reported disabilities, 23% of our Latino students, and 25% of economically disadvantaged students Met or Exceeded the Standard for math, demonstrating an achievement gap. Expenditures include funding a position to help monitor and support the academic progress of group students, including English Language Learners, low-income students, and foster youth.. Expenditures are the most effective use of funds because research demonstrates that proactive and direct student and family support effectively mitigates risk factors in their life that lead to disengagement, including exposure to poverty, learning English, or living in an unstable living environment. We will monitor the effectiveness of this Action by measuring the percentage of unduplicated students scoring At Prepared (or higher) on the College Career Readiness Indicator.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A. We do not qualify for concentration funds (our unduplicated percentage is less than 55%).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 31,927,555	\$ -	\$ -	\$ 748,161	32,675,716	\$ 26,108,160	\$ 6,567,556

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Fully Credentialed & Appropriately Assigned	All	\$ 23,198,250	\$ -	\$ -	\$ -	\$ 23,198,250
1	2	Access to Standards-Aligned Instructional Materials	All	\$ 5,424,973	\$ -	\$ -	\$ -	\$ 5,424,973
1	3	Maintain all facilities in "Good Repair"	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	4	Technology	All	\$ 500,752	\$ -	\$ -	\$ -	\$ 500,752
1	5	Monitor Student Engagement	All	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000
1	6	Systems of Professional Growth and Improvement	All	\$ -	\$ -	\$ -	\$ 106,899	\$ 106,899
2	1	Career Technical Education (CTE) Pathways	All	\$ 100,964	\$ -	\$ -	\$ -	\$ 100,964
2	2	Advanced Placement (AP) Courses and Exams	All	\$ 62,020	\$ -	\$ -	\$ -	\$ 62,020
2	3	A-G Readiness	All	\$ 106,202	\$ -	\$ -	\$ -	\$ 106,202
2	4	College Credit Courses	All	\$ 46,930	\$ -	\$ -	\$ -	\$ 46,930
3	1	Parental Involvement	All	\$ 90,544	\$ -	\$ -	\$ -	\$ 90,544
3	2	Academic and Social-Emotional Supports	All	\$ 2,070,340	\$ -	\$ -	\$ -	\$ 2,070,340
3	3	English Learner Support	English Learners	\$ 116,971	\$ -	\$ -	\$ -	\$ 116,971
3	4	Interim Assessments	All	\$ 172,609	\$ -	\$ -	\$ -	\$ 172,609
3	5	Students with Exceptional Needs: Community	Exceptional Needs	\$ -	\$ -	\$ -	\$ -	\$ -
3	6	Students with Exceptional Needs: Post-School	Exceptional Needs	\$ -	\$ -	\$ -	\$ -	\$ -
3	7	Special Programs Lead Position	English Learners	\$ 36,000	\$ -	\$ -	\$ -	\$ 36,000
3	8	Professional Learning Related to English Learners	English Learners	\$ -	\$ -	\$ -	\$ 13,956	\$ 13,956
3	9	Digital Library	All	\$ -	\$ -	\$ -	\$ 200,000	\$ 200,000
3	10	Targeted Academic Support	All	\$ -	\$ -	\$ -	\$ 348,849	\$ 348,849
3	11	Non-English Speaking Parent Support	English Learners	\$ -	\$ -	\$ -	\$ 78,457	\$ 78,457

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 45,689,297	\$ 3,304,332	7.23%	0.00%	7.23%	\$ 3,304,332	0.00%	7.23%	Total:	\$ 3,304,332
								LEA-wide Total:	\$ -
								Limited Total:	\$ 152,971
								Schoolwide Total:	\$ 3,151,361

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	4	Technology	Yes	Schoolwide	All	Single School	\$ 500,752	0.00%
1	5	Monitor Student Engagement	Yes	Schoolwide	All	Single School	\$ 1,000	0.00%
2	1	Career Technical Education (CTE) Pathwa	Yes	Schoolwide	All	Single School	\$ 100,964	0.00%
2	2	Advanced Placement (AP) Courses and Ex	Yes	Schoolwide	All	Single School	\$ 62,020	0.00%
2	3	A-G Readiness	Yes	Schoolwide	All	Single School	\$ 106,202	0.00%
2	4	College Credit Courses	Yes	Schoolwide	All	Single School	\$ 46,930	0.00%
3	1	Parental Involvement	Yes	Schoolwide	All	Single School	\$ 90,544	0.00%
3	2	Academic and Social-Emotional Supports	Yes	Schoolwide	All	Single School	\$ 2,070,340	0.00%
3	3	English Learner Support	Yes	Limited	English Learners	Single School	\$ 116,971	0.00%
3	4	Interim Assessments	Yes	Schoolwide	All	Single School	\$ 172,609	0.00%
3	7	Special Programs Lead Position	Yes	Limited	English Learners and Low-Income	Single School	\$ 36,000	0.00%

2021–22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 29,463,785.00	\$ 30,030,547.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Fully Credentialed & Appropriately Assigned T	No	\$ 21,502,093	\$ 21,641,864
1	2	Access to Standards-Aligned Instructional Mat	No	\$ 3,900,000	\$ 4,106,871
1	3	Maintain all facilities in "Good Repair"	No	\$ -	\$ -
1	4	Technology	Yes	\$ 471,400	\$ 496,542
1	5	Monitor Student Engagement	Yes	\$ 8,000	\$ 1,000
1	6	Systems of Professional Growth and Improven	No	\$ 89,297	\$ 100,473
2	1	Career Technical Education (CTE) Pathways	Yes	\$ 125,000	\$ 151,873
2	2	Advanced Placement (AP) Courses and Exam	Yes	\$ 20,000	\$ 60,264
2	3	A-G Readiness	Yes	\$ 132,000	\$ 123,744
2	4	College Credit Courses	Yes	\$ 40,000	\$ 50,200
3	1	Parental Involvement	Yes	\$ 143,000	\$ 155,483
3	2	Academic and Social-Emotional Supports	Yes	\$ 1,975,559	\$ 1,993,523
3	3	English Learner Support	Yes	\$ 250,000	\$ 268,697
3	4	Interim Assessments	Yes	\$ 210,000	\$ 261,100
3	5	Students with Exceptional Needs: Community	No	\$ -	\$ -
3	6	Students with Exceptional Needs: Post-Secon	No	\$ 5,000	\$ -
3	7	Special Programs Lead Position	Yes	\$ 72,000	\$ 73,540
3	8	Professional Learning Related to English Lear	No	\$ 13,956	\$ 13,837
3	9	Digital Library	No	\$ 140,000	\$ 26,666
3	10	Targeted Academic Support	No	\$ 286,480	\$ 428,326
3	11	Non-English Speaking Parent Support	No	\$ 80,000	\$ 76,544

2021–22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 3,262,946	\$ 3,446,959	\$ 3,645,966	\$ (199,007)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	4	Technology	Yes	\$ 471,400	\$ 496,542.00	0.00%	0.00%
1	5	Monitor Student Engagement	Yes	\$ 8,000	\$ 1,000.00	0.00%	0.00%
2	1	Career Technical Education (CTE) Pathways	Yes	\$ 125,000	\$ 151,873.00	0.00%	0.00%
2	2	Advanced Placement (AP) Courses and Exams	Yes	\$ 20,000	\$ 60,264.00	0.00%	0.00%
2	3	A-G Readiness	Yes	\$ 132,000	\$ 123,744.00	0.00%	0.00%
2	4	College Credit Courses	Yes	\$ 40,000	\$ 50,200.00	0.00%	0.00%
3	1	Parental Involvement	Yes	\$ 143,000	\$ 155,483.00	0.00%	0.00%
3	2	Academic and Social-Emotional Supports	Yes	\$ 1,975,559	\$ 1,993,523.00	0.00%	0.00%
3	3	English Learner Support	Yes	\$ 250,000	\$ 268,697.00	0.00%	0.00%
3	4	Interim Assessments	Yes	\$ 210,000	\$ 261,100.00	0.00%	0.00%
3	7	Special Programs Lead Position	Yes	\$ 72,000	\$ 73,540.00	0.00%	0.00%

2021–22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 38,916,977	\$ 3,262,946	0.00%	8.38%	\$ 3,645,966	0.00%	9.37%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions

- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)
 - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2021

Coversheet

May financial package, including the May check register

Section:	II. Finance
Item:	B. May financial package, including the May check register
Purpose:	FYI
Submitted by:	
Related Material:	FY22-PCA-May Financial Package.pdf



Pacific Coast Academy

Monthly Financial Presentation – May 2022

Highlights

Highlights

- Revenue increased by \$67K
- Expenses increased by \$1.63M
- Projected surplus for year-end is \$2.38M
- No outstanding factoring or projected future factoring
- P2 ADA is 4,390

Compliance and Reporting

- 25:1 PTR is well above the requirement minimum
- 80% Instructional spending is back in compliance

Pupil:Teacher Ratio	
21.21	:1

Cert.	Instr.
50.5%	80.5%
5,456,632	269,740

Spending Plan - Update

Plan = \$1.55M

- Technology purchase = \$1.35M
 - Includes laptops, Chromebook, tablets, software, licenses, and various technology accessories
- Digital Library = \$200K

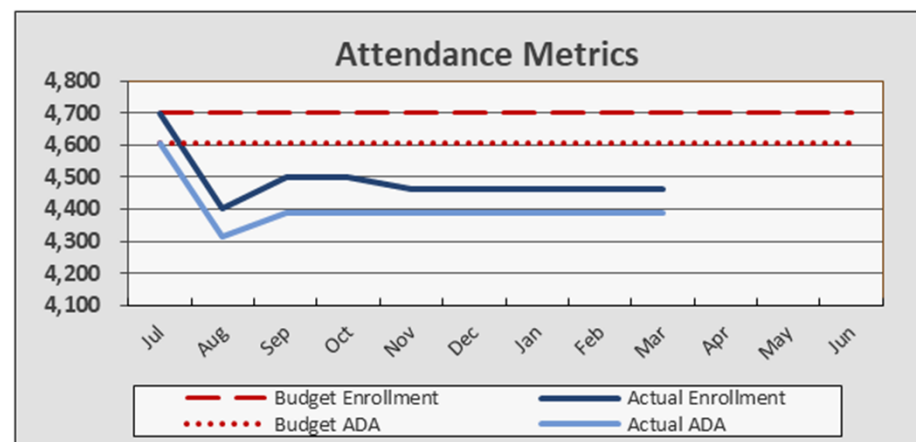
Current Situation - \$1.55M

Paid Items	
Delivered	\$1,160,949
Awaiting Shipment	\$298,981
TOTAL (PAID)	\$1,459,930

Unpaid Items	
Shipped	\$14,039
Awaiting Shipment	\$30,976
Partial Shipment	\$16,669
Shipment Delivered	\$16,000
In Progress	\$16,026
TOTAL PENDING	\$93,710

Attendance

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Enrollment	4489	4500	4700
ADA	4390	4390	4606
Attendance Rate	97.8%	98.0%	98.0%
Unduplicated %	38.8%	38.8%	39.9%
Revenue per ADA		\$11,797	\$10,715
Expenses per ADA		\$11,255	\$10,561



- P2 ADA = 4,390

Revenue

- Revenue projections decreased by \$67K
 - **SPED**: Updated FED SPED rate to match the FY22 official projections

Revenue

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ 37,143,542	\$ 36,412,745	\$ 730,797
4,349,522	1,039,536	3,309,986
3,610,491	2,976,266	634,226
13,592	-	13,592
<u>\$ 45,117,148</u>	<u>\$ 40,428,547</u>	<u>\$ 4,688,601</u>

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 41,744,149	\$ 44,131,513	\$ (2,387,364)
5,477,823	1,168,211	4,309,612
4,554,760	4,053,198	501,562
13,592	-	13,592
\$ 51,790,323	\$ 49,352,921	\$ 2,437,402

Expenses

- Salaries and Benefits came in \$83K over projection
- Spending plan added \$1.55M to expenses
- All other expenses were in-line with projections

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 17,928,374	\$ 16,996,397	\$ (931,977)	\$ 20,760,274	\$ 18,541,524	\$ (2,218,749)
Classified Salaries	3,008,619	3,339,476	330,858	3,641,485	3,643,065	1,581
Benefits	6,443,703	6,407,447	(36,256)	7,066,727	6,984,370	(82,357)
Books and Supplies	6,510,846	7,923,643	1,412,796	7,366,510	8,657,840	1,291,330
Subagreement Services	6,215,459	6,618,675	403,216	6,886,467	7,228,465	341,997
Operations	439,250	430,283	(8,967)	479,245	469,400	(9,845)
Facilities	345,580	187,367	(158,214)	375,770	204,400	(171,370)
Professional Services	2,522,735	2,290,467	(232,268)	2,799,846	2,542,119	(257,727)
Depreciation	492	27,500	27,008	492	30,000	29,508
Interest	36,135	342,638	306,503	36,135	342,638	306,503
Total Expenses	\$ 43,451,193	\$ 44,563,893	\$ 1,112,700	\$ 49,412,951	\$ 48,643,821	\$ (769,130)

Fund Balance

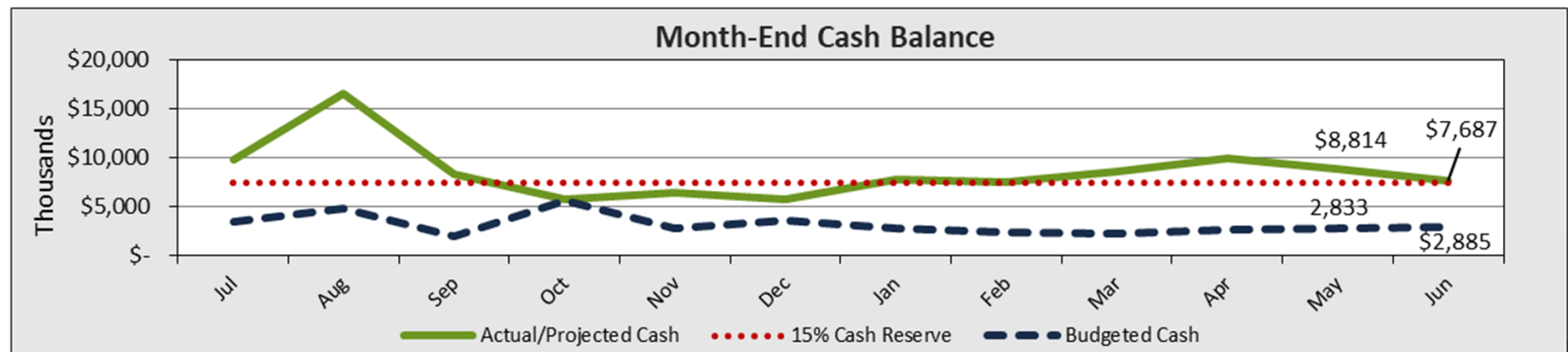
- Year-end surplus forecast decreased by \$1.56M to \$2.38M
- Projected end of year fund balance exceeds State requirements of 3% and Authorizer requirement of 5%.

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 1,665,955	\$ (4,135,346)	\$ 5,801,301
Beginning Fund Balance	<u>4,544,833</u>	<u>8,506,897</u>	
Ending Fund Balance	<u>\$ 6,210,787</u>	<u>\$ 4,371,551</u>	
<i>As a % of Annual Expenses</i>	12.6%	9.0%	

	<i>Annual/Full Year</i>		
	Forecast	Budget	Fav/(Unf)
	\$ 2,377,372	\$ 709,100	\$ 1,668,273
	<u>4,544,833</u>	<u>8,506,897</u>	
	<u>\$ 6,922,205</u>	<u>\$ 9,215,997</u>	
	14.0%	18.9%	

Cash Balance

- 5/31 cash balance: **\$8.8M**
- No projected factoring/borrowing



Appendices

- Forecast 21-22 / Monthly Cash Flow
- Budget vs. Actuals
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging

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

Revised 06/13/2022

ADA = 4390.25

**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	3,842,729	3,842,729	3,842,729	3,842,729	3,939,884	-	39,825,214	42,198,697	(2,373,483)
8012 Education Protection Account	-	-	203,697	-	-	203,697	-	-	248,894	-	-	-	221,762	878,050	921,200	(43,150)
8019 State Aid - Prior Year	-	-	5,988	-	-	-	-	(1,198)	(1,198)	(1,198)	(1,198)	(1,196)	-	0	-	0
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	600,728	-	-	109,322	330,835	1,040,885	1,011,616	29,269
	1,864,947	1,864,947	3,566,589	3,356,904	3,356,904	3,560,601	3,356,904	3,841,531	4,691,153	3,841,531	3,841,531	4,048,010	552,597	41,744,149	44,131,513	(2,387,364)

Federal Revenue

8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	295,153	296,784	591,937	558,478	33,460
8290 Title I, Part A - Basic Low Income	-	-	-	100,023	-	-	56,804	-	-	-	-	-	-	627,306	506,480	120,826
8291 Title II, Part A - Teacher Quality	-	-	-	26,725	-	-	26,751	-	-	-	-	-	-	107,002	89,297	17,705
8293 Title III - Limited English	-	-	-	1,847	-	-	1,847	-	-	-	445	12,358	-	16,497	13,956	2,541
8296 Other Federal Revenue	-	-	842,627	-	-	-	58,460	-	3,093,725	-	-	-	-	3,994,812	-	3,994,812
8299 Prior Year Federal Revenue	3,678	22,608	-	129,784	-	-	-	3,678	(23,159)	-	3,679	-	-	140,268	-	140,268
	3,678	22,608	842,627	258,379	-	-	143,862	3,678	3,070,566	-	4,124	307,511	820,789	5,477,823	1,168,211	4,309,612

Other State Revenue

8311 State Special Education	140,475	140,475	252,854	252,854	252,854	252,854	252,854	252,863	336,491	294,677	294,677	247,677	73,253	3,044,858	2,653,885	390,973
8550 Mandated Cost	-	-	-	-	-	89,715	-	-	-	-	-	-	-	89,715	87,893	1,822
8560 State Lottery	-	-	-	-	-	-	300,994	-	-	265,165	-	-	-	1,000,977	953,442	47,535
8598 Prior Year Revenue	-	3,342	7,226	(35,467)	-	-	47,650	642	-	-	-	-	-	23,393	-	23,393
8599 Other State Revenue	-	-	-	17,000	-	(17,000)	593,780	(642)	75,600	(461,441)	-	-	-	395,817	357,978	37,839
	140,475	143,817	260,080	234,387	252,854	325,569	1,195,278	252,863	412,091	98,401	294,677	247,677	696,592	4,554,760	4,053,198	501,562

Other Local Revenue

8660 Interest Revenue	1,778	142	-	5,658	-	-	2,234	-	-	-	3,426	-	-	13,238	-	13,238
8699 School Fundraising	-	-	-	-	-	-	-	53	-	-	54	-	-	107	-	107
8980 Contributions, Unrestricted	-	79	1,710	1,607	(3,209)	-	-	-	37	-	23	-	-	246	-	246
	1,778	221	1,710	7,265	(3,209)	-	2,234	53	37	-	3,503	-	-	13,592	-	13,592

Total Revenue

	2,010,878	2,031,593	4,671,006	3,856,935	3,606,549	3,886,170	4,698,278	4,098,125	8,173,847	3,939,932	4,143,835	4,603,198	2,069,978	51,790,323	49,352,921	2,437,402
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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	1,194,277	1,152,681	825,465	1,112,558	1,139,709	2,164,490	-	14,486,626	12,737,806	(1,748,820)
1175 Teachers' Extra Duty/Stipends	13,579	68,519	71,760	78,656	202,117	217,052	92,838	198,494	244,980	194,179	269,845	135,697	-	1,787,716	1,489,368	(298,347)
1200 Pupil Support Salaries	72,067	113,647	112,500	111,768	117,114	117,931	109,861	97,948	102,798	100,065	101,569	182,722	-	1,339,991	1,407,042	67,051
1300 Administrators' Salaries	180,861	204,851	194,790	198,540	200,390	201,680	199,325	200,884	232,741	188,241	192,741	266,674	-	2,461,721	2,230,500	(231,221)
1900 Other Certificated Salaries	32,041	66,287	49,374	53,564	53,306	57,613	58,084	54,982	55,464	60,396	60,791	82,316	-	684,219	676,808	(7,412)
	1,378,226	1,635,748	1,656,502	1,672,695	1,653,622	1,690,663	1,654,386	1,704,989	1,461,448	1,655,440	1,764,655	2,831,900	-	20,760,274	18,541,524	(2,218,749)

Classified Salaries

2100 Instructional Salaries	16,525	26,228	28,333	29,824	38,712	37,646	36,907	24,715	5,987	29,410	28,097	65,005	-	367,388	361,663	(5,726)
2200 Support Salaries	84,157	99,546	108,934	105,080	106,114	112,842	100,275	98,953	101,342	94,152	87,894	262,478	-	1,361,766	1,462,038	100,273
2300 Classified Administrators' Salaries	47,800	54,172	44,011	40,597	37,931	38,056	37,658	43,800	44,356	44,010	43,800	81,337	-	557,529	810,502	252,974
2400 Clerical and Office Staff Salaries	87,783	92,065	83,301	77,933	86,637	88,182	82,216	83,568	95,445	90,634	80,898	186,278	-	1,134,941	900,486	(234,455)
2900 Other Classified Salaries	9,825	11,155	13,322	12,424	21,685	22,275	20,975	20,906	18,110	13,655	17,761	37,767	-	219,861	108,376	(111,485)
	246,090	283,165	277,902	265,858	291,079	299,003	278,031	271,942	265,240	271,861	258,450	632,866	-	3,641,485	3,643,065	1,581

Benefits

3101 STRS	227,917	266,985	270,478	252,988	271,784	275,804	271,764	278,301	273,399	269,926	283,639	283,639	-	3,226,622	2,970,390	(256,233)
3301 OASDI	14,928	17,281	16,779	15,927	16,941	16,875	15,871	15,758	17,181	16,238	15,429	35,929	-	215,138	225,875	10,737
3311 Medicare	22,786	27,075	27,232	27,276	27,380	27,894	27,180	27,761	28,246	27,050	28,450	48,418	-	346,746	321,677	(25,069)
3401 Health and Welfare	175,167	188,702	197,567	202,243	230,371	242,869	436,180	43,321	250,437	247,273	233,099	219,792	-	2,667,021	2,448,000	(219,021)
3501 State Unemployment	3,037	7,178	2,051	1,593	434	27,839	28,430	2,764	457	401	2,738	5,194	-	82,117	153,230	71,113
3601 Workers' Compensation	14,120	31,009	15,029	22,429	15,173	14,902	14,845	14,902	14,902	14,903	14,120	30,053	-	216,387	199,661	(16,726)
3901 Other Benefits	-	-	-	-	312,697	-	-	-	-	-	-	-	-	312,697	665,538	352,841
	457,955	538,230	529,137	522,455	874,780	606,183	794,270	382,806	584,622	575,790	577,475	623,024	-	7,066,727	6,984,370	(82,357)

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

Revised 06/13/2022

ADA = 4390.25

**Books and Supplies**

4100	Textbooks and Core Materials
4302	School Supplies
4305	Software
4310	Office Expense
4311	Business Meals
4400	Noncapitalized Equipment

	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	460	204	662	2,541	17,148	9,845	-	42,428	-	(42,428)
4302 School Supplies	148,753	551,991	523,442	235,436	201,077	241,204	249,172	263,707	348,515	493,025	444,536	204,525	-	3,905,383	6,476,682	2,571,299
4305 Software	50,035	183,981	40,769	143,628	30,923	32,477	32,978	35,709	35,521	115,139	67,569	64,840	-	833,569	810,978	(22,591)
4310 Office Expense	1,930	12,641	7,610	32,024	4,142	9,108	14,661	2,545	8,284	6,751	12,992	3,417	-	116,105	43,100	(73,005)
4311 Business Meals	129	84	88	(58)	-	-	-	290	-	385	-	-	-	918	-	(918)
4400 Noncapitalized Equipment	3,438	93,381	530,841	23,406	21,364	21,689	113,082	4,591	5,851	179,212	898,215	573,038	-	2,468,108	1,327,080	(1,141,028)
	205,189	850,205	1,103,663	434,926	258,336	304,783	410,353	307,046	398,833	797,054	1,440,460	855,663	-	7,366,510	8,657,840	1,291,330
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,300	1,300
5102 Special Education	5,397	73,741	29,117	278,898	161,127	210,745	225,503	125,708	190,479	252,391	172,053	212,217	213,175	2,150,551	2,671,700	521,149
5105 Security	-	-	-	-	107	917	-	-	592	346	979	-	-	2,940	-	(2,940)
5106 Other Educational Consultants	4,256	47,967	451,256	507,866	470,325	292,243	375,351	640,013	619,939	523,722	554,420	245,617	-	4,732,976	4,554,265	(178,711)
	9,653	121,709	480,372	786,765	631,560	503,905	600,854	765,721	811,009	776,458	727,452	457,833	213,175	6,886,467	7,228,465	341,997
Operations and Housekeeping																
5201 Auto and Travel	-	285	2,008	3,654	4,335	5,934	1,160	4,696	4,328	7,901	4,090	2,975	-	41,367	12,300	(29,067)
5300 Dues & Memberships	-	17,370	183	-	-	3,770	-	-	-	-	-	150	-	21,473	1,900	(19,573)
5400 Insurance	27,841	29,359	31,635	27,083	30,275	28,442	29,358	29,358	29,359	29,359	27,841	33,933	-	353,844	427,200	73,356
5501 Utilities	222	1,360	4,895	812	1,648	2,697	-	1,514	2,719	298	1,828	417	-	18,410	5,200	(13,210)
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	500	500
5900 Communications	100	203	2,764	872	1,282	3,126	1,419	4,425	5,925	4,936	1,086	800	-	26,937	10,100	(16,837)
5901 Postage and Shipping	1,577	1,829	1,151	2,274	2,464	378	1,691	786	2,354	355	636	1,720	-	17,215	12,200	(5,015)
	29,740	50,406	42,635	34,695	40,005	44,347	33,629	40,779	44,686	42,849	35,481	39,995	-	479,245	469,400	(9,845)
Facilities, Repairs and Other Leases																
5601 Rent	17,762	16,007	29,701	39,744	33,115	35,060	31,360	31,360	31,360	32,275	37,050	29,182	-	363,974	204,400	(159,574)
5604 Other Leases	3,095	1,008	-	-	-	622	510	3,507	-	-	79	1,008	-	9,829	-	(9,829)
5610 Repairs and Maintenance	-	-	747	650	-	240	-	-	-	330	-	-	-	1,967	-	(1,967)
	20,857	17,014	30,448	40,394	33,115	35,922	31,870	34,867	31,360	32,605	37,129	30,190	-	375,770	204,400	(171,370)
Professional/Consulting Services																
5801 IT	472	3,062	78,979	10,352	4,513	4,239	90,478	(58,180)	22,531	(142,689)	652	4,237	-	18,646	592,840	574,194
5802 Audit & Taxes	-	-	-	-	900	-	-	7,500	-	-	-	-	-	8,400	16,100	7,700
5803 Legal	10,000	19,767	15,568	12,705	4,008	24,896	24,091	21,054	12,524	2,830	5,325	14,758	11,117	178,643	185,800	7,157
5804 Professional Development	4,345	4,045	1,769	560	2,295	3,528	4,422	1,714	799	1,045	20,695	11,078	-	56,295	115,251	58,956
5805 General Consulting	-	406	379	-	-	(3,464)	200	1,719	255	(320)	379	3,550	-	3,105	44,700	41,596
5806 Special Activities/Field Trips	1,759	15,951	13,925	20,687	6,175	9,412	19,925	13,371	36,190	45,708	6,128	8,790	-	198,022	54,637	(143,385)
5807 Bank Charges	2,036	1,034	1,160	1,152	1,589	1,464	1,330	1,445	1,479	1,505	1,272	1,942	-	17,407	24,400	6,993
5808 Printing	500	-	-	115	310	202	251	247	265	(1,391)	-	-	-	500	-	(500)
5809 Other taxes and fees	3,431	530	80	3,054	564	170	6,132	105	795	325	2,601	4,325	-	22,112	54,400	32,288
5810 Payroll Service Fee	947	3,241	2,615	2,119	2,439	5,392	3,528	5,489	4,116	6,366	4,116	2,567	-	42,935	32,300	(10,635)
5811 Management Fee	77,612	83,184	78,862	76,297	67,267	66,067	66,817	123,822	66,734	66,584	72,499	167,805	-	1,013,551	976,476	(37,075)
5812 District Oversight Fee	18,649	18,649	35,606	33,569	33,569	35,606	33,569	38,427	46,924	38,427	38,427	40,480	5,538	417,441	441,315	23,874
5813 County Fees	-	-	-	-	-	-	-	-	1,994	-	-	-	925	2,919	3,900	981
5899 Bad Debt Expense	-	-	-	-	-	-	-	-	819,871	-	-	-	-	819,871	-	(819,871)
	119,751	149,869	228,945	160,610	123,630	147,514	250,743	156,713	1,014,476	18,390	152,094	259,532	17,580	2,799,846	2,542,119	(257,727)
Depreciation																
6900 Depreciation Expense	-	-	-	-	-	-	-	-	-	-	492	-	-	492	30,000	29,508
	-	-	-	-	-	-	-	-	-	-	492	-	-	492	30,000	29,508
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	3,632,319	4,054,135	3,664,863	4,611,673	4,170,446	4,993,688	5,731,003	230,755	49,412,951	48,643,821	(769,130)
Monthly Surplus (Deficit)	(492,718)	(1,614,753)	321,404	(61,463)	(299,578)	253,851	644,143	433,262	3,562,174	(230,515)	(849,853)	(1,127,806)	1,839,224	2,377,373	709,100	1,668,273

Pacific Coast Academy

Monthly Cash Flow/Forecast FY21-22

Revised 06/13/2022

ADA = 4390.25

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	Original Budget Total	Favorable / (Unfav.)
														4.81%		
Monthly Surplus (Deficit)	(492,718)	(1,614,753)	321,404	(61,463)	(299,578)	253,851	644,143	433,262	3,562,174	(230,515)	(849,853)	(1,127,806)	1,839,224	2,377,373		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	492	-	-	492		
Public Funding Receivables	3,345,520	9,497,937	(665,719)	808,663	-	-	783,211	(226,112)	252,863	24,860	-	-	(2,069,978)	11,751,243		
Grants and Contributions Rec.	2,221,332	257,994	-	-	(54)	54	-	28,500	-	-	-	-	-	2,507,826		
Due To/From Related Parties	-	-	-	-	-	-	-	-	536,911	-	-	-	-	536,911		
Prepaid Expenses	(138,134)	(95,680)	101,448	(69,548)	40,175	14,351	(33,105)	21,475	(410,212)	421,394	(260,035)	-	-	(407,871)		
Other Assets	-	-	-	(999)	-	-	-	-	-	-	-	-	-	(999)		
Accounts Payable	(586,674)	(291,478)	678,574	(545,204)	(37,013)	(128,525)	474,461	(479,602)	(126,179)	390,272	(219,899)	-	230,755	(640,512)		
Accrued Expenses	62,462	217,871	93,551	(188,849)	920,050	(775,785)	(33,240)	50,430	268,393	(156,024)	-	-	-	458,857		
Other Liabilities	(2,453,400)	(3,342)	(167,504)	(6,431)	-	17,000	126,577	-	-	908,733	249,565	-	-	(1,328,802)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	(47,224)	-	-	(47,224)		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
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)	1,962,047	(172,047)	990,225	1,358,720	(1,126,954)	(1,127,806)				
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	7,764,457	7,592,410	8,582,635	9,941,355	8,814,401				
Cash, End of Month	9,789,415	16,531,263	8,357,716	5,797,885	6,421,465	5,802,410	7,764,457	7,592,410	8,582,635	9,941,355	8,814,401	7,686,595				

Cert.	Instr.
50.5%	80.5%
5,456,632	269,740

Pupil:Teacher Ratio
21.21 :1

Pacific Coast Academy***Budget vs Actual***

For the period ended May 31, 2022

	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	\$ 3,842,729	\$ 3,662,277	\$ 180,452	\$ 35,885,330	\$ 34,874,448	\$ 1,010,882	\$ 42,198,697
Education Protection Account	-	-	-	656,288	690,900	(34,612)	921,200
State Aid - Prior Year	(1,198)	-	(1,198)	1,196	-	1,196	-
In Lieu of Property Taxes	-	82,109	(82,109)	600,728	847,397	(246,670)	1,011,616
Total State Aid - Revenue Limit	3,841,531	3,744,386	97,145	37,143,542	36,412,745	730,797	44,131,513
Federal Revenue							
Special Education - Entitlement	-	57,359	(57,359)	-	443,759	(443,759)	558,478
Title I, Part A - Basic Low Income	-	-	-	156,827	506,480	(349,653)	506,480
Title II, Part A - Teacher Quality	-	-	-	53,476	89,297	(35,821)	89,297
Title III - Limited English	445	-	445	4,139	-	4,139	13,956
Other Federal Revenue	-	-	-	3,994,812	-	3,994,812	-
Prior Year Federal Revenue	3,679	-	3,679	140,268	-	140,268	-
Total Federal Revenue	4,124	57,359	(53,235)	4,349,522	1,039,536	3,309,986	1,168,211
Other State Revenue							
State Special Education	294,677	272,572	22,105	2,723,928	2,108,742	615,186	2,653,885
Mandated Cost	-	-	-	89,715	87,893	1,822	87,893
State Lottery	-	-	-	566,158	421,653	144,505	953,442
Prior Year Revenue	-	-	-	23,393	-	23,393	-
Other State Revenue	-	-	-	207,297	357,978	(150,681)	357,978
Total Other State Revenue	294,677	272,572	22,105	3,610,491	2,976,266	634,226	4,053,198
Other Local Revenue							-
Interest Revenue	3,426	-	3,426	13,238	-	13,238	-
School Fundraising	54	-	54	107	-	107	-
Contributions, Unrestricted	23	-	23	246	-	246	-
Total Other Local Revenue	3,503	-	3,503	13,592	-	13,592	-
Total Revenues	\$ 4,143,835	\$ 4,074,317	\$ 69,518	\$ 45,117,148	\$ 40,428,547	\$ 4,688,601	\$ 49,352,921
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 1,139,709	\$ 1,061,484	\$ (78,225)	\$ 12,322,136	\$ 11,676,322	\$ (645,814)	\$ 12,737,806
Teachers' Extra Duty/Stipends	269,845	124,114	(145,731)	1,652,018	1,365,254	(286,764)	1,489,368
Pupil Support Salaries	101,569	117,254	15,684	1,157,270	1,289,789	132,519	1,407,042
Administrators' Salaries	192,741	185,875	(6,866)	2,195,047	2,044,625	(150,422)	2,230,500
Other Certificated Salaries	60,791	56,401	(4,391)	601,903	620,407	18,504	676,808
Total Certificated Salaries	1,764,655	1,545,127	(219,528)	17,928,374	16,996,398	(931,976)	18,541,525
Classified Salaries							
Instructional Salaries	28,097	30,139	2,042	302,383	331,524	29,141	361,663
Support Salaries	87,894	121,837	33,943	1,099,287	1,340,202	240,914	1,462,038
Supervisors' and Administrators' Salaries	43,800	67,542	23,742	476,191	742,961	266,769	810,502
Clerical and Office Staff Salaries	80,898	75,041	(5,858)	948,663	825,446	(123,217)	900,486
Other Classified Salaries	17,761	9,031	(8,730)	182,093	99,344	(82,749)	108,376
Total Classified Salaries	258,450	303,589	45,139	3,008,619	3,339,476	330,858	3,643,065
Benefits							
State Teachers' Retirement System, certificatee	283,639	247,532	(36,106)	2,942,984	2,722,857	(220,127)	2,970,390
OASDI/Medicare/Alternative, certificated posit	15,429	18,823	3,394	179,209	207,052	27,843	225,875
Medicare/Alternative, certificated positions	28,450	26,806	(1,644)	298,328	294,870	(3,458)	321,677
Health and Welfare Benefits, certificated positi	233,099	204,000	(29,099)	2,447,229	2,244,000	(203,229)	2,448,000
State Unemployment Insurance, certificated pc	2,738	7,662	4,923	76,923	145,569	68,646	153,230
Workers' Compensation Insurance, certificated	14,120	16,638	2,518	186,335	183,023	(3,312)	199,661
Other Benefits, certificated positions	-	55,461	55,461	312,697	610,076	297,380	665,538
Total Benefits	577,475	576,923	(552)	6,443,703	6,407,447	(36,256)	6,984,370
Books & Supplies							
Textbooks and Core Materials	17,148	-	(17,148)	32,583	-	(32,583)	-
School Supplies	444,536	496,649	52,113	3,700,858	5,926,409	2,225,551	6,476,682
Software	67,569	67,582	13	768,729	743,397	(25,333)	810,978
Office Expense	12,992	3,592	(9,400)	112,688	39,508	(73,180)	43,100
Business Meals	-	-	-	918	-	(918)	-
Noncapitalized Equipment	898,215	101,764	(796,451)	1,895,070	1,214,328	(680,742)	1,327,080
Total Books & Supplies	1,440,460	669,586	(770,874)	6,510,846	7,923,643	1,412,796	8,657,840
Subagreement Services							
Nursing	-	108	108	-	1,192	1,192	1,300

Pacific Coast Academy***Budget vs Actual***

For the period ended May 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Special Education	172,053	222,642	50,589	1,725,159	2,449,058	723,899	2,671,700
Transportation	-	100	100	-	1,100	1,100	1,200
Security	979	-	(979)	2,940	-	(2,940)	-
Other Educational Consultants	554,420	349,233	(205,187)	4,487,359	4,167,325	(320,034)	4,554,265
Total Subagreement Services	727,452	572,083	(155,369)	6,215,459	6,618,675	403,216	7,228,465
Operations & Housekeeping							
Auto and Travel	4,090	1,025	(3,065)	38,392	11,275	(27,117)	12,300
Dues & Memberships	-	158	158	21,323	1,742	(19,581)	1,900
Insurance	27,841	35,600	7,759	319,911	391,600	71,689	427,200
Utilities	1,828	433	(1,395)	17,993	4,767	(13,226)	5,200
Janitorial Services	-	42	42	-	458	458	500
Communications	1,086	842	(244)	26,137	9,258	(16,879)	10,100
Postage and Shipping	636	1,017	381	15,495	11,183	(4,312)	12,200
Total Operations & Housekeeping	35,481	39,117	3,636	439,250	430,283	(8,967)	469,400
Facilities, Repairs & Other Leases							
Rent	37,050	17,033	(20,016)	334,792	187,367	(147,425)	204,400
Other Leases	79	-	(79)	8,821	-	(8,821)	-
Repairs and Maintenance	-	-	-	1,967	-	(1,967)	-
Total Facilities, Repairs & Other Leases	37,129	17,033	(20,095)	345,580	187,367	(158,214)	204,400
Professional/Consulting Services							
IT	652	49,403	48,751	14,409	543,437	529,027	592,840
Audit & Taxes	-	-	-	8,400	16,100	7,700	16,100
Legal	5,325	15,483	10,158	152,768	170,317	17,548	185,800
Professional Development	20,695	9,604	(11,091)	45,217	105,647	60,430	115,251
General Consulting	379	3,725	3,346	(446)	40,975	41,421	44,700
Special Activities/Field Trips	6,128	4,190	(1,938)	189,231	49,995	(139,236)	54,637
Bank Charges	1,272	2,033	761	15,465	22,367	6,901	24,400
Printing	-	-	-	500	-	(500)	-
Other Taxes and Fees	2,601	4,533	1,932	17,787	49,867	32,080	54,400
Payroll Service Fee	4,116	2,692	(1,424)	40,368	29,608	(10,760)	32,300
Management Fee	72,499	81,373	8,874	845,745	895,103	49,358	976,476
District Oversight Fee	38,427	37,444	(983)	371,423	364,127	(7,296)	441,315
County Fees	-	-	-	1,994	2,925	931	3,900
Bad Debt Expense	-	-	-	819,871	-	(819,871)	-
Total Professional/Consulting Services	152,094	210,481	58,386	2,522,735	2,290,467	(232,268)	2,542,119
Depreciation							
Depreciation Expense	492	2,500	2,008	492	27,500	27,008	30,000
Total Depreciation	492	2,500	2,008	492	27,500	27,008	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	\$ 4,993,688	\$ 3,936,439	\$ (1,057,249)	\$ 43,451,193	\$ 44,563,893	\$ 1,112,700	\$ 48,643,821
Change in Net Assets	(849,853)	137,878	(987,731)	1,665,954	(4,135,347)	5,801,301	709,100
Net Assets, Beginning of Period	7,060,640			4,544,833			
Net Assets, End of Period	\$ 6,210,787			\$ 6,210,787			

Pacific Coast Academy**Statement of Financial Position****May 31, 2022**

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 7,779,090	\$ 5,335,027	\$ 2,444,064	\$ 0
Restricted Cash	1,035,311	-	1,035,311	0%
Total Cash & Cash Equivalents	8,814,401	5,335,027	3,479,374	65%
Accounts Receivable	50	54,476	(54,426)	-100%
Public Funding Receivables	526,190	14,347,411	(13,821,221)	-96%
Factored Receivables	-	(7,308,600)	7,308,600	-100%
Due To/From Related Parties	-	536,911	(536,911)	-100%
Prepaid Expenses	617,068	209,196	407,871	195%
Total Current Assets	9,957,708	13,174,420	(3,216,712)	-24%
Long-Term Assets				
Property & Equipment, Net	46,732	-	46,732	0%
Deposits	7,629	6,630	999	15%
Total Long Term Assets	54,361	6,630	47,731	720%
Total Assets	\$ 10,012,069	\$ 13,181,050	\$ (3,168,981)	-24%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 725,682	\$ 1,596,948	\$ (871,266)	-55%
Accrued Liabilities	2,040,289	1,331,866	708,423	53%
Deferred Revenue	1,035,311	2,613,678	(1,578,367)	-60%
Notes Payable, Current Portion	-	3,093,725	(3,093,725)	-100%
Total Current Liabilities	3,801,282	8,636,218	(4,834,936)	-56%
Total Liabilities	3,801,282	8,636,218	(4,834,936)	-56%
Total Net Assets	6,210,787	4,544,833	1,665,954	37%
Total Liabilities and Net Assets	\$ 10,012,069	\$ 13,181,050	\$ (3,168,981)	-24%

Pacific Coast Academy

Statement of Cash Flows

For the period ended May 31, 2022

	Month Ended 05/31/22	YTD Ended 05/31/22
Cash Flows from Operating Activities		
Change in Net Assets	\$ (849,853)	\$ 1,665,954
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	492	492
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	-	13,821,221
Grants, Contributions & Pledges Receivable	-	(7,254,174)
Due from Related Parties	-	536,911
Prepaid Expenses	(260,035)	(407,871)
Other Assets	-	(999)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	(219,899)	(871,266)
Accrued Expenses	249,565	708,423
Deferred Revenue	-	(1,578,367)
Other Liabilities	-	-
Total Cash Flows from Operating Activities	(1,079,730)	6,620,323
Cash Flows from Investing Activities		
Purchase of Property & Equipment	(47,224)	(47,224)
Total Cash Flows from Investing Activities	(47,224)	(47,224)
Cash Flows from Financing Activities		
Proceeds from Factoring	-	-
Proceeds from (payments on) Long-Term Debt	-	(3,093,725)
Total Cash Flows from Financing Activities	-	(3,093,725)
Change in Cash & Cash Equivalents	(1,126,954)	3,479,374
Cash & Cash Equivalents, Beginning of Period	9,941,355	5,335,027
Cash and Cash Equivalents, End of Period	\$ 8,814,401	\$ 8,814,401

Pacific Coast Academy

Check Register

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
21309	Christy and Robyn's Singers	5/4/2022	\$ 140.00
21310	CN Eastlake LLC	5/4/2022	492.00
21311	Dino Lingo Inc.	5/4/2022	119.00
21312	East County Surf SC	5/4/2022	549.00
21313	Elizabeth Hinojosa	5/4/2022	32.39
21314	Family Karate	5/4/2022	150.00
21315	Money Munchkids	5/4/2022	65.70
21316	Oak Meadow Inc	5/4/2022	821.19
21317	Outliers Jiu Jitsu	5/4/2022	175.00
21318	Paint Box Art Studio	5/4/2022	990.00
21319	Sara Burman	5/4/2022	25.00
21320	Inspire School of Ballet	5/4/2022	72.00
21321	Inspire School of Ballet	5/6/2022	404.00
21322	Oak Meadow Inc	5/6/2022	261.28
21323	Paint Box Art Studio	5/6/2022	427.50
21324	A Dawn Of Music Studios	5/6/2022	2,720.00
21325	Academy of Wrestling, Inc.	5/6/2022	350.00
21326	ACES	5/6/2022	6,500.00
21327	Airshine Music School	5/6/2022	1,030.00
21328	Alliance Jiu Jitsu San Diego	5/6/2022	1,199.00
21329	Anchor Counseling & Education Solutions, LLC	5/6/2022	2,485.00
21330	Angela Aymin	5/6/2022	2,406.00
21331	Apex School of Movement San Diego	5/6/2022	7,965.58
21332	ASC - Orange County	5/6/2022	4,361.25
21333	Bach To Rock	5/6/2022	710.00
21334	Beautiful Feet Books, Inc.	5/6/2022	622.82
21335	Big Little Ones, LLC	5/6/2022	39.95
21336	Bitsbox	5/6/2022	98.85
21337	Blue Shield of California	5/6/2022	394,173.43
21338	BookShark	5/6/2022	3,248.20
21339	Brain Builders STEM Education	5/6/2022	206.25
21340	Brave Writer, LLC	5/6/2022	228.60
21341	Cadence Dance Project Inc	5/6/2022	560.00
21342	Catherine Carella	5/6/2022	120.00
21344	Champion Gymnastics	5/6/2022	5,362.32
21345	CHLIC-CHICAGO	5/6/2022	13,892.43
21346	Clever	5/6/2022	4,700.00
21347	Coastal Sage Montessori	5/6/2022	310.00
21348	Copley - Price Family YMCA	5/6/2022	256.00
21349	Crafty School Crates	5/6/2022	681.07
21350	Denise Buskirk	5/6/2022	1,054.41

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
21351	Discount School Supply	5/6/2022	282.23
21352	Drawn2Art	5/6/2022	1,839.00
21353	EDMC	5/6/2022	530.20
21354	Educational Development Corporation	5/6/2022	1,797.60
21355	Elemental Science	5/6/2022	75.00
21356	Ereflect Pty Ltd	5/6/2022	134.00
21357	Evan-Moor	5/6/2022	106.76
21358	Floaties Swim School	5/6/2022	817.00
21359	Floaties Swim School	5/6/2022	1,802.00
21360	Georgia's School of Dance	5/6/2022	575.00
21361	Gracie Barra San Clemente	5/6/2022	567.00
21362	Gracie Barra San Diego	5/6/2022	1,188.00
21363	Greene Music Education Center	5/6/2022	207.00
21364	Gymninny Kids	5/6/2022	6,434.42
21365	H4B TEAM, LLC	5/6/2022	147.99
21366	Harbottle Law Group	5/6/2022	473.00
21367	Heart2art	5/6/2022	175.00
21368	HM Systems Inc.	5/6/2022	4,064.72
21369	Hollywood Music	5/6/2022	265.75
21370	Home Science Tools	5/6/2022	463.34
21371	Homeschool Enrichment Centers	5/6/2022	45.00
21372	Homeschool Enrichment Services LLC	5/6/2022	261.00
21373	Honest History Co.	5/6/2022	71.62
21374	Hope Horse Ranch	5/6/2022	1,830.00
21375	Jeniece Harris	5/6/2022	534.00
21376	Kari Behrendt	5/6/2022	441.00
21377	Kimberly Flatt	5/6/2022	979.52
21378	Laurie Capalbo	5/6/2022	540.00
21379	Lynne-Marie Friedrichs	5/6/2022	330.00
21380	Melinda Call	5/6/2022	330.00
21381	Michael Dvoskin	5/6/2022	950.00
21382	Mikala Aragon	5/6/2022	675.00
21383	Natalie Braun	5/6/2022	600.00
21384	Nathan & Elizabeth Hileman	5/6/2022	1,800.00
21385	Playground Players Productions	5/6/2022	480.00
21386	Rachel Fitzgerald	5/6/2022	840.00
21387	Success Martial Arts	5/6/2022	1,425.00
21388	Tammi Bueno	5/6/2022	916.97
21389	The Advantage Group	5/6/2022	1,190.00
21390	Adel Olahne-Szabo	5/6/2022	360.00
21391	Archi Kapoor	5/6/2022	330.00
21392	Danielle MacAdams	5/6/2022	85.64

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
21393	iCreate Art Studio	5/6/2022	270.00
21394	ISHARY CORP DBA Kumon of Murrieta-Central	5/6/2022	753.82
21395	K.I.D.S. Therapy Associates, Inc.	5/6/2022	1,399.20
21396	Kaiser Foundation Health Plan Inc.	5/6/2022	101,838.56
21397	Kaiser Foundation Health Plan Inc.	5/6/2022	78,112.25
21398	Kaiser Foundation Health Plan Inc.	5/6/2022	4,403.80
21399	Kaiser Foundation Health Plan Inc.	5/6/2022	4,954.27
21400	Kaiser Foundation Health Plan Inc.	5/6/2022	92,984.34
21401	Kaiser Foundation Health Plan Inc.	5/6/2022	11,119.56
21402	Karate for All	5/6/2022	198.00
21403	Key Martial Arts	5/6/2022	169.00
21406	Lakeshore	5/6/2022	9,363.24
21407	Learn to Rip	5/6/2022	2,075.00
21408	Learning Journeys Forum	5/6/2022	100.00
21409	Learning Without Tears	5/6/2022	19.98
21410	Legion American Jiu-Jitsu, LLC	5/6/2022	360.00
21411	Little Passports	5/6/2022	151.85
21412	Maestro Performance Products	5/6/2022	145.00
21413	Mathnasium of Poway	5/6/2022	329.00
21414	MEL Science U.S., LLC	5/6/2022	364.84
21415	Momentum Tutoring	5/6/2022	392.00
21416	MoxieBox Art, Inc.	5/6/2022	364.35
21417	Ms. Ree Math, LLC	5/6/2022	315.00
21418	Murrieta Dance Project	5/6/2022	514.00
21419	Mutual of Omaha	5/6/2022	7,583.19
21420	Noonan Family Swim School, Inc	5/6/2022	374.00
21421	Noonan Family Swim School, Inc.	5/6/2022	1,156.30
21422	ODP Business Solutions LLC	5/6/2022	438.29
21424	Outschool, Inc.	5/6/2022	1,143.00
21425	Outside the Box Creation	5/6/2022	161.82
21426	PianoMarvel, LLC.	5/6/2022	25.98
21427	Power of Leverage Brazilian Jiu Jitsu	5/6/2022	150.00
21428	Pyle Sims Duncan & Stevenson	5/6/2022	1,125.00
21429	Raising Golfers Golf Academy	5/6/2022	399.00
21430	Ramona Brazilian Jiu-Jitsu/ MMA	5/6/2022	2,712.00
21431	Ramona Rebels Elite	5/6/2022	700.00
21432	Ricardo Robledo	5/6/2022	160.00
21433	Sarah Lowery Piano Studio	5/6/2022	500.00
21434	The Music Factory LLC	5/6/2022	509.00
21435	YMCA of San Diego County	5/6/2022	115.00
21436	YMCA of San Diego County	5/6/2022	708.00
21437	Mike Slayen	5/6/2022	123.00

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
21438	Small Talk OC	5/6/2022	3,040.00
21439	SmallTalk Pediatric Therapy	5/6/2022	20,304.00
21440	So Cal TTC	5/6/2022	2,519.31
21441	Staump Productions	5/6/2022	300.00
21442	Studies Weekly	5/6/2022	97.26
21443	Superstar Gymnastics and Dance	5/6/2022	440.00
21444	Sweetwater Horses Inc.	5/6/2022	12,745.00
21445	Teaching Textbooks	5/6/2022	272.79
21446	Barbara Mulvany	5/6/2022	280.00
21447	Heather Wong	5/6/2022	163.80
21448	Temecula Music Teacher, LLC	5/6/2022	947.50
21449	Terra Arts Foundation	5/6/2022	3,038.68
21450	Total Education Solutions	5/6/2022	1,459.50
21451	Total Vision PC, Inc.	5/6/2022	155.00
21452	Transamerica	5/6/2022	4,386.26
21453	Trigger Memory Co., LLC	5/6/2022	78.90
21454	Turnitin, LLC	5/6/2022	2,000.00
21455	Up & Movin'	5/6/2022	552.00
21456	Valued Voices	5/6/2022	4,680.00
21457	Verizon Wireless	5/6/2022	1,965.82
21458	Verizon Wireless	5/6/2022	470.72
21459	Verizon Wireless	5/6/2022	1,409.29
21460	Wagner's School of Music, LLC	5/6/2022	1,824.97
21461	Wagner's School of Music, LLC	5/6/2022	337.67
21462	Wagner's School of Music, LLC	5/6/2022	412.20
21463	Waterworks Aquatics Carlsbad	5/6/2022	791.00
21464	West Coast Krav Maga Temecula	5/6/2022	358.00
21465	YMCA of San Diego County	5/6/2022	35.00
21466	Ziggy's Tutoring	5/6/2022	1,950.00
21467	Kathy Ruiz	5/6/2022	604.58
21468	Rock Creek Enrichment Center	5/6/2022	1,598.00
21469	San Diego Center for Vision Care - Optometry, P.C.	5/6/2022	1,157.50
21470	San Diego Circus Center	5/6/2022	2,310.00
21471	San Diego Dance Theater	5/6/2022	280.00
21472	SCEGA Gymnastics	5/6/2022	91.00
21473	The Salvation Army KROC Center	5/6/2022	875.00
21474	Kathy Shoemaker	5/6/2022	1,230.00
21475	School of Rock Otay Ranch	5/6/2022	1,349.00
21476	Sebesta's Rocking K Ranch	5/6/2022	720.00
21477	Seven Spears Martial Arts Academy	5/6/2022	169.00
21478	SHI International Corp	5/6/2022	43,524.34
21479	Shree LLC	5/6/2022	1,885.00

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
21480	Shuebox Educational Services- Rebecca Shue	5/6/2022	126.12
21482	Singapore Math Inc.	5/6/2022	2,502.05
21483	SOR Schools VI, LLC	5/6/2022	1,739.72
21484	Susan R Simmons	5/6/2022	1,625.00
21485	Anna Murphy	5/9/2022	24.26
21486	April Walker	5/9/2022	48.42
21487	Carlsbad Performing Arts Academy	5/9/2022	68.00
21488	Jenny Bourland	5/9/2022	25.00
21489	Katrina Dingcong	5/9/2022	120.00
21490	Mary Naggs	5/9/2022	85.00
21491	Mathnasium of Point Loma	5/9/2022	558.05
21492	Megan McGrath	5/9/2022	28.00
21493	Rap A Tap Center For The Arts	5/9/2022	159.00
21494	Stephanie McKnight	5/9/2022	32.77
21495	Gosch Ford Escondido	5/10/2022	47,223.52
21496	Amanda McArthur	5/11/2022	264.75
21497	ACES	5/12/2022	225.00
21498	Alliance Jiu Jitsu San Diego	5/12/2022	159.00
21499	Angelika's Piano Studio	5/12/2022	420.00
21500	Apex School of Movement San Diego	5/12/2022	6,322.00
21501	Art Smarts Inc	5/12/2022	10.00
21502	Artskiddoo	5/12/2022	72.00
21503	Barbara Ernst Ankele	5/12/2022	200.00
21504	Barbara Mulvany	5/12/2022	150.00
21505	Basir Ahad	5/12/2022	750.00
21506	Beautiful Feet Books, Inc.	5/12/2022	890.00
21507	Bitsbox	5/12/2022	281.70
21508	BookShark	5/12/2022	1,168.29
21509	California Music Studios	5/12/2022	225.00
21510	Catherine Carella	5/12/2022	120.00
21511	Celebration Education	5/12/2022	880.00
21512	Clark Gracie Jiu-Jitsu Academy	5/12/2022	180.00
21513	Costa Mesa Math Center LLC	5/12/2022	700.00
21514	Crystal Torres	5/12/2022	121.50
21515	Diane Dunning	5/12/2022	79.00
21516	Discount School Supply	5/12/2022	113.89
21517	Drew's Art Box LLC	5/12/2022	625.00
21518	E-Therapy LLC	5/12/2022	2,991.50
21519	East County Surf SC	5/12/2022	275.00
21520	Educational Development Corporation	5/12/2022	436.82
21521	Elemental Science	5/12/2022	86.00
21522	Evan-Moor	5/12/2022	90.44

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
21523	Fidelity Security Life Insurance Co.	5/12/2022	1,998.54
21524	Floaties Swim School	5/12/2022	272.00
21525	Floaties Swim School	5/12/2022	208.00
21526	Gail Shafer	5/12/2022	220.00
21527	Hollywood Music	5/12/2022	187.50
21528	Home Science Tools	5/12/2022	1,484.85
21529	Honest History Co.	5/12/2022	377.80
21530	Huntington Music	5/12/2022	700.00
21531	Inspire School of Ballet	5/12/2022	72.00
21532	Jackris Publishing, LLC	5/12/2022	121.71
21533	Jean Serbin	5/12/2022	350.00
21534	Jeffrey Ryan Starkey	5/12/2022	1,125.00
21535	Jerry DeMink	5/12/2022	946.00
21536	John Gibbs	5/12/2022	90.00
21537	Jostens Inc.	5/12/2022	1,190.95
21538	Karin Leonard	5/12/2022	637.00
21539	Katie Brown	5/12/2022	104.83
21541	Lakeshore	5/12/2022	4,940.02
21542	Learn to Rip	5/12/2022	2,400.00
21543	Learning Without Tears	5/12/2022	86.82
21544	LEGO Education	5/12/2022	134.63
21545	Lucy Conway	5/12/2022	7,665.00
21546	Mary York	5/12/2022	6,008.00
21547	Master Sports	5/12/2022	200.00
21548	Mathnasium of Poway	5/12/2022	1,286.00
21549	MEL Science U.S., LLC	5/12/2022	150.42
21550	Mercurius	5/12/2022	35.61
21551	Michael Dvoskin	5/12/2022	700.00
21552	Monart	5/12/2022	455.00
21553	Moving Beyond the Page	5/12/2022	1,737.23
21554	Natalia U. Reswick	5/12/2022	880.00
21555	Natalie Braun	5/12/2022	240.00
21556	North County Academy of Dance	5/12/2022	1,598.00
21557	Oak Meadow Inc	5/12/2022	482.61
21558	ODP Business Solutions LLC	5/12/2022	244.55
21559	Outschool, Inc.	5/12/2022	520.00
21560	Oxford Consulting Services	5/12/2022	517.00
21561	Partners in Special Education, Inc.	5/12/2022	292.50
21562	Pediatric Therapy Associates	5/12/2022	2,098.00
21563	Pro-Ed, Inc.	5/12/2022	124.81
21564	Professional Tutors of America	5/12/2022	4,181.25
21565	San Diego Horse Rentals LLC	5/12/2022	250.00

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
21566	Sarah Lowery Piano Studio	5/12/2022	200.00
21567	Sebesta's Rocking K Ranch	5/12/2022	190.00
21568	Serena Barnett	5/12/2022	193.87
21569	SHI International Corp	5/12/2022	26,931.85
21570	Shirley Stafford	5/12/2022	4,290.00
21571	Singapore Math Inc.	5/12/2022	85.00
21572	Sonya Rosenberg	5/12/2022	95.00
21573	Sonya Sweeney	5/12/2022	370.71
21574	Studies Weekly	5/12/2022	129.08
21575	Temecula Clay	5/12/2022	990.00
21576	The Salvation Army KROC Center	5/12/2022	2,043.12
21577	Tim Hart	5/12/2022	350.00
21578	Total Raptor eXperience	5/12/2022	77.00
21579	Tutoring Club of Fallbrook	5/12/2022	572.00
21580	VIP School of Music	5/12/2022	1,490.00
21581	Whitebrook Farm	5/12/2022	570.00
21582	Alison Maitlen	5/13/2022	275.00
21583	Maestro Performance Products	5/13/2022	570.00
21584	Voya Financial FBO CalSTRS Pension2	5/13/2022	32,311.50
21585	TouchMath Acquisition LLC	5/19/2022	222.02
21586	A Dawn Of Music Studios	5/20/2022	800.00
21587	Academics in a Box Incorporated	5/20/2022	260.55
21588	Agility Kids, LLC	5/20/2022	200.00
21589	Airshine Music School	5/20/2022	140.00
21590	Alison Breidenstein	5/20/2022	575.00
21591	Alliance Jiu Jitsu San Diego	5/20/2022	2,587.00
21592	Amanda Stubbs	5/20/2022	111.97
21593	Amaris Kiefner	5/20/2022	915.00
21594	Andrew Taylor	5/20/2022	81.00
21595	Angelica Fazio	5/20/2022	320.00
21596	Angelika's Piano Studio	5/20/2022	308.00
21597	Apex School of Movement San Diego	5/20/2022	520.00
21598	April Lipsky	5/20/2022	771.00
21599	Aqua Tots Costa Mesa	5/20/2022	248.00
21600	Archi Kapoor	5/20/2022	280.00
21601	Archi Kapoor	5/20/2022	1,848.00
21602	Ariella Larkin	5/20/2022	2,500.00
21603	Art In Motion	5/20/2022	90.00
21604	Art Studio Pillar	5/20/2022	100.00
21605	ASC - Orange County	5/20/2022	3,217.50
21606	At Play Occupational Therapy Services Inc	5/20/2022	1,650.00
21607	Baby Swim Float Swim, LLC.	5/20/2022	595.00

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
21608	Barbara Mulvany	5/20/2022	350.00
21609	Beautiful Feet Books, Inc.	5/20/2022	651.79
21610	Benjamin Fung	5/20/2022	94.75
21611	Big Little Ones, LLC	5/20/2022	109.85
21612	Bonita Martial Arts Academy	5/20/2022	199.00
21613	BookShark	5/20/2022	8,067.44
21614	Brain Learning Psychological Corporation	5/20/2022	3,500.00
21615	Brandi Hartdegen	5/20/2022	1,210.00
21616	Brave Writer, LLC	5/20/2022	681.85
21617	CA Productions	5/20/2022	847.50
21618	Cadenza School of Music	5/20/2022	145.00
21619	California Music Studios	5/20/2022	1,009.00
21620	Cameron Family YMCA	5/20/2022	2,773.00
21621	Caroline Murphy	5/20/2022	530.00
21622	Catherine Carella	5/20/2022	120.00
21623	Charlotte Littlehales	5/20/2022	782.50
21624	Christine Stein	5/20/2022	5,680.80
21625	Clark Gracie Jiu-Jitsu Academy	5/20/2022	115.00
21626	Daniella Chesnut	5/20/2022	75.00
21627	Deborah Smith	5/20/2022	350.00
21628	Deven Herman PE	5/20/2022	500.00
21629	Dunamix Dance Project	5/20/2022	180.00
21630	E-Therapy LLC	5/20/2022	5,567.50
21631	East County Surf SC	5/20/2022	2,255.00
21632	Educational Development Corporation	5/20/2022	480.92
21633	eLuma	5/20/2022	9,000.00
21634	EMH Sports USA, Inc.	5/20/2022	780.00
21635	Emil Luxemburg	5/20/2022	206.25
21636	Endeavor Gymnastics	5/20/2022	95.00
21637	Escondido Center for Martial Arts	5/20/2022	1,050.00
21638	Evan-Moor	5/20/2022	30.12
21639	Fagen Friedman & Fulfroast LLP	5/20/2022	1,035.00
21640	Family Karate	5/20/2022	160.00
21641	Firestorm Freerunning and Acrobatics	5/20/2022	136.00
21642	Firestorm Galaxy - Moreno Valley	5/20/2022	550.00
21643	Floaties Swim School	5/20/2022	1,865.00
21644	Floaties Swim School	5/20/2022	3,131.15
21645	Frank Velasquez	5/20/2022	127.50
21646	Gracie Barra San Diego	5/20/2022	792.00
21647	Gracie Jiu Jitsu San Marcos LLC	5/20/2022	942.00
21648	Gracie South Bay	5/20/2022	2,137.00
21649	Green Acres Ranch Inc	5/20/2022	105.97

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
21650	HBCO LLC	5/20/2022	15.46
21651	Heather Wong	5/20/2022	203.58
21652	Hollywood Music	5/20/2022	1,097.50
21653	Hollywood Music	5/20/2022	2,081.25
21654	Home Science Tools	5/20/2022	684.15
21655	House of Houck, Inc.	5/20/2022	3,550.00
21656	Icetown Carlsbad	5/20/2022	552.00
21657	iLEAD Online	5/20/2022	3,935.00
21658	Image IV Systems	5/20/2022	275.58
21659	Imagine Learning LLC	5/20/2022	12,650.00
21660	Inspire School of Ballet	5/20/2022	955.00
21661	IVCBT	5/20/2022	340.00
21662	Ivey Ranch Park	5/20/2022	450.00
21663	JackKris Publishing, LLC	5/20/2022	97.72
21664	Jason Lampro	5/20/2022	2,034.00
21665	Jennifer Neal	5/20/2022	665.00
21666	Jessica Ackermann	5/20/2022	94.75
21667	Johnny Tran	5/20/2022	94.75
21668	Julia Amonette-Hinke	5/20/2022	6,195.00
21669	Julie Brennan	5/20/2022	1,400.00
21670	K.I.D.S. Therapy Associates, Inc.	5/20/2022	822.80
21671	Kaitlin Homa	5/20/2022	85.00
21672	Karate for All	5/20/2022	198.00
21673	Kari Behrendt	5/20/2022	504.00
21674	Karin Leonard	5/20/2022	606.05
21675	Kathryn M Whelan	5/20/2022	560.00
21676	KB Music	5/20/2022	830.00
21677	Kelly Durso	5/20/2022	94.75
21678	Key Martial Arts	5/20/2022	857.00
21679	Kim Turner	5/20/2022	660.00
21680	Kimberly Flatt	5/20/2022	781.80
21681	LaChrisha Randle	5/20/2022	360.00
21682	Lakeshore	5/20/2022	420.35
21683	Laura Hawker	5/20/2022	900.00
21684	Laura Lisak	5/20/2022	300.00
21685	Laurel P Evans	5/20/2022	140.00
21686	Lauren Pennock	5/20/2022	280.00
21687	Le Cirque, Inc.	5/20/2022	343.00
21688	Learn to Rip	5/20/2022	1,190.00
21689	Learning Without Tears	5/20/2022	58.50
21690	Lil' Chef School	5/20/2022	449.00
21691	Little Passports	5/20/2022	671.28

Pacific Coast Academy

Check Register

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
21692	Living Coast Discovery Center	5/20/2022	39.00
21693	Lori Sandground	5/20/2022	800.00
21694	Lynne-Marie Friedrichs	5/20/2022	260.00
21695	Main Street Optometry	5/20/2022	240.00
21696	Margaret Morghen	5/20/2022	1,240.00
21697	Marnie Cooper School of Acting	5/20/2022	140.00
21698	Master Taylor Tae Kwon Do	5/20/2022	300.00
21699	Mathnasium of Poway	5/20/2022	508.00
21700	Mathnasium of Temecula	5/20/2022	120.00
21701	Mathnasium of Vista	5/20/2022	1,356.00
21702	McGrath Family YMCA	5/20/2022	2,060.00
21703	MEL Science U.S., LLC	5/20/2022	327.18
21704	Meredith Barr	5/20/2022	190.50
21705	Michael Dvoskin	5/20/2022	1,420.00
21706	Mike Slayen	5/20/2022	296.00
21707	Minds on Education Inc	5/20/2022	149.70
21708	MobyMax, LLC	5/20/2022	26,970.00
21709	Momentum Tutoring	5/20/2022	224.00
21710	Monart	5/20/2022	585.00
21711	Money Munchkids	5/20/2022	92.60
21712	Moving Beyond the Page	5/20/2022	1,980.26
21713	Ms. Ree Math, LLC	5/20/2022	475.00
21714	Murrieta Academy of Music	5/20/2022	700.00
21715	Murrieta Dance Project	5/20/2022	466.00
21716	Music Roots Piano Lessons	5/20/2022	60.00
21717	Natalie Braun	5/20/2022	3,330.00
21718	Newport Mesa Riding Center	5/20/2022	595.00
21719	Nick Rail Music	5/20/2022	27.50
21720	Noonan Family Swim School, Inc	5/20/2022	1,933.50
21721	North County Academy of Dance	5/20/2022	3,069.00
21722	Ocean First Education	5/20/2022	69.65
21723	Oceanside Gymnastics	5/20/2022	2,132.10
21724	ODP Business Solutions LLC	5/20/2022	35.62
21726	Outschool, Inc.	5/20/2022	1,348.00
21727	Outside the Box Creation	5/20/2022	140.82
21728	Paint Box Art Studio	5/20/2022	1,050.00
21729	Paper Moon Music	5/20/2022	513.00
21730	Paul Ciolek	5/20/2022	120.00
21731	Peter and Sherri Mellos	5/20/2022	4,660.22
21732	Pitch Michael	5/20/2022	2,485.00
21733	Portal Languages - Mission Viejo	5/20/2022	650.00
21734	Power of Leverage Brazilian Jiu Jitsu	5/20/2022	150.00

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
21735	Purple Moontower LLC	5/20/2022	1,440.00
21736	Pyle Sims Duncan & Stevenson	5/20/2022	90.00
21737	Rachel Bertoch	5/20/2022	1,360.00
21738	Ramona Brazilian Jiu-Jitsu/ MMA	5/20/2022	945.00
21739	Rebecca Droigk	5/20/2022	685.00
21740	Riffs Music	5/20/2022	260.00
21741	Riverside County Office of Education	5/20/2022	18,700.00
21742	Rock Fitness Gym	5/20/2022	200.00
21743	Rubke-Foxworth Music Studio	5/20/2022	240.00
21744	Samantha Fuentes	5/20/2022	272.73
21745	San Diego Center for Vision Care - Optometry, P.C.	5/20/2022	410.00
21746	San Diego Circus Center	5/20/2022	3,195.04
21747	San Diego Dance Theater	5/20/2022	140.00
21748	San Diego Danceworks	5/20/2022	3,640.00
21749	San Diego Horse Rentals LLC	5/20/2022	1,657.90
21750	San Diego Surfing School, Inc.	5/20/2022	6,452.98
21751	Savvas Learning Company LLC	5/20/2022	260.86
21752	Sebesta's Rocking K Ranch	5/20/2022	3,110.00
21753	SHI International Corp	5/20/2022	25,553.91
21754	Shirley Stafford	5/20/2022	260.00
21755	Shree LLC	5/20/2022	2,848.83
21756	Shuebox Educational Services- Rebecca Shue	5/20/2022	1,292.69
21757	Singapore Math Inc.	5/20/2022	1,333.31
21758	SmallTalk Pediatric Therapy	5/20/2022	8,964.00
21759	So Cal TTC	5/20/2022	1,600.50
21760	Sonya Rosenberg	5/20/2022	1,695.00
21761	Southern California Music Academy	5/20/2022	2,723.00
21762	Staump Productions	5/20/2022	1,570.00
21763	SYLVAN La Mesa	5/20/2022	325.00
21764	Taylor Pence	5/20/2022	360.00
21765	The Coder School - Irvine	5/20/2022	299.00
21766	The LaunchPad Therapy for Kids	5/20/2022	450.00
21767	The Music School	5/20/2022	154.00
21768	Time4Learning.com	5/20/2022	329.80
21769	Todd Nash	5/20/2022	3,040.00
21770	Tomoko Yoda-Compilati	5/20/2022	338.00
21771	Total Vision PC, Inc.	5/20/2022	310.00
21772	TRC South Gymnastics	5/20/2022	822.00
21773	Trigger Memory Co., LLC	5/20/2022	236.70
21774	Valued Voices	5/20/2022	3,150.00
21775	Veronica Anne Richards	5/20/2022	288.00
21776	Wendy Yen	5/20/2022	1,633.00

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
21777	White Dragon Martial Arts	5/20/2022	771.50
21778	White Dragon of East County	5/20/2022	2,431.00
21779	Yiyi Ku	5/20/2022	560.00
21780	YMCA of San Diego County	5/20/2022	786.00
21781	YMCA of San Diego County	5/20/2022	645.00
21782	YMCA of San Diego County	5/20/2022	1,950.00
21783	LivelyLatin	5/25/2022	400.00
21786	Amazon Capital Services	5/26/2022	36,057.02
21787	Voya Financial FBO CalSTRS Pension2	5/27/2022	33,803.50
21788	3P Learning Inc.	5/27/2022	3,465.00
21789	ACES	5/27/2022	4,637.50
21790	Adel Olahne-Szabo	5/27/2022	120.00
21791	Aesthetic Climbing Gym LLC	5/27/2022	460.00
21792	Agility Kids, LLC	5/27/2022	485.00
21793	Aimee Sue Lindsay	5/27/2022	1,644.00
21794	Angela Aymin	5/27/2022	8,150.93
21795	Art With Larisse	5/27/2022	9,560.00
21796	Artskiddoo	5/27/2022	446.00
21797	Basir Ahad	5/27/2022	1,170.00
21798	Big Little Ones, LLC	5/27/2022	39.95
21799	Bonita Martial Arts Academy	5/27/2022	199.00
21800	BookShark	5/27/2022	934.28
21801	Brain and Body Music Studio	5/27/2022	300.00
21802	Brain Builders STEM Education	5/27/2022	320.00
21803	BrainPop LLC	5/27/2022	9,490.00
21804	Brian Johnsen	5/27/2022	283.02
21805	Cadence Dance Project Inc	5/27/2022	260.00
21806	California School of Music, LLC	5/27/2022	510.00
21807	Caroline Murphy	5/27/2022	510.00
21808	Charlotte Littlehales	5/27/2022	896.50
21809	Cortica	5/27/2022	919.32
21810	Crafty School Crates	5/27/2022	148.55
21811	Danielle MacAdams	5/27/2022	64.23
21812	De Angelo's Music	5/27/2022	240.00
21813	Deven Herman PE	5/27/2022	500.00
21814	Drawn2Art	5/27/2022	768.00
21815	Drew's Art Box LLC	5/27/2022	90.00
21816	Educational Development Corporation	5/27/2022	686.58
21817	Encinitas Karate INC	5/27/2022	603.00
21818	Evan-Moor	5/27/2022	61.11
21819	Final Strike Martial Arts	5/27/2022	165.00
21820	Gathered Oak	5/27/2022	2,326.00

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
21821	Greene Music Education Center	5/27/2022	207.00
21822	Gymninny Kids	5/27/2022	7,539.45
21823	H4B TEAM, LLC	5/27/2022	147.99
21824	Harbottle Law Group	5/27/2022	891.00
21825	HM Systems Inc.	5/27/2022	4,007.60
21826	Holly Dodson	5/27/2022	1,365.00
21827	Hollywood Music	5/27/2022	135.00
21828	Home Science Tools	5/27/2022	746.29
21829	Homeschool Enrichment Services LLC	5/27/2022	274.00
21830	HopSkipDrive, Inc.	5/27/2022	1,089.09
21831	Intro 2 Skateboarding	5/27/2022	480.00
21832	IXL Learning, Inc.	5/27/2022	55,412.00
21833	JKWInnovations	5/27/2022	1,330.00
21834	Julie Schmidtler	5/27/2022	5,480.00
21835	K.I.D.S. Therapy Associates, Inc.	5/27/2022	394.90
21836	Kathy Shoemaker	5/27/2022	1,560.00
21837	Kenyon's Soo Bahk Do	5/27/2022	1,000.00
21838	Kidwings Nature School	5/27/2022	240.00
21839	Kitchen Stewardship, LLC	5/27/2022	149.95
21840	Lakeshore	5/27/2022	1,143.06
21841	Learning Unbound	5/27/2022	59.66
21842	Linda Hamby	5/27/2022	2,000.00
21843	Long Beach School of Music	5/27/2022	760.00
21844	LynchDanceInstitute	5/27/2022	1,077.00
21845	Marcelle Stokes Caratti	5/27/2022	340.00
21846	Maria Tenery	5/27/2022	98.28
21847	Marisa Donnelly	5/27/2022	500.00
21848	Mathnasium of Poway	5/27/2022	1,794.00
21849	McGraw Hill LLC	5/27/2022	184.50
21850	MEL Science U.S., LLC	5/27/2022	214.42
21851	Mercurius	5/27/2022	453.42
21852	Moving Beyond the Page	5/27/2022	244.09
21853	MoxieBox Art, Inc.	5/27/2022	520.93
21854	Ms. Ree Math, LLC	5/27/2022	570.00
21855	Music Minds	5/27/2022	150.00
21856	Music Roots Piano Lessons	5/27/2022	125.00
21857	Mystic Equine	5/27/2022	3,689.00
21858	Natalia U. Reswick	5/27/2022	410.00
21859	Nathan & Elizabeth Hileman	5/27/2022	2,760.00
21860	Noonan Family Swim School, Inc.	5/27/2022	4,895.55
21861	Oceanside Gymnastics	5/27/2022	220.80
21862	ODP Business Solutions LLC	5/27/2022	555.13

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
21863	Orange County Surf Coaching	5/27/2022	1,920.00
21864	Othentik Gym	5/27/2022	900.00
21865	Outschool, Inc.	5/27/2022	568.00
21866	Pediatric Therapy Associates	5/27/2022	733.00
21867	Rachel Fitzgerald	5/27/2022	1,190.00
21868	Ramona Brazilian Jiu-Jitsu/ MMA	5/27/2022	263.50
21869	Rebecca Zimmer Huber	5/27/2022	399.80
21870	Reshma Solbach	5/27/2022	90.00
21871	Ricardo Robledo	5/27/2022	160.00
21872	Riffs Music	5/27/2022	260.00
21873	San Diego Harp Academy	5/27/2022	200.00
21874	San Joaquin County Office of Education	5/27/2022	1,200.00
21875	SCEGA Gymnastics	5/27/2022	1,024.25
21876	Selene Gomez	5/27/2022	300.00
21877	Seven Spears Martial Arts Academy	5/27/2022	827.00
21878	Sing Move and Play Music Academy	5/27/2022	175.00
21879	Small Talk OC	5/27/2022	1,520.00
21880	SmallTalk Pediatric Therapy	5/27/2022	2,916.00
21881	Spanish Immersion	5/27/2022	800.00
21882	Sprockids	5/27/2022	477.00
21883	Studies Weekly	5/27/2022	221.15
21884	Susan Harris	5/27/2022	3,240.00
21885	Susan R Simmons	5/27/2022	545.00
21886	Suzanne Miller	5/27/2022	1,862.50
21887	Tammi Bueno	5/27/2022	1,068.03
21888	Teaching Textbooks	5/27/2022	262.27
21889	Temecula Music Teacher, LLC	5/27/2022	1,606.25
21890	Terra Arts Foundation	5/27/2022	2,963.68
21891	The Advantage Group	5/27/2022	1,220.00
21892	The Music Factory LLC	5/27/2022	887.00
21893	Total Education Solutions	5/27/2022	3,035.50
21894	Total Raptor eXperience	5/27/2022	325.00
21895	Tune My Music	5/27/2022	900.00
21896	Up & Movin'	5/27/2022	782.00
21897	Wagner's School of Music, LLC	5/27/2022	2,436.20
21898	Wagner's School of Music, LLC	5/27/2022	444.00
21899	Wagner's School of Music, LLC	5/27/2022	624.20
21900	Waterworks Aquatics Carlsbad	5/27/2022	5,789.65
21901	West Coast Krav Maga Temecula	5/27/2022	100.00
21902	Whitebrook Farm	5/27/2022	1,160.00
21903	YMCA of San Diego County	5/27/2022	267.00
EFT051022-06	Likhapp Software Development Services	5/10/2022	381.00

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220503-01	Amazon Capital Services	5/3/2022	58,756.88
PCA220503-02	Amazon Capital Services	5/3/2022	304.93
PCA220503-03	Amazon Capital Services	5/3/2022	86.19
PCA220503-04	Amazon Capital Services	5/3/2022	24.77
PCA220503-05	Amazon Capital Services	5/3/2022	7,026.13
PCA220506-01	All About Learning Press, Inc.	5/6/2022	183.10
PCA220506-02	All About Learning Press, Inc.	5/6/2022	56.05
PCA220506-03	All About Learning Press, Inc.	5/6/2022	83.51
PCA220506-04	Almadayo Academic Services	5/6/2022	600.00
PCA220506-05	Andrey Chuguev	5/6/2022	240.00
PCA220506-06	Art of Problem Solving	5/6/2022	57.11
PCA220506-07	Art of Problem Solving	5/6/2022	57.11
PCA220506-08	Art of Problem Solving	5/6/2022	67.89
PCA220506-09	Art of Problem Solving	5/6/2022	156.24
PCA220506-10	Art of Problem Solving	5/6/2022	156.24
PCA220506-100	Pointwest Innovations Corporation	5/6/2022	26,600.00
PCA220506-101	Rainbow Resource Center	5/6/2022	104.34
PCA220506-102	Rainbow Resource Center	5/6/2022	91.01
PCA220506-103	Rainbow Resource Center	5/6/2022	370.31
PCA220506-104	Rainbow Resource Center	5/6/2022	25.87
PCA220506-105	Rainbow Resource Center	5/6/2022	25.87
PCA220506-106	Rainbow Resource Center	5/6/2022	93.29
PCA220506-107	Rainbow Resource Center	5/6/2022	47.80
PCA220506-108	Rainbow Resource Center	5/6/2022	60.38
PCA220506-109	Rainbow Resource Center	5/6/2022	46.42
PCA220506-11	Ascend Music Studios	5/6/2022	240.00
PCA220506-110	Rainbow Resource Center	5/6/2022	149.54
PCA220506-111	Rainbow Resource Center	5/6/2022	174.20
PCA220506-112	Randall Music School	5/6/2022	156.25
PCA220506-113	The League of Amazing Programmers	5/6/2022	120.00
PCA220506-114	The League of Amazing Programmers	5/6/2022	240.00
PCA220506-115	The League of Amazing Programmers	5/6/2022	162.00
PCA220506-116	Soccer Saints & Ryan Beard	5/6/2022	120.00
PCA220506-117	Swiftkick Martial Arts	5/6/2022	145.00
PCA220506-118	Swiftkick Martial Arts	5/6/2022	676.00
PCA220506-119	Kristen Tjio	5/6/2022	1,386.00
PCA220506-12	Ashley Collins	5/6/2022	160.00
PCA220506-120	Marnie Young	5/6/2022	23,997.32
PCA220506-121	Teacher Synergy, LLC	5/6/2022	74.00
PCA220506-122	Teacher Synergy, LLC	5/6/2022	17.99
PCA220506-123	Teacher Synergy, LLC	5/6/2022	86.50
PCA220506-124	Teacher Synergy, LLC	5/6/2022	5.99

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220506-125	Teacher Synergy, LLC	5/6/2022	15.00
PCA220506-126	Teacher Synergy, LLC	5/6/2022	14.50
PCA220506-127	Teacher Synergy, LLC	5/6/2022	14.00
PCA220506-128	Teacher Synergy, LLC	5/6/2022	5.98
PCA220506-129	Teacher Synergy, LLC	5/6/2022	7.00
PCA220506-13	Ashley Collins	5/6/2022	160.00
PCA220506-130	Teacher Synergy, LLC	5/6/2022	54.97
PCA220506-131	Teacher Synergy, LLC	5/6/2022	80.00
PCA220506-132	Teacher Synergy, LLC	5/6/2022	32.40
PCA220506-133	Teacher Synergy, LLC	5/6/2022	5.00
PCA220506-134	Teacher Synergy, LLC	5/6/2022	12.60
PCA220506-135	Teacher Synergy, LLC	5/6/2022	79.00
PCA220506-136	Teacher Synergy, LLC	5/6/2022	20.00
PCA220506-137	Teacher Synergy, LLC	5/6/2022	17.50
PCA220506-138	Teacher Synergy, LLC	5/6/2022	65.40
PCA220506-139	Teacher Synergy, LLC	5/6/2022	25.00
PCA220506-14	Ashley Collins	5/6/2022	160.00
PCA220506-140	Teacher Synergy, LLC	5/6/2022	123.98
PCA220506-141	Teacher Synergy, LLC	5/6/2022	45.25
PCA220506-142	Teacher Synergy, LLC	5/6/2022	29.50
PCA220506-143	Teacher Synergy, LLC	5/6/2022	21.00
PCA220506-144	Teacher Synergy, LLC	5/6/2022	89.99
PCA220506-145	Teacher Synergy, LLC	5/6/2022	79.95
PCA220506-146	Teacher Synergy, LLC	5/6/2022	6.95
PCA220506-147	Teacher Synergy, LLC	5/6/2022	4.50
PCA220506-148	Teacher Synergy, LLC	5/6/2022	5.00
PCA220506-149	Teacher Synergy, LLC	5/6/2022	32.49
PCA220506-15	Ashley Collins	5/6/2022	160.00
PCA220506-150	Teacher Synergy, LLC	5/6/2022	21.00
PCA220506-151	Teacher Synergy, LLC	5/6/2022	24.95
PCA220506-152	Teacher Synergy, LLC	5/6/2022	62.49
PCA220506-153	Teacher Synergy, LLC	5/6/2022	25.35
PCA220506-154	Teacher Synergy, LLC	5/6/2022	57.60
PCA220506-155	Teacher Synergy, LLC	5/6/2022	65.00
PCA220506-156	Teacher Synergy, LLC	5/6/2022	13.46
PCA220506-157	Teacher Synergy, LLC	5/6/2022	7.20
PCA220506-158	Teacher Synergy, LLC	5/6/2022	32.40
PCA220506-159	Teacher Synergy, LLC	5/6/2022	22.70
PCA220506-16	Ashley Collins	5/6/2022	160.00
PCA220506-160	Teacher Synergy, LLC	5/6/2022	10.15
PCA220506-161	Teacher Synergy, LLC	5/6/2022	31.50
PCA220506-162	Timberdoodle.com	5/6/2022	177.57

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220506-163	Timberdoodle.com	5/6/2022	189.35
PCA220506-164	TouchMath Acquisition LLC	5/6/2022	Void
PCA220506-165	TouchMath Acquisition LLC	5/6/2022	Void
PCA220506-166	U.S. Music Lessons	5/6/2022	943.00
PCA220506-167	U.S. Music Lessons	5/6/2022	697.00
PCA220506-168	West Coast Martial Arts Academy	5/6/2022	189.00
PCA220506-169	Wexplore LLC	5/6/2022	98.00
PCA220506-17	Cabrillo Point Academy	5/6/2022	354.81
PCA220506-170	William Wilson	5/6/2022	1,790.00
PCA220506-171	Kimberly Sabiston	5/6/2022	800.00
PCA220506-172	Liliya Sannino	5/6/2022	250.00
PCA220506-173	Liliya Sannino	5/6/2022	350.00
PCA220506-174	Rock n Tumble Gymnastics	5/6/2022	297.00
PCA220506-175	San Diego Ice Arena	5/6/2022	204.00
PCA220506-176	San Diego Ice Arena	5/6/2022	204.00
PCA220506-177	San Diego Ice Arena	5/6/2022	204.00
PCA220506-178	San Diego Ice Arena	5/6/2022	204.00
PCA220506-179	San Diego Ice Arena	5/6/2022	204.00
PCA220506-18	Charter Impact, Inc.	5/6/2022	100.00
PCA220506-180	San Diego Ice Arena	5/6/2022	72.00
PCA220506-181	San Diego Ice Arena	5/6/2022	72.00
PCA220506-182	San Diego Ice Arena	5/6/2022	72.00
PCA220506-183	San Diego Ice Arena	5/6/2022	72.00
PCA220506-184	San Diego Royal Gymnastics	5/6/2022	74.00
PCA220506-185	San Diego Royal Gymnastics	5/6/2022	128.00
PCA220506-186	San Diego Royal Gymnastics	5/6/2022	275.00
PCA220506-187	San Diego Royal Gymnastics	5/6/2022	165.00
PCA220506-188	San Diego Royal Gymnastics	5/6/2022	64.00
PCA220506-189	San Diego Royal Gymnastics	5/6/2022	128.00
PCA220506-19	Charter Impact, Inc.	5/6/2022	2,250.00
PCA220506-190	San Diego Royal Gymnastics	5/6/2022	64.00
PCA220506-191	San Diego Royal Gymnastics	5/6/2022	64.00
PCA220506-192	San Diego Royal Gymnastics	5/6/2022	64.00
PCA220506-193	School Pathways, LLC	5/6/2022	54,580.31
PCA220506-20	Checkmat Fallbrook Brazilian Jiu Jitsu	5/6/2022	2,005.00
PCA220506-21	CoVerified	5/6/2022	1,000.00
PCA220506-22	Creative Creatures & Co.	5/6/2022	828.75
PCA220506-23	Dustin Callahan	5/6/2022	500.00
PCA220506-24	eat2explore	5/6/2022	142.25
PCA220506-25	eat2explore	5/6/2022	142.25
PCA220506-26	eat2explore	5/6/2022	30.95
PCA220506-27	Freedom in Motion	5/6/2022	1,026.00

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220506-28	Friends of Willow Tree	5/6/2022	3,150.00
PCA220506-29	Gemstone Gymnastics LLC	5/6/2022	547.00
PCA220506-30	Gracie Barra Encinitas	5/6/2022	220.00
PCA220506-31	Gym Trix, Inc.	5/6/2022	160.00
PCA220506-32	Gym Trix, Inc.	5/6/2022	80.00
PCA220506-33	Gym Trix, Inc.	5/6/2022	100.00
PCA220506-34	Gym Trix, Inc.	5/6/2022	200.00
PCA220506-35	History Unboxed LLC	5/6/2022	65.41
PCA220506-36	History Unboxed LLC	5/6/2022	65.41
PCA220506-37	History Unboxed LLC	5/6/2022	230.78
PCA220506-38	History Unboxed LLC	5/6/2022	513.40
PCA220506-39	History Unboxed LLC	5/6/2022	233.11
PCA220506-40	History Unboxed LLC	5/6/2022	120.88
PCA220506-41	History Unboxed LLC	5/6/2022	65.41
PCA220506-42	History Unboxed LLC	5/6/2022	98.38
PCA220506-43	History Unboxed LLC	5/6/2022	98.90
PCA220506-44	History Unboxed LLC	5/6/2022	179.20
PCA220506-45	History Unboxed LLC	5/6/2022	120.88
PCA220506-46	Jennifer Amundsen	5/6/2022	1,575.00
PCA220506-47	Marianne R. Hill	5/6/2022	214.50
PCA220506-48	Michael Bottomley	5/6/2022	250.00
PCA220506-49	Renata Bezman	5/6/2022	1,050.00
PCA220506-50	Samantha Hoffman	5/6/2022	1,980.00
PCA220506-51	Sara Burdge	5/6/2022	120.00
PCA220506-52	Anna Matuszczak	5/6/2022	80.00
PCA220506-53	Barbara Martin	5/6/2022	120.00
PCA220506-54	Blake Litschke	5/6/2022	30.00
PCA220506-55	Holly Hull	5/6/2022	260.00
PCA220506-56	Horse Savvy Training	5/6/2022	260.00
PCA220506-57	Horse Savvy Training	5/6/2022	70.00
PCA220506-58	Horse Savvy Training	5/6/2022	195.00
PCA220506-59	Horse Savvy Training	5/6/2022	70.00
PCA220506-60	Horse Savvy Training	5/6/2022	200.00
PCA220506-61	Horse Savvy Training	5/6/2022	200.00
PCA220506-62	Horse Savvy Training	5/6/2022	200.00
PCA220506-63	Horse Savvy Training	5/6/2022	265.00
PCA220506-64	Horse Savvy Training	5/6/2022	200.00
PCA220506-65	Horse Savvy Training	5/6/2022	200.00
PCA220506-66	Horse Savvy Training	5/6/2022	200.00
PCA220506-67	Horse Savvy Training	5/6/2022	70.00
PCA220506-68	Horse Savvy Training	5/6/2022	195.00
PCA220506-69	Horse Savvy Training	5/6/2022	220.00

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220506-70	Horse Savvy Training	5/6/2022	265.00
PCA220506-71	Horse Savvy Training	5/6/2022	325.00
PCA220506-72	Horse Savvy Training	5/6/2022	260.00
PCA220506-73	Institute for Excellence in Writing	5/6/2022	225.35
PCA220506-74	Institute for Excellence in Writing	5/6/2022	176.86
PCA220506-75	Institute for Excellence in Writing	5/6/2022	26.47
PCA220506-76	Institute for Excellence in Writing	5/6/2022	304.28
PCA220506-77	Institute for Excellence in Writing	5/6/2022	257.67
PCA220506-78	Institute for Excellence in Writing	5/6/2022	26.47
PCA220506-79	Institute for Excellence in Writing	5/6/2022	37.47
PCA220506-80	Institute for Excellence in Writing	5/6/2022	37.25
PCA220506-81	Institute for Excellence in Writing	5/6/2022	37.47
PCA220506-82	Joann Henrickle Horsemanship	5/6/2022	110.00
PCA220506-83	Joann Henrickle Horsemanship	5/6/2022	330.00
PCA220506-84	Joann Henrickle Horsemanship	5/6/2022	220.00
PCA220506-85	Joshua Matos	5/6/2022	380.00
PCA220506-86	KiwiCo, Inc.	5/6/2022	5,547.31
PCA220506-87	KiwiCo, Inc.	5/6/2022	370.50
PCA220506-88	KiwiCo, Inc.	5/6/2022	5,291.11
PCA220506-89	Lighthouse Therapy LLC	5/6/2022	79,438.75
PCA220506-90	Logic of English	5/6/2022	240.80
PCA220506-91	Manna's Martial Arts Inc.	5/6/2022	160.00
PCA220506-92	New West Ballet School	5/6/2022	200.00
PCA220506-93	New West Ballet School	5/6/2022	100.00
PCA220506-94	New West Ballet School	5/6/2022	200.00
PCA220506-95	Oyster Inc.	5/6/2022	129.14
PCA220506-96	Peace Hill Press, Inc dba Well Trained Mind Press	5/6/2022	133.49
PCA220506-97	Peace Hill Press, Inc dba Well Trained Mind Press	5/6/2022	35.00
PCA220506-98	Peace Hill Press, Inc dba Well Trained Mind Press	5/6/2022	30.73
PCA220506-99	Peace Hill Press, Inc dba Well Trained Mind Press	5/6/2022	105.10
PCA220509-01	Mathnasium of San Marcos	5/9/2022	1,500.00
PCA220510-01	Amazon Capital Services	5/10/2022	56.33
PCA220510-02	Amazon Capital Services	5/10/2022	25.84
PCA220510-03	Amazon Capital Services	5/10/2022	32.10
PCA220510-04	Amazon Capital Services	5/10/2022	43.07
PCA220510-05	Amazon Capital Services	5/10/2022	73.11
PCA220510-06	Amazon Capital Services	5/10/2022	39.57
PCA220512-01	Activities for Learning, Inc.	5/12/2022	118.25
PCA220512-02	Activities for Learning, Inc.	5/12/2022	239.80
PCA220512-03	Activities for Learning, Inc.	5/12/2022	107.25
PCA220512-04	Activities for Learning, Inc.	5/12/2022	107.25
PCA220512-05	Activities for Learning, Inc.	5/12/2022	107.25

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220512-06	Activities for Learning, Inc.	5/12/2022	107.25
PCA220512-07	Activities for Learning, Inc.	5/12/2022	118.25
PCA220512-08	Activities for Learning, Inc.	5/12/2022	347.05
PCA220512-09	All About Learning Press, Inc.	5/12/2022	61.62
PCA220512-10	All About Learning Press, Inc.	5/12/2022	155.25
PCA220512-100	Rainbow Resource Center	5/12/2022	94.45
PCA220512-101	Rainbow Resource Center	5/12/2022	106.67
PCA220512-102	Rainbow Resource Center	5/12/2022	76.56
PCA220512-103	Rainbow Resource Center	5/12/2022	24.20
PCA220512-104	Rainbow Resource Center	5/12/2022	25.76
PCA220512-105	Rainbow Resource Center	5/12/2022	16.07
PCA220512-106	Rainbow Resource Center	5/12/2022	16.07
PCA220512-107	Rainbow Resource Center	5/12/2022	71.74
PCA220512-108	Rainbow Resource Center	5/12/2022	108.10
PCA220512-109	Rainbow Resource Center	5/12/2022	153.02
PCA220512-11	All About Learning Press, Inc.	5/12/2022	182.30
PCA220512-110	Rainbow Resource Center	5/12/2022	16.07
PCA220512-111	Rainbow Resource Center	5/12/2022	188.35
PCA220512-112	Rainbow Resource Center	5/12/2022	51.49
PCA220512-113	Rainbow Resource Center	5/12/2022	362.86
PCA220512-114	Rainbow Resource Center	5/12/2022	42.19
PCA220512-115	Rainbow Resource Center	5/12/2022	45.09
PCA220512-116	Rainbow Resource Center	5/12/2022	41.93
PCA220512-117	Rainbow Resource Center	5/12/2022	12.82
PCA220512-118	Rainbow Resource Center	5/12/2022	13.91
PCA220512-119	Rainbow Resource Center	5/12/2022	30.67
PCA220512-12	All About Learning Press, Inc.	5/12/2022	71.20
PCA220512-120	Rainbow Resource Center	5/12/2022	21.45
PCA220512-121	Rainbow Resource Center	5/12/2022	284.68
PCA220512-122	Rainbow Resource Center	5/12/2022	188.35
PCA220512-123	Rainbow Resource Center	5/12/2022	23.12
PCA220512-124	Rainbow Resource Center	5/12/2022	95.68
PCA220512-125	Rainbow Resource Center	5/12/2022	36.67
PCA220512-126	Rainbow Resource Center	5/12/2022	25.70
PCA220512-127	Rainbow Resource Center	5/12/2022	119.49
PCA220512-128	Rainbow Resource Center	5/12/2022	60.67
PCA220512-129	Rainbow Resource Center	5/12/2022	87.64
PCA220512-13	All About Learning Press, Inc.	5/12/2022	261.69
PCA220512-130	Rainbow Resource Center	5/12/2022	152.79
PCA220512-131	Rainbow Resource Center	5/12/2022	116.19
PCA220512-132	Rainbow Resource Center	5/12/2022	81.63
PCA220512-133	Rainbow Resource Center	5/12/2022	163.89

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220512-134	Rainbow Resource Center	5/12/2022	74.70
PCA220512-135	Rainbow Resource Center	5/12/2022	174.39
PCA220512-136	Rainbow Resource Center	5/12/2022	80.37
PCA220512-137	Rainbow Resource Center	5/12/2022	79.72
PCA220512-138	Rainbow Resource Center	5/12/2022	33.31
PCA220512-139	Rainbow Resource Center	5/12/2022	639.65
PCA220512-14	All About Learning Press, Inc.	5/12/2022	182.30
PCA220512-140	Rainbow Resource Center	5/12/2022	61.54
PCA220512-141	Rainbow Resource Center	5/12/2022	15.96
PCA220512-142	Rainbow Resource Center	5/12/2022	273.80
PCA220512-143	Rainbow Resource Center	5/12/2022	29.97
PCA220512-144	Rainbow Resource Center	5/12/2022	173.91
PCA220512-145	Rainbow Resource Center	5/12/2022	69.15
PCA220512-146	Rainbow Resource Center	5/12/2022	453.86
PCA220512-147	Rainbow Resource Center	5/12/2022	61.63
PCA220512-148	Rainbow Resource Center	5/12/2022	61.63
PCA220512-149	Rainbow Resource Center	5/12/2022	59.65
PCA220512-15	All About Learning Press, Inc.	5/12/2022	182.30
PCA220512-150	Rainbow Resource Center	5/12/2022	69.41
PCA220512-151	Rainbow Resource Center	5/12/2022	39.04
PCA220512-152	Rainbow Resource Center	5/12/2022	67.94
PCA220512-153	Rainbow Resource Center	5/12/2022	33.04
PCA220512-154	Rainbow Resource Center	5/12/2022	187.02
PCA220512-155	Rainbow Resource Center	5/12/2022	72.26
PCA220512-156	Rainbow Resource Center	5/12/2022	149.54
PCA220512-157	Rainbow Resource Center	5/12/2022	12.56
PCA220512-158	Rainbow Resource Center	5/12/2022	98.68
PCA220512-159	Rainbow Resource Center	5/12/2022	61.13
PCA220512-16	All About Learning Press, Inc.	5/12/2022	182.30
PCA220512-160	Rainbow Resource Center	5/12/2022	123.28
PCA220512-161	Rainbow Resource Center	5/12/2022	104.97
PCA220512-162	Rainbow Resource Center	5/12/2022	131.88
PCA220512-163	Rainbow Resource Center	5/12/2022	114.22
PCA220512-164	Rainbow Resource Center	5/12/2022	19.89
PCA220512-165	Rainbow Resource Center	5/12/2022	19.89
PCA220512-166	Rainbow Resource Center	5/12/2022	114.26
PCA220512-167	Rainbow Resource Center	5/12/2022	51.62
PCA220512-168	Rainbow Resource Center	5/12/2022	94.15
PCA220512-169	Rainbow Resource Center	5/12/2022	19.89
PCA220512-17	All About Learning Press, Inc.	5/12/2022	240.17
PCA220512-170	Rainbow Resource Center	5/12/2022	100.77
PCA220512-171	Rainbow Resource Center	5/12/2022	83.41

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220512-172	Rainbow Resource Center	5/12/2022	126.66
PCA220512-173	Rainbow Resource Center	5/12/2022	432.13
PCA220512-174	Rainbow Resource Center	5/12/2022	77.33
PCA220512-175	Rainbow Resource Center	5/12/2022	165.79
PCA220512-176	Rainbow Resource Center	5/12/2022	81.51
PCA220512-177	Rainbow Resource Center	5/12/2022	206.06
PCA220512-178	Rainbow Resource Center	5/12/2022	25.76
PCA220512-179	Rainbow Resource Center	5/12/2022	24.69
PCA220512-18	All About Learning Press, Inc.	5/12/2022	63.77
PCA220512-180	Rainbow Resource Center	5/12/2022	24.69
PCA220512-181	Rainbow Resource Center	5/12/2022	29.36
PCA220512-182	Rainbow Resource Center	5/12/2022	197.69
PCA220512-183	Rainbow Resource Center	5/12/2022	181.34
PCA220512-184	Rainbow Resource Center	5/12/2022	107.28
PCA220512-185	Samantha Hoffman	5/12/2022	1,320.00
PCA220512-186	San Elijo Dance & Music Academy	5/12/2022	752.00
PCA220512-187	Sand n Straw LLC	5/12/2022	2,220.00
PCA220512-188	School Pathways, LLC	5/12/2022	925.00
PCA220512-189	Schumacher Tutoring	5/12/2022	1,750.00
PCA220512-19	All About Learning Press, Inc.	5/12/2022	225.11
PCA220512-190	Stephanie Reyes	5/12/2022	150.00
PCA220512-191	The Critical Thinking Co.	5/12/2022	31.94
PCA220512-192	The Stronghold	5/12/2022	596.00
PCA220512-193	Timberdoodle.com	5/12/2022	206.74
PCA220512-194	Timberdoodle.com	5/12/2022	117.87
PCA220512-195	Timberdoodle.com	5/12/2022	123.27
PCA220512-196	Timberdoodle.com	5/12/2022	535.26
PCA220512-197	Timberdoodle.com	5/12/2022	521.33
PCA220512-198	Timberdoodle.com	5/12/2022	226.79
PCA220512-199	Timberdoodle.com	5/12/2022	188.14
PCA220512-20	All About Learning Press, Inc.	5/12/2022	210.03
PCA220512-200	Timberdoodle.com	5/12/2022	176.57
PCA220512-201	Timberdoodle.com	5/12/2022	203.91
PCA220512-202	Timberdoodle.com	5/12/2022	96.51
PCA220512-203	Timberdoodle.com	5/12/2022	153.08
PCA220512-204	Timberdoodle.com	5/12/2022	234.61
PCA220512-205	Uline	5/12/2022	3,799.43
PCA220512-206	Veronica Anne Rowland	5/12/2022	100.00
PCA220512-207	Wonder Crate	5/12/2022	93.80
PCA220512-21	Braille Abilities, LLC	5/12/2022	6,900.75
PCA220512-22	Braille Abilities, LLC	5/12/2022	80.00
PCA220512-23	Cabrillo Point Academy	5/12/2022	31,143.51

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220512-24	Cabrillo Point Academy	5/12/2022	293.01
PCA220512-25	Cabrillo Point Academy	5/12/2022	1,257.30
PCA220512-26	Cabrillo Point Academy	5/12/2022	131.24
PCA220512-27	Cabrillo Point Academy	5/12/2022	146.31
PCA220512-28	Charter Impact, Inc.	5/12/2022	76,615.00
PCA220512-29	Christine Alexander	5/12/2022	325.00
PCA220512-30	eat2explore	5/12/2022	132.25
PCA220512-31	eat2explore	5/12/2022	142.25
PCA220512-32	eat2explore	5/12/2022	142.25
PCA220512-33	eat2explore	5/12/2022	142.25
PCA220512-34	eat2explore	5/12/2022	89.25
PCA220512-35	Fallbrook Gymnastic Club	5/12/2022	2,589.80
PCA220512-36	Gym Trix, Inc.	5/12/2022	60.00
PCA220512-37	Helen Woodward Animal Center	5/12/2022	561.00
PCA220512-38	Holly Hull	5/12/2022	225.00
PCA220512-39	Holly Hull	5/12/2022	90.00
PCA220512-40	Holly Hull	5/12/2022	90.00
PCA220512-41	Holly Hull	5/12/2022	90.00
PCA220512-42	Holly Hull	5/12/2022	225.00
PCA220512-43	Horse Savvy Training	5/12/2022	260.00
PCA220512-44	Horse Savvy Training	5/12/2022	350.00
PCA220512-45	Horse Savvy Training	5/12/2022	350.00
PCA220512-46	Institute for Excellence in Writing	5/12/2022	26.62
PCA220512-47	Institute for Excellence in Writing	5/12/2022	254.48
PCA220512-48	Institute for Excellence in Writing	5/12/2022	65.26
PCA220512-49	Institute for Excellence in Writing	5/12/2022	225.35
PCA220512-50	Institute for Excellence in Writing	5/12/2022	294.31
PCA220512-51	Institute for Excellence in Writing	5/12/2022	68.50
PCA220512-52	Institute for Excellence in Writing	5/12/2022	37.25
PCA220512-53	Institute for Excellence in Writing	5/12/2022	37.25
PCA220512-54	Institute for Excellence in Writing	5/12/2022	37.25
PCA220512-55	Institute for Excellence in Writing	5/12/2022	37.25
PCA220512-56	Institute for Excellence in Writing	5/12/2022	65.54
PCA220512-57	Institute for Excellence in Writing	5/12/2022	64.46
PCA220512-58	Institute for Excellence in Writing	5/12/2022	64.46
PCA220512-59	Institute for Excellence in Writing	5/12/2022	68.50
PCA220512-60	Institute for Excellence in Writing	5/12/2022	43.71
PCA220512-61	Institute for Excellence in Writing	5/12/2022	44.06
PCA220512-62	Institute for Excellence in Writing	5/12/2022	37.39
PCA220512-63	Institute for Excellence in Writing	5/12/2022	26.57
PCA220512-64	Institute for Excellence in Writing	5/12/2022	37.25
PCA220512-65	Institute for Excellence in Writing	5/12/2022	65.26

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220512-66	Institute for Excellence in Writing	5/12/2022	204.87
PCA220512-67	Institute for Excellence in Writing	5/12/2022	215.65
PCA220512-68	Institute for Excellence in Writing	5/12/2022	670.60
PCA220512-69	Institute for Excellence in Writing	5/12/2022	46.95
PCA220512-70	Leading Note Studios	5/12/2022	157.00
PCA220512-71	Leading Note Studios	5/12/2022	157.00
PCA220512-72	Leading Note Studios	5/12/2022	192.00
PCA220512-73	Leading Note Studios	5/12/2022	157.00
PCA220512-74	Lieras Piano Studio	5/12/2022	180.00
PCA220512-75	Marianne R. Hill	5/12/2022	156.00
PCA220512-76	Mission Vista Academy	5/12/2022	180.00
PCA220512-77	Mission Vista Academy	5/12/2022	280.00
PCA220512-78	Ms Mariah's Music	5/12/2022	519.00
PCA220512-79	Noemi Cienega-Ovando	5/12/2022	405.00
PCA220512-80	Noemi Cienega-Ovando	5/12/2022	45.00
PCA220512-81	Noemi Cienega-Ovando	5/12/2022	45.00
PCA220512-82	Peace Hill Press, Inc dba Well Trained Mind Press	5/12/2022	99.38
PCA220512-83	Peace Hill Press, Inc dba Well Trained Mind Press	5/12/2022	38.20
PCA220512-84	Peace Hill Press, Inc dba Well Trained Mind Press	5/12/2022	21.90
PCA220512-85	Peace Hill Press, Inc dba Well Trained Mind Press	5/12/2022	62.80
PCA220512-86	Peace Hill Press, Inc dba Well Trained Mind Press	5/12/2022	25.00
PCA220512-87	Peace Hill Press, Inc dba Well Trained Mind Press	5/12/2022	10.95
PCA220512-88	Peace Hill Press, Inc dba Well Trained Mind Press	5/12/2022	141.50
PCA220512-89	Peace Hill Press, Inc dba Well Trained Mind Press	5/12/2022	8.95
PCA220512-90	Play-Well TEKnologies	5/12/2022	2,100.00
PCA220512-91	Project Performer LLC	5/12/2022	1,105.00
PCA220512-92	Rachel Robinson	5/12/2022	450.00
PCA220512-93	Rainbow Resource Center	5/12/2022	43.70
PCA220512-94	Rainbow Resource Center	5/12/2022	42.63
PCA220512-95	Rainbow Resource Center	5/12/2022	142.07
PCA220512-96	Rainbow Resource Center	5/12/2022	94.45
PCA220512-97	Rainbow Resource Center	5/12/2022	111.64
PCA220512-98	Rainbow Resource Center	5/12/2022	113.68
PCA220512-99	Rainbow Resource Center	5/12/2022	85.60
PCA220517-01	Amazon Capital Services	5/17/2022	84,517.16
PCA220517-02	Amazon Capital Services	5/17/2022	30,918.53
PCA220517-03	Amazon Capital Services	5/17/2022	13.68
PCA220517-04	Amazon Capital Services	5/17/2022	23.69
PCA220517-05	Amazon Capital Services	5/17/2022	15,350.00
PCA220517-06	Amazon Capital Services	5/17/2022	27.56
PCA220517-07	Amazon Capital Services	5/17/2022	14.86
PCA220517-08	Amazon Capital Services	5/17/2022	44.76

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220517-09	Amazon Capital Services	5/17/2022	42.13
PCA220517-10	Amazon Capital Services	5/17/2022	82,049.35
PCA220518-01	Rachael Kone	5/18/2022	140.00
PCA220518-02	Rachael Kone	5/18/2022	140.00
PCA220519-01	Amazon Capital Services	5/19/2022	177.16
PCA220519-02	Amazon Capital Services	5/19/2022	211.18
PCA220519-03	Amazon Capital Services	5/19/2022	180.15
PCA220520-01	Aerial Theory	5/20/2022	1,660.00
PCA220520-02	All About Learning Press, Inc.	5/20/2022	83.51
PCA220520-03	Almadayo Academic Services	5/20/2022	2,870.00
PCA220520-04	Amanda Limon	5/20/2022	840.00
PCA220520-05	Anna Matuszczak	5/20/2022	760.00
PCA220520-06	Art of Problem Solving	5/20/2022	117.48
PCA220520-07	Art of Problem Solving	5/20/2022	57.11
PCA220520-08	Art of Problem Solving	5/20/2022	31.25
PCA220520-09	Ashley Collins	5/20/2022	160.00
PCA220520-10	Ashley Collins	5/20/2022	160.00
PCA220520-100	Peace Hill Press, Inc dba Well Trained Mind Press	5/20/2022	91.14
PCA220520-101	Peace Hill Press, Inc dba Well Trained Mind Press	5/20/2022	112.10
PCA220520-102	Pich Music Studio	5/20/2022	959.00
PCA220520-103	Play-Well TEKnologies	5/20/2022	797.50
PCA220520-104	Play-Well TEKnologies	5/20/2022	1,347.50
PCA220520-105	Procopio, Cory, Hargreaves & Savitch LLP	5/20/2022	36.00
PCA220520-106	Rachel Robinson	5/20/2022	450.00
PCA220520-107	Rainbow Resource Center	5/20/2022	61.50
PCA220520-108	Rainbow Resource Center	5/20/2022	724.94
PCA220520-109	Rainbow Resource Center	5/20/2022	694.15
PCA220520-11	Ashley Collins	5/20/2022	160.00
PCA220520-110	Rainbow Resource Center	5/20/2022	126.53
PCA220520-111	Rainbow Resource Center	5/20/2022	135.41
PCA220520-112	Rainbow Resource Center	5/20/2022	68.96
PCA220520-113	Rainbow Resource Center	5/20/2022	81.10
PCA220520-114	Rainbow Resource Center	5/20/2022	184.75
PCA220520-115	Rainbow Resource Center	5/20/2022	69.48
PCA220520-116	Rainbow Resource Center	5/20/2022	11.27
PCA220520-117	Rainbow Resource Center	5/20/2022	74.47
PCA220520-118	Rainbow Resource Center	5/20/2022	69.18
PCA220520-119	Rainbow Resource Center	5/20/2022	51.88
PCA220520-12	Ashley Collins	5/20/2022	160.00
PCA220520-120	Rainbow Resource Center	5/20/2022	174.41
PCA220520-121	Rainbow Resource Center	5/20/2022	129.53
PCA220520-122	Rainbow Resource Center	5/20/2022	54.91

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220520-123	Rainbow Resource Center	5/20/2022	166.51
PCA220520-124	Rainbow Resource Center	5/20/2022	775.32
PCA220520-125	Rainbow Resource Center	5/20/2022	199.45
PCA220520-126	Rainbow Resource Center	5/20/2022	45.02
PCA220520-127	Rainbow Resource Center	5/20/2022	311.09
PCA220520-128	Rainbow Resource Center	5/20/2022	88.38
PCA220520-129	Rainbow Resource Center	5/20/2022	128.35
PCA220520-13	Blake Litschke	5/20/2022	100.00
PCA220520-130	Rainbow Resource Center	5/20/2022	95.75
PCA220520-131	Rainbow Resource Center	5/20/2022	175.39
PCA220520-132	Rainbow Resource Center	5/20/2022	234.68
PCA220520-133	Rainbow Resource Center	5/20/2022	104.52
PCA220520-134	Rainbow Resource Center	5/20/2022	68.74
PCA220520-135	Rainbow Resource Center	5/20/2022	31.15
PCA220520-136	Rainbow Resource Center	5/20/2022	280.93
PCA220520-137	Rainbow Resource Center	5/20/2022	30.88
PCA220520-138	Rainbow Resource Center	5/20/2022	43.54
PCA220520-139	Rainbow Resource Center	5/20/2022	142.07
PCA220520-14	Cabrillo Point Academy	5/20/2022	734.43
PCA220520-140	Rainbow Resource Center	5/20/2022	64.10
PCA220520-141	Rainbow Resource Center	5/20/2022	17.23
PCA220520-142	Rainbow Resource Center	5/20/2022	117.84
PCA220520-143	Rainbow Resource Center	5/20/2022	304.59
PCA220520-144	Rainbow Resource Center	5/20/2022	177.33
PCA220520-145	Rainbow Resource Center	5/20/2022	116.79
PCA220520-146	Rainbow Resource Center	5/20/2022	1,010.58
PCA220520-147	Randall Music School	5/20/2022	312.50
PCA220520-148	Randall Music School	5/20/2022	156.25
PCA220520-149	Randall Music School	5/20/2022	171.88
PCA220520-15	Charles Jones	5/20/2022	137.50
PCA220520-150	Randall Music School	5/20/2022	57.29
PCA220520-151	Randall Music School	5/20/2022	343.76
PCA220520-152	San Diego Ice Arena	5/20/2022	72.00
PCA220520-153	San Diego Ice Arena	5/20/2022	72.00
PCA220520-154	Schaumann Studios	5/20/2022	105.00
PCA220520-155	Schaumann Studios	5/20/2022	1,561.00
PCA220520-156	South Shore Jiu Jitsu, LLC	5/20/2022	1,225.00
PCA220520-157	Spanish Time 123	5/20/2022	210.00
PCA220520-158	Steffani Clark-Jijon	5/20/2022	910.00
PCA220520-159	Teacher Synergy, LLC	5/20/2022	38.40
PCA220520-16	Christine Alexander	5/20/2022	325.00
PCA220520-160	Teacher Synergy, LLC	5/20/2022	99.35

Pacific Coast Academy

Check Register

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
PCA220520-161	The Origin Hip Hop Performing Arts Academy	5/20/2022	840.00
PCA220520-162	TSVS	5/20/2022	455.00
PCA220520-163	Uline	5/20/2022	49.54
PCA220520-164	Valery King	5/20/2022	250.00
PCA220520-165	VM Studio	5/20/2022	180.00
PCA220520-166	Wexplore LLC	5/20/2022	240.00
PCA220520-167	Wexplore LLC	5/20/2022	213.90
PCA220520-168	WM Music Lessons	5/20/2022	720.00
PCA220520-17	Coastal Music Studios	5/20/2022	8,870.00
PCA220520-18	Coastal Music Studios	5/20/2022	5,525.00
PCA220520-19	CoVerified	5/20/2022	1,000.00
PCA220520-20	Creative Creatures & Co.	5/20/2022	63.75
PCA220520-21	DS Arts Studio & Gallery-Debi Smerdon	5/20/2022	1,200.00
PCA220520-22	Dustin Callahan	5/20/2022	560.00
PCA220520-23	Dustin Callahan	5/20/2022	470.00
PCA220520-24	eat2explore	5/20/2022	142.25
PCA220520-25	Erika Williams	5/20/2022	240.00
PCA220520-26	Fallbrook Gymnastic Club	5/20/2022	942.90
PCA220520-27	Galina Eroshkina	5/20/2022	360.00
PCA220520-28	Golden State Ballet & Pilates	5/20/2022	50.00
PCA220520-29	Gracie Barra Encinitas	5/20/2022	220.00
PCA220520-30	Gracie Barra Encinitas	5/20/2022	220.00
PCA220520-31	Gracie Barra Encinitas	5/20/2022	320.00
PCA220520-32	Grappling Dynamics, LLC	5/20/2022	1,226.15
PCA220520-33	Gym Trix, Inc.	5/20/2022	350.00
PCA220520-34	Gym Trix, Inc.	5/20/2022	160.00
PCA220520-35	Henry Doktorski	5/20/2022	880.00
PCA220520-36	Henry Doktorski	5/20/2022	250.00
PCA220520-37	History Unboxed LLC	5/20/2022	120.88
PCA220520-38	Holly Hull	5/20/2022	350.00
PCA220520-39	Holly Hull	5/20/2022	135.00
PCA220520-40	Holly Hull	5/20/2022	180.00
PCA220520-41	Holly Hull	5/20/2022	130.00
PCA220520-42	Institute for Excellence in Writing	5/20/2022	59.00
PCA220520-43	Institute for Excellence in Writing	5/20/2022	64.19
PCA220520-44	Joann Henrickle Horsemanship	5/20/2022	330.00
PCA220520-45	Joann Henrickle Horsemanship	5/20/2022	220.00
PCA220520-46	Joann Henrickle Horsemanship	5/20/2022	330.00
PCA220520-47	Kelly Saldivar	5/20/2022	350.00
PCA220520-48	Kelly Saldivar	5/20/2022	250.00
PCA220520-49	Kelly Saldivar	5/20/2022	200.00
PCA220520-50	Kimberly Nash	5/20/2022	300.00

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220520-51	Kimberly Nash	5/20/2022	250.00
PCA220520-52	Kimberly Nash	5/20/2022	200.00
PCA220520-53	Kimberly Nash	5/20/2022	350.00
PCA220520-54	Larry White	5/20/2022	480.00
PCA220520-55	Law Office of Jennifer McQuarrie	5/20/2022	3,299.99
PCA220520-56	Leading Note Studios	5/20/2022	157.00
PCA220520-57	Leading Note Studios	5/20/2022	157.00
PCA220520-58	Leading Note Studios	5/20/2022	157.00
PCA220520-59	Leading Note Studios	5/20/2022	157.00
PCA220520-60	Leading Note Studios	5/20/2022	232.00
PCA220520-61	Leading Note Studios	5/20/2022	232.00
PCA220520-62	Leading Note Studios	5/20/2022	192.00
PCA220520-63	Leading Note Studios	5/20/2022	157.00
PCA220520-64	Leading Note Studios	5/20/2022	314.00
PCA220520-65	Lenore Johnson	5/20/2022	776.00
PCA220520-66	Lenore Johnson	5/20/2022	1,650.00
PCA220520-67	Lieras Piano Studio	5/20/2022	80.00
PCA220520-68	Liliana Harris	5/20/2022	198.00
PCA220520-69	Liliana Harris	5/20/2022	180.00
PCA220520-70	Liliana Harris	5/20/2022	60.00
PCA220520-71	Liliya Sannino	5/20/2022	350.00
PCA220520-72	Liliya Sannino	5/20/2022	300.00
PCA220520-73	Liliya Sannino	5/20/2022	200.00
PCA220520-74	Liliya Sannino	5/20/2022	200.00
PCA220520-75	Liliya Sannino	5/20/2022	350.00
PCA220520-76	Liliya Sannino	5/20/2022	150.00
PCA220520-77	Liliya Sannino	5/20/2022	350.00
PCA220520-78	Logic of English	5/20/2022	59.51
PCA220520-79	Logic of English	5/20/2022	56.62
PCA220520-80	Logic of English	5/20/2022	33.16
PCA220520-81	Logic of English	5/20/2022	203.97
PCA220520-82	Manna's Martial Arts Inc.	5/20/2022	390.00
PCA220520-83	Marianne R. Hill	5/20/2022	650.00
PCA220520-84	Mathnasium of Mission Gorge	5/20/2022	1,660.00
PCA220520-85	Mathnasium of San Marcos	5/20/2022	3,840.00
PCA220520-86	Mission Vista Academy	5/20/2022	695.99
PCA220520-87	Ms Mariah's Music	5/20/2022	520.00
PCA220520-88	Ms Mariah's Music	5/20/2022	192.00
PCA220520-89	Ms Mariah's Music	5/20/2022	519.00
PCA220520-90	Ms Mariah's Music	5/20/2022	384.00
PCA220520-91	Ms Mariah's Music	5/20/2022	768.00
PCA220520-92	Music Speaks Studio	5/20/2022	120.00

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220520-93	Music Speaks Studio	5/20/2022	120.00
PCA220520-94	Music Speaks Studio	5/20/2022	240.00
PCA220520-95	Music Speaks Studio	5/20/2022	120.00
PCA220520-96	Music Speaks Studio	5/20/2022	120.00
PCA220520-97	Music Speaks Studio	5/20/2022	120.00
PCA220520-98	Music Speaks Studio	5/20/2022	120.00
PCA220520-99	Noemi Cienega-Ovando	5/20/2022	405.00
PCA220524-01	Amazon Capital Services	5/24/2022	1,076.42
PCA220524-02	Amazon Capital Services	5/24/2022	32.31
PCA220524-03	Amazon Capital Services	5/24/2022	290.90
PCA220524-04	Amazon Capital Services	5/24/2022	42.99
PCA220527-01	Andrey Chuguev	5/27/2022	180.00
PCA220527-02	Barbara Martin	5/27/2022	120.00
PCA220527-03	Barbara Martin	5/27/2022	200.00
PCA220527-04	Barbara Martin	5/27/2022	320.00
PCA220527-05	Cabrillo Point Academy	5/27/2022	365.98
PCA220527-06	Checkmat Fallbrook Brazilian Jiu Jitsu	5/27/2022	2,525.00
PCA220527-07	Code Ninjas Encinitas	5/27/2022	667.00
PCA220527-08	Code Ninjas Encinitas	5/27/2022	747.00
PCA220527-09	Edmentum	5/27/2022	4,300.00
PCA220527-10	Fashion Camp LLC	5/27/2022	125.00
PCA220527-100	Rainbow Resource Center	5/27/2022	91.64
PCA220527-101	Rainbow Resource Center	5/27/2022	27.08
PCA220527-102	Rainbow Resource Center	5/27/2022	119.52
PCA220527-103	Rainbow Resource Center	5/27/2022	129.38
PCA220527-104	Rainbow Resource Center	5/27/2022	16.92
PCA220527-105	Rainbow Resource Center	5/27/2022	35.72
PCA220527-106	Rainbow Resource Center	5/27/2022	27.97
PCA220527-107	Rainbow Resource Center	5/27/2022	299.61
PCA220527-108	Rainbow Resource Center	5/27/2022	319.42
PCA220527-109	Rainbow Resource Center	5/27/2022	117.62
PCA220527-11	Friends of Willow Tree	5/27/2022	4,446.00
PCA220527-110	Rainbow Resource Center	5/27/2022	208.83
PCA220527-111	Renata Bezman	5/27/2022	910.00
PCA220527-112	Robin Young	5/27/2022	270.00
PCA220527-113	San Diego Craft Collective	5/27/2022	735.00
PCA220527-114	San Diego Royal Gymnastics	5/27/2022	64.00
PCA220527-115	San Diego Royal Gymnastics	5/27/2022	165.00
PCA220527-116	San Diego Royal Gymnastics	5/27/2022	82.00
PCA220527-117	San Diego Royal Gymnastics	5/27/2022	64.00
PCA220527-118	San Diego Royal Gymnastics	5/27/2022	64.00
PCA220527-119	San Diego Royal Gymnastics	5/27/2022	64.00

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220527-12	History Unboxed LLC	5/27/2022	65.94
PCA220527-120	San Diego Royal Gymnastics	5/27/2022	110.00
PCA220527-121	San Diego Royal Gymnastics	5/27/2022	82.00
PCA220527-122	San Elijo Dance & Music Academy	5/27/2022	425.98
PCA220527-123	Sand n Straw LLC	5/27/2022	1,320.00
PCA220527-124	Soaring Minds Education, LLC	5/27/2022	23,015.00
PCA220527-125	South Shore Jiu Jitsu, LLC	5/27/2022	875.00
PCA220527-126	Sunshine Vibes LLC	5/27/2022	129.00
PCA220527-127	Sunshine Vibes LLC	5/27/2022	200.00
PCA220527-128	Sunshine Vibes LLC	5/27/2022	200.00
PCA220527-129	Swiftkick Martial Arts	5/27/2022	954.00
PCA220527-13	History Unboxed LLC	5/27/2022	65.94
PCA220527-130	The Sk8 Coach LLC	5/27/2022	2,185.00
PCA220527-131	The Stronghold	5/27/2022	540.00
PCA220527-132	The Stronghold	5/27/2022	963.00
PCA220527-133	The Stronghold	5/27/2022	728.00
PCA220527-134	Timberdoodle.com	5/27/2022	196.77
PCA220527-135	Timberdoodle.com	5/27/2022	849.75
PCA220527-136	Timberdoodle.com	5/27/2022	214.84
PCA220527-137	Timberdoodle.com	5/27/2022	266.77
PCA220527-138	Timberdoodle.com	5/27/2022	397.01
PCA220527-139	Timberdoodle.com	5/27/2022	263.08
PCA220527-14	History Unboxed LLC	5/27/2022	65.94
PCA220527-140	Timberdoodle.com	5/27/2022	536.80
PCA220527-141	Timberdoodle.com	5/27/2022	568.81
PCA220527-142	Timberdoodle.com	5/27/2022	80.46
PCA220527-143	Timberdoodle.com	5/27/2022	350.34
PCA220527-144	Timberdoodle.com	5/27/2022	96.04
PCA220527-145	Timberdoodle.com	5/27/2022	90.02
PCA220527-146	Timberdoodle.com	5/27/2022	315.91
PCA220527-147	Timberdoodle.com	5/27/2022	153.63
PCA220527-148	Timberdoodle.com	5/27/2022	270.40
PCA220527-149	Timberdoodle.com	5/27/2022	180.95
PCA220527-15	History Unboxed LLC	5/27/2022	267.66
PCA220527-150	Timberdoodle.com	5/27/2022	203.33
PCA220527-151	Timberdoodle.com	5/27/2022	108.82
PCA220527-152	Timberdoodle.com	5/27/2022	155.62
PCA220527-153	Timberdoodle.com	5/27/2022	136.99
PCA220527-154	William Wilson	5/27/2022	880.00
PCA220527-155	Williamsburg Learning	5/27/2022	2,643.00
PCA220527-156	Wonder Crate	5/27/2022	93.80
PCA220527-157	Apple Inc.	5/27/2022	298,980.75

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220527-158	OverDrive, Inc.	5/27/2022	200,000.00
PCA220527-16	History Unboxed LLC	5/27/2022	65.41
PCA220527-17	History Unboxed LLC	5/27/2022	236.67
PCA220527-18	History Unboxed LLC	5/27/2022	527.82
PCA220527-19	Horse Savvy Training	5/27/2022	220.00
PCA220527-20	Horse Savvy Training	5/27/2022	150.00
PCA220527-21	Horse Savvy Training	5/27/2022	180.00
PCA220527-22	Horse Savvy Training	5/27/2022	350.00
PCA220527-23	Horse Savvy Training	5/27/2022	195.00
PCA220527-24	Horse Savvy Training	5/27/2022	130.00
PCA220527-25	Horse Savvy Training	5/27/2022	260.00
PCA220527-26	Horse Savvy Training	5/27/2022	325.00
PCA220527-27	Horse Savvy Training	5/27/2022	240.00
PCA220527-28	Horse Savvy Training	5/27/2022	150.00
PCA220527-29	Horse Savvy Training	5/27/2022	180.00
PCA220527-30	Horse Savvy Training	5/27/2022	350.00
PCA220527-31	Horse Savvy Training	5/27/2022	260.00
PCA220527-32	Horse Savvy Training	5/27/2022	195.00
PCA220527-33	Horse Savvy Training	5/27/2022	260.00
PCA220527-34	Horse Savvy Training	5/27/2022	150.00
PCA220527-35	Horse Savvy Training	5/27/2022	150.00
PCA220527-36	Horse Savvy Training	5/27/2022	180.00
PCA220527-37	Horse Savvy Training	5/27/2022	350.00
PCA220527-38	Horse Savvy Training	5/27/2022	260.00
PCA220527-39	Horse Savvy Training	5/27/2022	180.00
PCA220527-40	Horse Savvy Training	5/27/2022	260.00
PCA220527-41	Horse Savvy Training	5/27/2022	135.00
PCA220527-42	Horse Savvy Training	5/27/2022	260.00
PCA220527-43	Horse Savvy Training	5/27/2022	260.00
PCA220527-44	Horse Savvy Training	5/27/2022	65.00
PCA220527-45	Horse Savvy Training	5/27/2022	260.00
PCA220527-46	Horse Savvy Training	5/27/2022	65.00
PCA220527-47	Horse Savvy Training	5/27/2022	260.00
PCA220527-48	Horse Savvy Training	5/27/2022	130.00
PCA220527-49	Horse Savvy Training	5/27/2022	70.00
PCA220527-50	Horse Savvy Training	5/27/2022	100.00
PCA220527-51	Joann Henrickle Horsemanship	5/27/2022	330.00
PCA220527-52	Joann Henrickle Horsemanship	5/27/2022	40.00
PCA220527-53	Joann Henrickle Horsemanship	5/27/2022	40.00
PCA220527-54	Joobilo LLC	5/27/2022	390.00
PCA220527-55	Kathleen Crady	5/27/2022	531.25
PCA220527-56	Liliana Harris	5/27/2022	200.00

Pacific Coast Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220527-57	Logic of English	5/27/2022	207.18
PCA220527-58	Marnie Young	5/27/2022	22,202.06
PCA220527-59	Mary Longbottom	5/27/2022	90.00
PCA220527-60	Math-U-See, Inc.	5/27/2022	8.00
PCA220527-61	Math-U-See, Inc.	5/27/2022	119.00
PCA220527-62	Math-U-See, Inc.	5/27/2022	58.00
PCA220527-63	Math-U-See, Inc.	5/27/2022	58.00
PCA220527-64	Math-U-See, Inc.	5/27/2022	119.00
PCA220527-65	Math-U-See, Inc.	5/27/2022	224.00
PCA220527-66	Math-U-See, Inc.	5/27/2022	58.00
PCA220527-67	Math-U-See, Inc.	5/27/2022	68.00
PCA220527-68	Math-U-See, Inc.	5/27/2022	61.00
PCA220527-69	Math-U-See, Inc.	5/27/2022	59.00
PCA220527-70	Math-U-See, Inc.	5/27/2022	125.00
PCA220527-71	Math-U-See, Inc.	5/27/2022	69.00
PCA220527-72	Math-U-See, Inc.	5/27/2022	119.00
PCA220527-73	Math-U-See, Inc.	5/27/2022	119.00
PCA220527-74	Math-U-See, Inc.	5/27/2022	125.00
PCA220527-75	Math-U-See, Inc.	5/27/2022	119.00
PCA220527-76	Math-U-See, Inc.	5/27/2022	199.00
PCA220527-77	Math-U-See, Inc.	5/27/2022	125.00
PCA220527-78	Math-U-See, Inc.	5/27/2022	119.00
PCA220527-79	Math-U-See, Inc.	5/27/2022	58.00
PCA220527-80	Math-U-See, Inc.	5/27/2022	58.00
PCA220527-81	Math-U-See, Inc.	5/27/2022	58.00
PCA220527-82	Math-U-See, Inc.	5/27/2022	305.00
PCA220527-83	Math-U-See, Inc.	5/27/2022	58.00
PCA220527-84	Mathnasium of South Escondido	5/27/2022	255.00
PCA220527-85	Mathnasium of South Escondido	5/27/2022	295.00
PCA220527-86	Mathnasium of South Escondido	5/27/2022	295.00
PCA220527-87	Mathnasium of South Escondido	5/27/2022	295.00
PCA220527-88	Michael Bottomley	5/27/2022	1,460.00
PCA220527-89	Michael Bottomley	5/27/2022	300.00
PCA220527-90	Music Speaks Studio	5/27/2022	240.00
PCA220527-91	Play-Well TEKologies	5/27/2022	2,172.50
PCA220527-92	Pointwest Innovations Corporation	5/27/2022	19,300.00
PCA220527-93	Rachel Urbina	5/27/2022	125.00
PCA220527-94	Rachel Urbina	5/27/2022	75.00
PCA220527-95	Rainbow Resource Center	5/27/2022	161.02
PCA220527-96	Rainbow Resource Center	5/27/2022	215.42
PCA220527-97	Rainbow Resource Center	5/27/2022	42.52
PCA220527-98	Rainbow Resource Center	5/27/2022	20.42

Pacific Coast Academy***Check Register*****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
PCA220527-99	Rainbow Resource Center	5/27/2022	51.57
PCA220531-01	Amazon Capital Services	5/31/2022	50.63
PCA220531-02	Amazon Capital Services	5/31/2022	241.00
PCA220531-03	Amazon Capital Services	5/31/2022	16.26
PCA220531-04	Amazon Capital Services	5/31/2022	20.28
PCA220531-05	Amazon Capital Services	5/31/2022	170.06
PCA220531-06	Amazon Capital Services	5/31/2022	45.74
PCA220531-07	Amazon Capital Services	5/31/2022	39.85
PCA220531-08	Amazon Capital Services	5/31/2022	<u>692.95</u>

Total Disbursement in May \$ 3,086,734.51

Pacific Coast Academy**Accounts Payable Aging****May 31, 2022**

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
5 Elements Martial Arts	17815	5/15/2022	6/30/2022	\$ 5,600	\$ -	\$ -	\$ -	\$ -	\$ 5,600
ACES	4794331	5/11/2022	5/25/2022	-	750	-	-	-	750
Airshine Music School	1051	5/16/2022	6/15/2022	1,008	-	-	-	-	1,008
Alison Maitlen	005	5/13/2022	6/12/2022	1,890	-	-	-	-	1,890
Amy Cote	18	5/14/2022	6/13/2022	500	-	-	-	-	500
Amy Cote	19	5/14/2022	6/13/2022	500	-	-	-	-	500
Anchor Counseling & Education Soluti	April 2022	5/13/2022	6/12/2022	1,368	-	-	-	-	1,368
Angela Aymin	050522	5/6/2022	6/5/2022	2,830	-	-	-	-	2,830
Angela Aymin	050722	5/20/2022	6/19/2022	351	-	-	-	-	351
Art With Larisse	7066	5/10/2022	6/9/2022	45	-	-	-	-	45
Big Little Ones, LLC	00043	5/16/2022	5/16/2022	-	40	-	-	-	40
Big Little Ones, LLC	3060	5/16/2022	5/16/2022	-	104	-	-	-	104
Braille Abilities, LLC	1045	3/11/2022	4/10/2022	-	-	6,129	-	-	6,129
Brave Writer, LLC	75322-P019	5/9/2022	5/9/2022	-	149	-	-	-	149
Brave Writer, LLC	75326-P010	5/9/2022	5/9/2022	-	149	-	-	-	149
Brave Writer, LLC	78292-P021	5/3/2022	5/3/2022	-	77	-	-	-	77
Cabrillo Point Academy	PCA-RENT/CAM2022	5/17/2022	6/16/2022	4,322	-	-	-	-	4,322
California Music Studios	KO2805Inz4	5/18/2022	6/17/2022	365	-	-	-	-	365
Cameron Family YMCA	15	5/16/2022	6/15/2022	2,375	-	-	-	-	2,375
Catherine Carella	IB-001	2/8/2022	3/10/2022	-	-	-	120	-	120
Catherine Carella	IB-0012-21	12/20/2021	1/19/2022	-	-	-	-	30	30
Cengage Learning Inc	72746871	12/16/2020	1/15/2021	-	-	-	-	(72)	(72)
Cengage Learning Inc	77579233	4/6/2022	5/6/2022	-	52	-	-	-	52
Champion Gymnastics	110985	4/1/2021	5/1/2021	-	-	-	-	101	101
Champion Gymnastics	111197	5/19/2022	6/18/2022	103	-	-	-	-	103
Champion Gymnastics	111894	5/1/2022	5/31/2022	200	-	-	-	-	200
Champion Gymnastics	111960	5/19/2022	6/18/2022	72	-	-	-	-	72
Charles Jones	52202	5/16/2022	6/15/2022	118	-	-	-	-	118
Coach Ballgame	1000	5/19/2022	6/18/2022	320	-	-	-	-	320
Copley - Price Family YMCA	CPY08	5/16/2022	6/15/2022	552	-	-	-	-	552
Copley - Price Family YMCA	CPY09	5/20/2022	6/19/2022	560	-	-	-	-	560
Crafty School Crates	21371	4/20/2022	5/20/2022	-	77	-	-	-	77
Crafty School Crates	21482	5/16/2022	6/15/2022	101	-	-	-	-	101
Crafty School Crates	21483	5/16/2022	6/15/2022	101	-	-	-	-	101
Crafty School Crates	21520	5/19/2022	6/18/2022	156	-	-	-	-	156
Crafty School Crates	21528	5/19/2022	6/18/2022	163	-	-	-	-	163
Dancing Keys Music Studio, LLC	9814	5/16/2022	6/15/2022	232	-	-	-	-	232
Diana Griffin	5-13-22-001	5/13/2022	6/12/2022	100	-	-	-	-	100
Discount School Supply	P41339740101	5/20/2022	6/19/2022	186	-	-	-	-	186

Pacific Coast Academy**Accounts Payable Aging****May 31, 2022**

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
Discount School Supply	P41340810101	5/20/2022	6/19/2022	186	-	-	-	-	186
Discount School Supply	P41340950101	5/20/2022	6/19/2022	186	-	-	-	-	186
E-Therapy LLC	25159	3/31/2022	4/30/2022	-	-	6,919	-	-	6,919
Easy Peasy Science Labs & Fair	1326127	4/15/2022	5/15/2022	-	51	-	-	-	51
Educational Development Corporati	DIR10078532	5/17/2022	6/16/2022	69	-	-	-	-	69
Educational Development Corporati	DIR10078533	5/17/2022	6/16/2022	35	-	-	-	-	35
Educational Development Corporati	DIR10078534	5/17/2022	6/16/2022	69	-	-	-	-	69
Educational Development Corporati	DIR10082388	5/18/2022	6/17/2022	39	-	-	-	-	39
Effectual Educational Consulting Servi	7927	3/31/2022	4/30/2022	-	-	2,030	-	-	2,030
Erika Williams	9-22	5/18/2022	6/17/2022	790	-	-	-	-	790
ExploreLearning	5306264	5/2/2022	6/1/2022	3,295	-	-	-	-	3,295
Floaties Swim School	403	5/1/2022	5/31/2022	102	-	-	-	-	102
Gail Shafer	INS_PC051822HSP	5/18/2022	6/17/2022	430	-	-	-	-	430
Guo's Elite dba World Elite Gymnastic	42022	5/13/2022	6/12/2022	60	-	-	-	-	60
Helen Woodward Animal Center	2022-0516	5/16/2022	6/15/2022	155	-	-	-	-	155
Hollywood Music	0329VELEZ	3/29/2022	4/28/2022	-	-	125	-	-	125
Horse Savvy Training	EIM052022	5/17/2022	6/16/2022	100	-	-	-	-	100
Horse Savvy Training	EW052022	5/10/2022	6/9/2022	260	-	-	-	-	260
Horse Savvy Training	OM052022	5/19/2022	6/18/2022	200	-	-	-	-	200
Horse Savvy Training	PO042022	4/10/2022	5/10/2022	-	260	-	-	-	260
iCreate Art Studio	05152022-01	5/15/2022	6/14/2022	120	-	-	-	-	120
Intro 2 Skateboarding	142	5/18/2022	6/17/2022	240	-	-	-	-	240
ISHARY CORP DBA Kumon of Murrieta	052022PAC	5/16/2022	6/15/2022	160	-	-	-	-	160
Janelle Wilson	51	5/13/2022	6/12/2022	4,790	-	-	-	-	4,790
Jean Serbin	6	5/18/2022	6/17/2022	350	-	-	-	-	350
Jennifer Amundsen	PCA-TRU-FMDowM	5/18/2022	6/17/2022	3,060	-	-	-	-	3,060
Jennifer Amundsen	Tru-12-1 Dow-2	5/19/2022	6/18/2022	1,935	-	-	-	-	1,935
Jerry DeMink	1083	5/10/2022	6/9/2022	764	-	-	-	-	764
Jerry DeMink	1084	5/10/2022	6/9/2022	594	-	-	-	-	594
Jerry DeMink	1085	5/10/2022	6/9/2022	484	-	-	-	-	484
Jerry DeMink	1086	5/17/2022	6/16/2022	176	-	-	-	-	176
Jessica Fatula	1	5/13/2022	6/12/2022	2,771	-	-	-	-	2,771
Jostens Inc.	28818080	5/12/2022	6/16/2022	508	-	-	-	-	508
Jostens Inc.	3254032032	5/9/2022	6/8/2022	1,264	-	-	-	-	1,264
Kidwings Nature School	00042	5/10/2022	6/9/2022	335	-	-	-	-	335
Kidwings Nature School	00048	5/10/2022	6/9/2022	150	-	-	-	-	150
Kidwings Nature School	00049	5/1/2022	5/31/2022	350	-	-	-	-	350
Lakeshore	101788051822	5/18/2022	6/17/2022	40	-	-	-	-	40
Lakeshore	889989051322	5/13/2022	6/12/2022	5	-	-	-	-	5
Lanterns Global	24	5/19/2022	6/18/2022	45	-	-	-	-	45

Pacific Coast Academy**Accounts Payable Aging****May 31, 2022**

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
Law Office of Jennifer McQuarrie	3493	5/9/2022	5/9/2022	-	1,008	-	-	-	1,008
Learn to Rip	223	5/13/2022	6/12/2022	75	-	-	-	-	75
Learn to Rip	224	5/13/2022	6/12/2022	100	-	-	-	-	100
Learn to Rip	225	5/13/2022	6/12/2022	100	-	-	-	-	100
Learn to Rip	226	5/13/2022	6/12/2022	100	-	-	-	-	100
Learn to Rip	227	5/16/2022	6/15/2022	75	-	-	-	-	75
Learn to Rip	228	5/16/2022	6/15/2022	75	-	-	-	-	75
Learn to Rip	230	5/13/2022	6/12/2022	100	-	-	-	-	100
Learn to Rip	231	5/13/2022	6/12/2022	150	-	-	-	-	150
Learn to Rip	232	5/13/2022	6/12/2022	125	-	-	-	-	125
Learn to Rip	234	5/16/2022	6/15/2022	75	-	-	-	-	75
Learn to Rip	235	5/16/2022	6/15/2022	75	-	-	-	-	75
Learn to Rip	236	5/16/2022	6/15/2022	75	-	-	-	-	75
Learn to Rip	239	5/13/2022	6/12/2022	220	-	-	-	-	220
Learn to Rip	240	5/13/2022	6/12/2022	220	-	-	-	-	220
Learn to Rip	242	5/17/2022	6/16/2022	350	-	-	-	-	350
Learn to Rip	243	5/17/2022	6/16/2022	350	-	-	-	-	350
Learn to Rip	251	5/18/2022	6/17/2022	100	-	-	-	-	100
Learn to Rip	252	5/18/2022	6/17/2022	350	-	-	-	-	350
Learn to Rip	253	5/19/2022	6/18/2022	100	-	-	-	-	100
Learn to Rip	254	5/19/2022	6/18/2022	60	-	-	-	-	60
Learn to Rip	255	5/19/2022	6/18/2022	180	-	-	-	-	180
Learn to Rip	256	5/19/2022	6/18/2022	175	-	-	-	-	175
Learn to Rip	257	5/19/2022	6/18/2022	100	-	-	-	-	100
Lighthouse Therapy LLC	691	5/3/2022	6/17/2022	51,011	-	-	-	-	51,011
Lil' Chef School	13	5/20/2022	6/19/2022	237	-	-	-	-	237
Little Passports	118746011	5/16/2022	6/15/2022	347	-	-	-	-	347
Little Passports	118747013	5/16/2022	6/15/2022	234	-	-	-	-	234
Little Passports	118748435	5/16/2022	6/15/2022	86	-	-	-	-	86
Little Passports	118748436	5/16/2022	6/15/2022	87	-	-	-	-	87
Lucy Conway	5-15-22	5/15/2022	6/14/2022	2,600	-	-	-	-	2,600
Lucy Conway	5-20-22	5/20/2022	6/19/2022	350	-	-	-	-	350
Marcelle Stokes Caratti	Alexander 05 2022	5/12/2022	6/11/2022	100	-	-	-	-	100
Marina Hayes	55	5/16/2022	6/15/2022	870	-	-	-	-	870
Marisa McDonald Photography	2022	5/7/2022	6/6/2022	199	-	-	-	-	199
Marnie Young	MVA0029	5/11/2022	6/10/2022	4,591	-	-	-	-	4,591
Mathnasium of Eastlake	11051	5/13/2022	6/12/2022	295	-	-	-	-	295
Mathnasium of Eastlake	11052	5/13/2022	6/12/2022	275	-	-	-	-	275
Mathnasium of Eastlake	11053	5/13/2022	6/12/2022	295	-	-	-	-	295
Mathnasium of Eastlake	11054	5/13/2022	6/12/2022	275	-	-	-	-	275

Pacific Coast Academy**Accounts Payable Aging****May 31, 2022**

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
Mathnasium of Eastlake	11055	5/13/2022	6/12/2022	275	-	-	-	-	275
Mathnasium of Lemon Grove	INS-007	5/17/2022	6/16/2022	977	-	-	-	-	977
Melinda Call	13 Izzo	5/18/2022	6/17/2022	240	-	-	-	-	240
Melinda Call	14 Gleason	5/18/2022	6/17/2022	120	-	-	-	-	120
Melinda Call	7 Granados	5/18/2022	6/17/2022	120	-	-	-	-	120
Mikala Aragon	2-CM	5/2/2022	6/1/2022	(50)	-	-	-	-	(50)
Miss Sue's Dance Company	550	5/18/2022	6/17/2022	100	-	-	-	-	100
Muse Academy of Music	12	5/19/2022	6/18/2022	896	-	-	-	-	896
Music SD LLC	1033	4/1/2022	5/1/2022	-	180	-	-	-	180
Music SD LLC	1034	5/1/2022	5/31/2022	180	-	-	-	-	180
MusiKey	5202022	5/20/2022	6/19/2022	502	-	-	-	-	502
MusiKey	5212022	5/20/2022	6/19/2022	357	-	-	-	-	357
MusiKey	5222022	5/20/2022	6/19/2022	357	-	-	-	-	357
Natasha Jaksch	JAKS050922	5/9/2022	5/9/2022	-	179	-	-	-	179
Othentik Gym	SerD21	5/1/2022	5/31/2022	300	-	-	-	-	300
Outschool, Inc.	12345704888	5/16/2022	6/15/2022	52	-	-	-	-	52
Outschool, Inc.	12345704889	5/16/2022	6/15/2022	13	-	-	-	-	13
Outschool, Inc.	12345704890	5/16/2022	6/15/2022	13	-	-	-	-	13
Outschool, Inc.	12345704891	5/16/2022	6/15/2022	40	-	-	-	-	40
Outschool, Inc.	12345704892	5/16/2022	6/15/2022	48	-	-	-	-	48
Outschool, Inc.	12345704893	5/16/2022	6/15/2022	100	-	-	-	-	100
Outschool, Inc.	12345704894	5/16/2022	6/15/2022	40	-	-	-	-	40
Outschool, Inc.	12345704895	5/16/2022	6/15/2022	72	-	-	-	-	72
Outschool, Inc.	12345704896	5/16/2022	6/15/2022	24	-	-	-	-	24
Outschool, Inc.	12345704897	5/16/2022	6/15/2022	96	-	-	-	-	96
Outschool, Inc.	12345704898	5/16/2022	6/15/2022	40	-	-	-	-	40
Outschool, Inc.	12345704899	5/16/2022	6/15/2022	96	-	-	-	-	96
Pacific Coast Academy	1CNX-DWLX-H97P	5/24/2022	6/23/2022	(18)	-	-	-	-	(18)
Partners in Special Education, Inc.	CINV-00036031	4/30/2022	5/30/2022	-	325	-	-	-	325
Project Performer LLC	3	5/13/2022	6/12/2022	765	-	-	-	-	765
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

Pacific Coast Academy**Accounts Payable Aging****May 31, 2022**

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
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
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

Pacific Coast Academy**Accounts Payable Aging****May 31, 2022**

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
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
Rainbow Resource Center	3747279	5/20/2022	6/19/2022	24	-	-	-	-	24
Rebecca Newell	0513	5/13/2022	6/12/2022	2,905	-	-	-	-	2,905
Redline Athletics 4S Ranch	AVillegasApril2022	5/13/2022	6/12/2022	199	-	-	-	-	199
Redline Athletics 4S Ranch	AVillegasMay2022	5/13/2022	6/12/2022	199	-	-	-	-	199
Redline Athletics 4S Ranch	BTollestrup April2022	5/13/2022	6/12/2022	142	-	-	-	-	142
Redline Athletics 4S Ranch	CKimApril2022	5/13/2022	6/12/2022	119	-	-	-	-	119
Redline Athletics 4S Ranch	CKimMay2022	5/13/2022	6/12/2022	119	-	-	-	-	119
Redline Athletics 4S Ranch	ClaraKimMay2022	5/13/2022	6/12/2022	119	-	-	-	-	119
Redline Athletics 4S Ranch	CVillegasApril2022	5/13/2022	6/12/2022	199	-	-	-	-	199
Redline Athletics 4S Ranch	CVillegasMay2022	5/13/2022	6/12/2022	159	-	-	-	-	159
Redline Athletics 4S Ranch	JTollestrup April2022	5/13/2022	6/12/2022	142	-	-	-	-	142
Redline Athletics 4S Ranch	KTollestrupApril2022	5/13/2022	6/12/2022	142	-	-	-	-	142
Redline Athletics 4S Ranch	MKimAprii2022	5/13/2022	6/12/2022	159	-	-	-	-	159
Redline Athletics 4S Ranch	MKimMay2022	5/13/2022	6/12/2022	159	-	-	-	-	159
Robin Dixon	4-2022	5/12/2022	6/11/2022	1,675	-	-	-	-	1,675
Ruocco Equestrian Training	022022	5/13/2022	6/12/2022	450	-	-	-	-	450
Ruocco Equestrian Training	032022	5/13/2022	6/12/2022	740	-	-	-	-	740
Ruocco Equestrian Training	042022	5/13/2022	6/12/2022	630	-	-	-	-	630
San Diego Craft Collective	62	5/16/2022	6/15/2022	641	-	-	-	-	641
Sara and Michael Demeure	DEMEURE-1	5/19/2022	6/18/2022	3,835	-	-	-	-	3,835
Sara Musick	006	5/17/2022	6/17/2022	1,355	-	-	-	-	1,355
Sarah Lowery Piano Studio	68	5/19/2022	6/18/2022	100	-	-	-	-	100
Sarah Lowery Piano Studio	69	5/19/2022	6/18/2022	50	-	-	-	-	50
Sarah Lowery Piano Studio	71	5/19/2022	6/18/2022	125	-	-	-	-	125
Sarah Lowery Piano Studio	72	5/19/2022	6/18/2022	250	-	-	-	-	250
Sarah Lowery Piano Studio	73	5/19/2022	6/18/2022	250	-	-	-	-	250
Savvas Learning Company LLC	7027932034	5/10/2022	6/9/2022	288	-	-	-	-	288
Savvas Learning Company LLC	7027932035	5/10/2022	6/9/2022	288	-	-	-	-	288
Scholastic Inc	M7073193 0	5/3/2022	6/2/2022	(29)	-	-	-	-	(29)
Schumacher Tutoring	190	5/15/2022	6/14/2022	1,196	-	-	-	-	1,196
Sebesta's Rocking K Ranch	1091	3/29/2022	4/28/2022	-	-	152	-	-	152
SHI International Corp	B15224585	5/13/2022	6/12/2022	23,965	-	-	-	-	23,965
Shirley Stafford	A. Becker #31	5/16/2022	6/15/2022	260	-	-	-	-	260
Shirley Stafford	A. Girard #13	5/16/2022	6/15/2022	260	-	-	-	-	260

Pacific Coast Academy**Accounts Payable Aging****May 31, 2022**

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
Shirley Stafford	A. Tran #22	5/16/2022	6/15/2022	130	-	-	-	-	130
Shirley Stafford	C. De La Pena #27	5/16/2022	6/15/2022	130	-	-	-	-	130
Shirley Stafford	C. Tran #10	5/16/2022	6/15/2022	130	-	-	-	-	130
Shirley Stafford	E. Torres #7	5/16/2022	6/15/2022	260	-	-	-	-	260
Shirley Stafford	G. Hornby #24	5/16/2022	6/15/2022	130	-	-	-	-	130
Shirley Stafford	G. McDonald #7	5/16/2022	6/15/2022	130	-	-	-	-	130
Shirley Stafford	Hutcherson #25	5/16/2022	6/15/2022	260	-	-	-	-	260
Shirley Stafford	I. Torres #7	5/16/2022	6/15/2022	260	-	-	-	-	260
Shirley Stafford	J. Becker #28	5/16/2022	6/15/2022	260	-	-	-	-	260
Shirley Stafford	J. Martinez #20	5/16/2022	6/15/2022	260	-	-	-	-	260
Shirley Stafford	Ja. French #29	5/16/2022	6/15/2022	260	-	-	-	-	260
Shirley Stafford	Jeff. French #23	5/13/2022	6/12/2022	260	-	-	-	-	260
Shirley Stafford	L. Taylor #3	5/16/2022	6/15/2022	260	-	-	-	-	260
Shirley Stafford	M. Girard #21	5/16/2022	6/15/2022	130	-	-	-	-	130
Shirley Stafford	M. Martinez #22	5/16/2022	6/15/2022	260	-	-	-	-	260
Shirley Stafford	P-D De La Pena #26	5/16/2022	6/15/2022	130	-	-	-	-	130
Shirley Stafford	S. Hornby #9	5/16/2022	6/15/2022	130	-	-	-	-	130
Shirley Stafford	S. Taylor #17	5/16/2022	6/15/2022	260	-	-	-	-	260
Shirley Stafford	S. Tran #22	5/16/2022	6/15/2022	130	-	-	-	-	130
Shirley Stafford	T. Tran #21	5/16/2022	6/15/2022	130	-	-	-	-	130
Shirley Stafford	W. Taylor #3	5/16/2022	6/15/2022	260	-	-	-	-	260
Signing Online	7794	5/15/2022	7/1/2022	225	-	-	-	-	225
Sonya Rosenberg	101	5/17/2022	5/17/2022	-	35	-	-	-	35
Spencer Kim	2203	5/17/2022	6/16/2022	2,786	-	-	-	-	2,786
Steffani Clark-Jijon	120	4/29/2022	5/29/2022	-	195	-	-	-	195
Stephanie McKnight	MCKN051722	5/17/2022	5/17/2022	-	209	-	-	-	209
Studies Weekly	433075	3/3/2022	6/16/2022	15	-	-	-	-	15
Sundance Hills Equestrian Center	0401-CM	3/30/2022	3/30/2022	-	-	-	(250)	-	(250)
Sundance Hills Equestrian Center	0403	5/19/2022	5/19/2022	-	29,252	-	-	-	29,252
Teacher Synergy, LLC	194721027	5/16/2022	6/6/2022	234	-	-	-	-	234
Teacher Synergy, LLC	194803489	5/17/2022	6/7/2022	74	-	-	-	-	74
The Music School	12079	5/14/2022	6/13/2022	154	-	-	-	-	154
The Salvation Army KROC Center	MAR-2022 - 1	5/17/2022	5/17/2022	-	140	-	-	-	140
The San Diego Music and Art Coopera	57	4/22/2022	5/22/2022	-	1,750	-	-	-	1,750
The San Diego Music and Art Coopera	58	5/18/2022	6/17/2022	520	-	-	-	-	520
Timberdoodle.com	383947	5/2/2022	6/1/2022	550	-	-	-	-	550
Timberdoodle.com	384081	5/3/2022	6/2/2022	145	-	-	-	-	145
TK Fitness	001-2022	5/17/2022	6/16/2022	1,035	-	-	-	-	1,035
Valdean Irvine	29	5/16/2022	6/15/2022	300	-	-	-	-	300
Verizon Wireless	9906148954	5/10/2022	6/9/2022	1,966	-	-	-	-	1,966

Pacific Coast Academy**Accounts Payable Aging****May 31, 2022**

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
Verizon Wireless	9906148955	5/10/2022	6/2/2022	500	-	-	-	-	500
West Coast Krav Maga Temecula	6053	5/12/2022	6/11/2022	179	-	-	-	-	179
West Coast Krav Maga Temecula	6054	5/12/2022	6/11/2022	159	-	-	-	-	159
West Coast Krav Maga Temecula	6055	5/12/2022	6/11/2022	159	-	-	-	-	159
William V. MacGill & CO.	CN0022858	12/20/2021	1/19/2022	-	-	-	-	(526)	(526)
Wizard of Math	Bri-4-22	5/15/2022	6/14/2022	100	-	-	-	-	100
Wizard of Math	Bro-4-22	5/15/2022	6/14/2022	100	-	-	-	-	100
Woodbridge Tennis Academy	4	5/17/2022	6/16/2022	155	-	-	-	-	155
YMCA of San Diego County	5-2022	5/16/2022	6/15/2022	729	-	-	-	-	729
Total Outstanding Payables in May				<u>\$ 174,528</u>	<u>\$ 34,982</u>	<u>\$ 15,355</u>	<u>\$ (130)</u>	<u>\$500,947</u>	<u>\$ 725,682</u>

Coversheet

2022-2023 Annual Budget

Section: II. Finance
Item: C. 2022-2023 Annual Budget
Purpose: Vote
Submitted by:
Related Material: FY23-PCA- Budget Package.pdf

BACKGROUND:

Charter Impact developed the Annual Budget for Pacific Coast Academy. School budgets must be adopted annually before July 1.

Expert: Charter Impact



Pacific Coast Academy

Budget Presentation – FY 2022-23

Pacific Coast – Highlights

Highlights

- Budget balance with \$2.53M surplus (4.9% of expense)
- (Super) COLA projected for LCFF and other programs

Grade level	2022-23	2023-24	2024-25
COLA	6.56%	5.38%	4.02%
Total Enrollment	4,600.00	4,600.00	4,600.00
Total ADA	4,508.00	4,508.00	4,508.00
Total Target Base Plus Add-Ons	\$ 42,384,965	\$ 44,664,557	\$ 46,459,730
Average Base per ADA	\$ 9,402	\$ 9,908	\$ 10,306
Total Supplemental Grant	\$ 3,304,332	\$ 3,432,025	\$ 3,569,966
Total LCFF	\$ 45,689,297	\$ 48,096,587	\$ 50,029,701
Total Funding per ADA	\$ 10,135	\$ 10,669	\$ 11,098

Enrollment & Per Pupil Data	
	Budget
Average Enrollment	4600
ADA	4508
Attendance Rate	98.0%
Unduplicated %	39.0%
Revenue per ADA	\$12,095
Expenses per ADA	\$11,534

Compliance

Cert.	Instr.
52.5%	82.2%
6,838,165	1,213,206

Pupil:Teacher Ratio
19.86 :1

- SB740 Requirements:

Must exceed
40% / 80%

Must be equal to or less than
25:1

Pacific Coast – Revenue & Expense

Revenue

State Aid-Rev Limit
Federal Revenue
Other State Revenue
Other Local Revenue
Total Revenue

Annual/Full Year	
Budget	
\$	45,689,297
	3,803,810
	5,032,671
	-
\$	54,525,778

Expenses

Certificated Salaries
Classified Salaries
Benefits
Books and Supplies
Subagreement Services
Operations
Facilities
Professional Services
Depreciation
Interest
Total Expenses

Annual/Full Year	
Budget	
\$	21,442,791
	3,608,905
	8,612,722
	8,632,671
	6,628,836
	498,400
	382,400
	2,156,135
	34,286
	-
\$	51,997,146

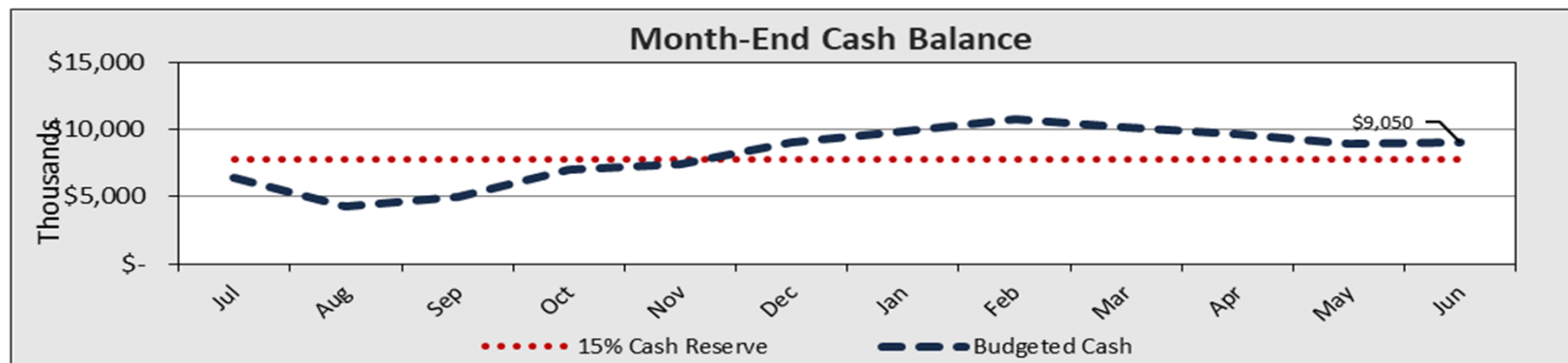
- ESSER II: 725,095
 - 876,177 spent in FY22
 - ESSER III: 1,786,950
 - 50% in FY23 and 50% in FY24
 - 377,651 in extra SPED funding included
 - Learning Recovery and Dispute Prevention Funding
-
- Certificated Staffing Cost decrease 3.2% (without benefits)
 - 14 staff added plus raises but no stipends
 - Classified Staffing Cost flat (without benefits)
 - 5 staff added plus raises but no stipends
 - Total Benefits Increase year to year 18%
 - STRS and Health Insurance increases
 - All other major expenses projected in-line with last year's per ADA projected actuals

Pacific Coast –Fund & Cash Balance



	Annual/Full Year
	Budget
Total Surplus(Deficit)	\$ 2,528,632
Beginning Fund Balance	7,773,013
Ending Fund Balance	<u>\$ 10,301,646</u>
<i>As a % of Annual Expenses</i>	<i>19.8%</i>

- Fund balance and surplus within state and authorizer requirements
- Fund balance subject to change in anticipation of the June 2022 financial close



- Strong cash balance for each monthly close
- No factoring built into current budget
- Low point in August/September, which is normal for how revenue is paid



Pacific Coast – Three Year Forecast

- Next years budget revenue is an increase from current year and increases for all 3-years
- Expenses increase by COLA year-over-year
- Positive surplus and cash balances all three years

	2022-23	2023-24	2024-25
	Budget	Forecast	Forecast
Assumptions			
LCFF COLA	6.56%	5.38%	4.02%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	4,600.00	4,600.00	4,600.00
Average Daily Attendance	4,508.00	4,508.00	4,508.00
Total Revenue	\$ 54,525,778	\$ 56,007,078	\$ 55,984,715
Total Expenses	\$ 51,997,146	\$ 53,048,202	\$ 54,115,056
Surplus (Deficit)	\$ 2,528,632	\$ 2,958,876	\$ 1,869,658
	4.86%	5.58%	3.45%
Fund Balance, Beginning of Year	\$ 7,773,013	\$ 10,301,646	\$ 13,260,521
Fund Balance, End of Year	<u>\$ 10,301,646</u>	<u>\$ 13,260,521</u>	<u>\$ 15,130,180</u>
	19.8%	25.0%	28.0%
Cash Flow Adjustments			
Total Change in Cash	3,153,825	(1,477,221)	1,748,566
Cash, Beginning of Year	5,896,288	9,050,113	7,572,892
Cash, End of Year	\$ 9,050,113	\$ 7,572,892	\$ 9,321,458

California State Budget

- Additional LCFF revenue is inevitable
 - Governor's proposal is a ~9.7% COLA
 - Legislature's proposal is a ~16% COLA
- Large one-time funding is inevitable
 - Governor's proposal a \$8B (~\$1,500/ADA)
 - Legislature's proposal a \$8.5B (~\$1,600/ADA)
 - Timelines for spending is unknown. Additional expenses are unknown.

Pacific Coast – Appendix

- Multi-Year Forecast
- Monthly Cash Flow / Forecast 22-23

Pacific Coast Academy

Multi-Year Forecast

Revised 6/8/22



	2022-23	2023-24	2024-25
	Budget	Forecast	Forecast
Assumptions			
LCFF COLA	6.56%	5.38%	4.02%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	4,600.00	4,600.00	4,600.00
Average Daily Attendance	4,508.00	4,508.00	4,508.00
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	\$ 43,721,841	\$ 46,129,131	\$ 48,062,245
8012 Education Protection Account	901,600	901,600	901,600
8096 In Lieu of Property Taxes	1,065,856	1,065,856	1,065,856
	45,689,297	48,096,587	50,029,701
Federal Revenue			
8181 Special Education - Entitlement	540,960	540,960	540,960
8290 Title I, Part A - Basic Low Income	627,306	627,306	627,306
8291 Title II, Part A - Teacher Quality	107,002	107,002	107,002
8293 Title III - Limited English	16,497	16,497	16,497
8296 Other Federal Revenue	2,512,045	1,786,949	-
	3,803,810	3,078,714	1,291,765
Other State Revenue			
8311 State Special Education	3,527,059	3,527,059	3,527,059
8550 Mandated Cost	100,137	108,366	108,366
8560 State Lottery	1,027,824	1,027,824	1,027,824
8599 Other State Revenue	377,651	168,528	-
	5,032,671	4,831,777	4,663,249
Total Revenue	\$ 54,525,778	\$ 56,007,078	\$ 55,984,715
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	14,649,264	14,942,249	15,241,094
1175 Teachers' Extra Duty/Stipends	2,108,721	2,150,895	2,193,913
1200 Pupil Support Salaries	1,596,983	1,628,923	1,661,501
1300 Administrators' Salaries	2,208,835	2,253,012	2,298,072
1900 Other Certificated Salaries	878,989	896,568	914,500
	21,442,791	21,871,647	22,309,080
Classified Salaries			
2100 Instructional Salaries	380,861	388,478	396,248
2200 Support Salaries	1,228,515	1,253,085	1,278,147
2300 Classified Administrators' Salaries	493,370	503,237	513,302
2400 Clerical and Office Staff Salaries	1,347,707	1,374,661	1,402,155
2900 Other Classified Salaries	158,452	161,621	164,853
	3,608,905	3,681,083	3,754,705

Pacific Coast Academy

Multi-Year Forecast

Revised 6/8/22



	2022-23	2023-24	2024-25
	Budget	Forecast	Forecast
Benefits			
3101 STRS	4,095,573	4,177,485	4,261,034
3301 OASDI	223,752	228,227	232,792
3311 Medicare	363,250	370,515	377,925
3401 Health and Welfare	3,170,000	3,233,400	3,298,068
3501 State Unemployment	156,800	156,800	156,800
3601 Workers' Compensation	350,724	357,738	364,893
3901 Other Benefits	252,623	257,676	262,829
	8,612,722	8,781,840	8,954,341
Books and Supplies			
4100 Textbooks and Core Curricula	14,100	14,382	14,670
4302 School Supplies	6,385,698	6,513,412	6,643,681
4305 Software	847,600	864,552	881,843
4310 Office Expense	118,000	120,360	122,767
4311 Business Meals	600	612	624
4400 Noncapitalized Equipment	1,266,672	1,292,006	1,317,846
	8,632,671	8,805,324	8,981,431
Subagreement Services			
5102 Special Education	2,272,700	2,318,154	2,364,517
5105 Security	1,100	1,122	1,144
5106 Other Educational Consultants	4,355,036	4,442,137	4,530,979
	6,628,836	6,761,413	6,896,641
Operations and Housekeeping			
5201 Auto and Travel	35,600	36,312	37,038
5300 Dues & Memberships	23,000	23,460	23,929
5400 Insurance	386,200	393,924	401,802
5501 Utilities	15,500	15,810	16,126
5900 Communications	18,200	18,564	18,935
5901 Postage and Shipping	19,900	20,298	20,704
	498,400	508,368	518,535
Facilities, Repairs and Other Leases			
5601 Rent	367,300	374,646	382,139
5604 Other Leases	13,400	13,668	13,941
5610 Repairs and Maintenance	1,700	1,734	1,769
	382,400	390,048	397,849

Pacific Coast Academy

Multi-Year Forecast

Revised 6/8/22



	2022-23	2023-24	2024-25
	Budget	Forecast	Forecast
Professional/Consulting Services			
5801 IT	158,000	161,160	164,383
5802 Audit & Taxes	8,800	8,976	9,156
5803 Legal	211,600	215,832	220,149
5804 Professional Development	70,100	71,502	72,932
5805 General Consulting	14,000	14,280	14,566
5806 Special Activities/Field Trips	168,641	172,014	175,454
5807 Bank Charges	19,800	20,196	20,600
5808 Printing	1,700	1,734	1,769
5809 Other taxes and fees	32,800	33,456	34,125
5810 Payroll Service Fee	37,700	38,454	39,223
5811 Management Fee	954,201	973,285	992,751
5812 District Oversight Fee	456,893	480,966	500,297
5813 County Fees	1,900	1,938	1,977
5815 Public Relations/Recruitment	20,000	20,400	20,808
	2,156,135	2,214,193	2,268,189
Depreciation			
6900 Depreciation Expense	34,286	34,286	34,286
	34,286	34,286	34,286
Total Expenses	\$ 51,997,146	\$ 53,048,202	\$ 54,115,056
Surplus (Deficit)	\$ 2,528,632	\$ 2,958,876	\$ 1,869,658
	4.86%	5.58%	3.45%
Fund Balance, Beginning of Year	\$ 7,773,013	\$ 10,301,646	\$ 13,260,521
Fund Balance, End of Year	\$ 10,301,646	\$ 13,260,521	\$ 15,130,180
	19.8%	25.0%	28.0%
Cash Flow Adjustments			
Surplus (Deficit)	2,528,632	2,958,876	1,869,658
Cash Flows From Operating Activities			
Depreciation/Amortization	34,286	34,286	34,286
Public Funding Receivables	815,952	(4,511,881)	(157,127)
Accounts Payable	(225,045)	41,499	1,749
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	3,153,825	(1,477,221)	1,748,566
Cash, Beginning of Year	5,896,288	9,050,113	7,572,892
Cash, End of Year	\$ 9,050,113	\$ 7,572,892	\$ 9,321,458

Pacific Coast Academy

Monthly Cash Flow/Budget FY22-23

Revised 6/8/22

ADA = 4508.00

Based on February Forecast



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 Budget	Original Budget Total	Favorable / (Unfav.)
8011 LCFF State Aid	2,128,991	2,128,991	3,832,183	3,832,183	3,832,183	3,832,183	3,832,183	4,060,588	4,060,588	4,060,588	4,060,588	4,060,588	5	43,721,841	43,721,841	-
8012 Education Protection Account	-	-	-	225,400	-	-	225,400	-	-	225,400	-	-	225,400	901,600	901,600	-
8096 In Lieu of Property Taxes	-	62,281	124,562	83,041	83,041	83,041	83,041	83,041	154,602	77,301	77,301	77,301	77,301	1,065,856	1,065,856	-
	2,128,991	2,191,272	3,956,745	4,140,624	3,915,224	3,915,224	4,140,624	4,143,629	4,215,190	4,363,289	4,137,889	4,137,889	302,707	45,689,297	45,689,297	-

Federal Revenue

8181 Special Education - Entitlement	26,342	26,342	47,415	47,415	47,415	47,415	47,415	50,241	50,241	50,241	50,241	50,241	-	540,960	540,960	-
8290 Title I, Part A - Basic Low Income	-	-	156,827	-	-	470,480	-	-	-	-	-	-	-	627,306	627,306	-
8291 Title II, Part A - Teacher Quality	-	-	26,751	-	-	80,252	-	-	-	-	-	-	-	107,002	107,002	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	16,497	-	16,497	16,497	-
8296 Other Federal Revenue	-	-	628,011	-	-	628,011	-	-	628,011	-	-	628,011	-	2,512,045	2,512,045	-
	26,342	26,342	859,003	47,415	47,415	1,226,157	47,415	50,241	678,252	50,241	50,241	694,749	-	3,803,810	3,803,810	-

Other State Revenue

8311 State Special Education	171,747	171,747	309,144	309,144	309,144	309,144	309,144	686,986	190,172	190,172	190,172	190,172	190,172	3,527,059	3,527,059	-
8550 Mandated Cost	-	-	-	-	-	100,137	-	-	-	-	-	-	-	100,137	100,137	-
8560 State Lottery	-	-	-	-	-	-	250,244	-	-	250,244	-	-	527,336	1,027,824	1,027,824	-
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	377,651	-	377,651	377,651	-
	171,747	171,747	309,144	309,144	309,144	409,281	559,388	686,986	190,172	440,416	190,172	567,823	717,508	5,032,671	5,032,671	-

Total Revenue	2,327,079	2,389,360	5,124,892	4,497,183	4,271,783	5,550,662	4,747,427	4,880,856	5,083,614	4,853,946	4,378,302	5,400,461	1,020,214	54,525,778	54,525,778	-
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Expenses

Certificated Salaries

1100 Teachers' Salaries	104,792	1,322,225	1,322,225	1,322,225	1,322,225	1,322,225	1,322,225	1,322,225	1,322,225	1,322,225	1,322,225	1,322,225	-	14,649,264	14,649,264	-
1175 Teachers' Extra Duty/Stipends	175,727	175,727	175,727	175,727	175,727	175,727	175,727	175,727	175,727	175,727	175,727	175,727	-	2,108,721	2,108,721	-
1200 Pupil Support Salaries	-	145,180	145,180	145,180	145,180	145,180	145,180	145,180	145,180	145,180	145,180	145,180	-	1,596,983	1,596,983	-
1300 Administrators' Salaries	184,070	184,070	184,070	184,070	184,070	184,070	184,070	184,070	184,070	184,070	184,070	184,070	-	2,208,835	2,208,835	-
1900 Other Certificated Salaries	-	79,908	79,908	79,908	79,908	79,908	79,908	79,908	79,908	79,908	79,908	79,908	-	878,989	878,989	-
	464,589	1,907,109	1,907,109	1,907,109	1,907,109	1,907,109	1,907,109	1,907,109	1,907,109	1,907,109	1,907,109	1,907,109	-	21,442,791	21,442,791	-

Classified Salaries

2100 Instructional Salaries	12,192	33,515	33,515	33,515	33,515	33,515	33,515	33,515	33,515	33,515	33,515	33,515	-	380,861	380,861	-
2200 Support Salaries	98,754	102,706	102,706	102,706	102,706	102,706	102,706	102,706	102,706	102,706	102,706	102,706	-	1,228,515	1,228,515	-
2300 Classified Administrators'	41,114	41,114	41,114	41,114	41,114	41,114	41,114	41,114	41,114	41,114	41,114	41,114	-	493,370	493,370	-
2400 Clerical and Office Staff Salaries	112,309	112,309	112,309	112,309	112,309	112,309	112,309	112,309	112,309	112,309	112,309	112,309	-	1,347,707	1,347,707	-
2900 Other Classified Salaries	13,204	13,204	13,204	13,204	13,204	13,204	13,204	13,204	13,204	13,204	13,204	13,204	-	158,452	158,452	-
	277,573	302,848	302,848	302,848	302,848	302,848	302,848	302,848	302,848	302,848	302,848	302,848	-	3,608,905	3,608,905	-

Benefits

3101 STRS	88,736	364,258	364,258	364,258	364,258	364,258	364,258	364,258	364,258	364,258	364,258	364,258	-	4,095,573	4,095,573	-
3301 OASDI	17,210	18,777	18,777	18,777	18,777	18,777	18,777	18,777	18,777	18,777	18,777	18,777	-	223,752	223,752	-
3311 Medicare	10,761	32,044	32,044	32,044	32,044	32,044	32,044	32,044	32,044	32,044	32,044	32,044	-	363,250	363,250	-
3401 Health and Welfare	264,167	264,167	264,167	264,167	264,167	264,167	264,167	264,167	264,167	264,167	264,167	264,167	-	3,170,000	3,170,000	-
3501 State Unemployment	7,840	7,840	7,840	7,840	7,840	7,840	39,200	31,360	15,680	7,840	7,840	7,840	-	156,800	156,800	-
3601 Workers' Compensation	10,390	30,939	30,939	30,939	30,939	30,939	30,939	30,939	30,939	30,939	30,939	30,939	-	350,724	350,724	-
3901 Other Benefits	7,484	22,285	22,285	22,285	22,285	22,285	22,285	22,285	22,285	22,285	22,285	22,285	-	252,623	252,623	-
	406,588	740,310	740,310	740,310	740,310	740,310	771,670	763,830	748,150	740,310	740,310	740,310	-	8,612,722	8,612,722	-

Books and Supplies

4100 Textbooks and Core Materials	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	-	14,100	14,100	-
4302 School Supplies	149,614	555,185	526,471	236,799	202,241	242,600	250,614	265,233	1,165,008	971,367	863,659	956,908	-	6,385,698	6,385,698	-
4305 Software	70,633	70,633	70,633	70,633	70,633	70,633	70,633	70,633	70,633	70,633	70,633	70,633	-	847,600	847,600	-
4310 Office Expense	9,833	9,833	9,833	9,833	9,833	9,833	9,833	9,833	9,833	9,833	9,833	9,833	-	118,000	118,000	-
4311 Business Meals	50	50	50	50	50	50	50	50	50	50	50	50	-	600	600	-
4400 Noncapitalized Equipment	29,678	110,127	104,431	46,972	40,117	48,122	49,712	52,612	231,092	192,681	171,316	189,813	-	1,266,672	1,266,672	-
	260,983	747,004	712,594	365,462	324,049	372,414	382,018	399,536	1,477,792	1,245,739	1,116,667	1,228,413	-	8,632,671	8,632,671	-

Pacific Coast Academy

Monthly Cash Flow/Budget FY22-23

Revised 6/8/22

ADA = 4508.00

Based on February Forecast



	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 Budget	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	189,392	189,392	189,392	189,392	189,392	189,392	189,392	189,392	189,392	189,392	189,392	189,392	-	2,272,700	2,272,700	-
5105 Security	92	92	92	92	92	92	92	92	92	92	92	92	-	1,100	1,100	-
5106 Other Educational Consultants	102,036	378,636	359,052	161,496	137,928	165,453	170,918	180,888	794,534	662,471	589,014	652,610	-	4,355,036	4,355,036	-
	291,520	568,119	548,536	350,980	327,411	354,936	360,402	370,372	984,017	851,954	778,497	842,093	-	6,628,836	6,628,836	-
Operations and Housekeeping																
5201 Auto and Travel	2,967	2,967	2,967	2,967	2,967	2,967	2,967	2,967	2,967	2,967	2,967	2,967	-	35,600	35,600	-
5300 Dues & Memberships	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	-	23,000	23,000	-
5400 Insurance	32,183	32,183	32,183	32,183	32,183	32,183	32,183	32,183	32,183	32,183	32,183	32,183	-	386,200	386,200	-
5501 Utilities	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	-	15,500	15,500	-
5900 Communications	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	-	18,200	18,200	-
5901 Postage and Shipping	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	-	19,900	19,900	-
	41,533	41,533	41,533	41,533	41,533	41,533	41,533	41,533	41,533	41,533	41,533	41,533	-	498,400	498,400	-
Facilities, Repairs and Other Leases																
5601 Rent	30,608	30,608	30,608	30,608	30,608	30,608	30,608	30,608	30,608	30,608	30,608	30,608	-	367,300	367,300	-
5604 Other Leases	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	-	13,400	13,400	-
5610 Repairs and Maintenance	142	142	142	142	142	142	142	142	142	142	142	142	-	1,700	1,700	-
	31,867	31,867	31,867	31,867	31,867	31,867	31,867	31,867	31,867	31,867	31,867	31,867	-	382,400	382,400	-
Professional/Consulting Services																
5801 IT	13,167	13,167	13,167	13,167	13,167	13,167	13,167	13,167	13,167	13,167	13,167	13,167	-	158,000	158,000	-
5802 Audit & Taxes	-	-	-	2,933	2,933	2,933	-	-	-	-	-	-	-	8,800	8,800	-
5803 Legal	17,633	17,633	17,633	17,633	17,633	17,633	17,633	17,633	17,633	17,633	17,633	17,633	-	211,600	211,600	-
5804 Professional Development	5,842	5,842	5,842	5,842	5,842	5,842	5,842	5,842	5,842	5,842	5,842	5,842	-	70,100	70,100	-
5805 General Consulting	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	-	14,000	14,000	-
5806 Special Activities/Field Trips	3,951	14,662	13,904	6,254	5,341	6,407	6,619	7,005	30,767	25,653	22,809	25,271	-	168,641	168,641	-
5807 Bank Charges	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	-	19,800	19,800	-
5808 Printing	142	142	142	142	142	142	142	142	142	142	142	142	-	1,700	1,700	-
5809 Other taxes and fees	2,733	2,733	2,733	2,733	2,733	2,733	2,733	2,733	2,733	2,733	2,733	2,733	-	32,800	32,800	-
5810 Payroll Service Fee	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	3,142	-	37,700	37,700	-
5811 Management Fee	79,517	79,517	79,517	79,517	79,517	79,517	79,517	79,517	79,517	79,517	79,517	79,517	-	954,201	954,201	-
5812 District Oversight Fee	21,290	21,913	39,567	41,406	39,152	39,152	41,406	41,436	42,152	43,633	41,379	41,379	3,027	456,893	456,893	-
5813 County Fees	-	-	-	475	-	-	475	-	-	475	-	-	475	1,900	1,900	-
5815 Public Relations/Recruitment	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	20,000	20,000	-
	151,900	163,233	180,130	177,727	174,085	175,151	175,158	175,099	199,577	196,419	190,846	193,309	3,502	2,156,135	2,156,135	-
Depreciation																
6900 Depreciation Expense	2,857	2,857	2,857	2,857	2,857	2,857	2,857	2,857	2,857	2,857	2,857	2,857	-	34,286	34,286	-
	2,857	2,857	2,857	2,857	2,857	2,857	2,857	2,857	2,857	2,857	2,857	2,857	-	34,286	34,286	-
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	1,929,410	4,504,881	4,467,784	3,920,693	3,852,070	3,929,026	3,975,463	3,995,053	5,695,751	5,320,638	5,112,535	5,290,340	3,502	51,997,146	51,997,146	-
Monthly Surplus (Deficit)	397,669	(2,115,522)	657,107	576,489	419,713	1,621,636	771,964	885,804	(612,137)	(466,692)	(734,233)	110,121	1,016,712	2,528,632	2,528,632	-

Pacific Coast Academy
Monthly Cash Flow/Budget FY22-23

Revised 6/8/22

ADA = 4508.00

Based on February Forecast



	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 Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	397,669	(2,115,522)	657,107	576,489	419,713	1,621,636	771,964	885,804	(612,137)	(466,692)	(734,233)	110,121	1,016,712	2,528,632		
Cash flows from operating activities																
Depreciation/Amortization	2,857	2,857	2,857	2,857	2,857	2,857	2,857	2,857	2,857	2,857	2,857	2,857	-	34,286		
Public Funding Receivables	328,230	-	-	1,507,937	-	-	-	-	-	-	-	-	(1,020,214)	815,952		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(228,547)	-	-	-	-	-	-	-	-	-	-	-	3,502	(225,045)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	500,209	(2,112,665)	659,964	2,087,283	422,570	1,624,493	774,821	888,661	(609,280)	(463,835)	(731,376)	112,978				
Cash, Beginning of Month	5,896,288	6,396,497	4,283,832	4,943,796	7,031,080	7,453,650	9,078,143	9,852,964	10,741,625	10,132,345	9,668,511	8,937,135				
Cash, End of Month	6,396,497	4,283,832	4,943,796	7,031,080	7,453,650	9,078,143	9,852,964	10,741,625	10,132,345	9,668,511	8,937,135	9,050,113				

Cert.	Instr.
52.5%	82.2%
6,838,165	1,213,206

Pupil:Teacher Ratio
19.86 :1

Coversheet

2022-2023 Education Protection Account (EPA) Spending Plan

Section: II. Finance
Item: D. 2022-2023 Education Protection Account (EPA) Spending Plan
Purpose: Vote
Submitted by:
Related Material: FY23-PCA-EPA Spending Plan.xlsx

BACKGROUND:

The Education Protection Account (EPA) provides local educational agencies (LEAs) with general purpose state aid funding pursuant to Section 36 of Article XIII of the California Constitution. The EPA funding is a component of an LEA's total LCFF entitlement as calculated in the Principal Apportionment. The EPA was developed by Charter Impact.

Expert: Charter Impact

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

FY23-PCA-EPA Spending Plan.xlsx

Coversheet

Resolution Regarding the Education Protection Account (EPA)

Section:	II. Finance
Item:	E. Resolution Regarding the Education Protection Account (EPA)
Purpose:	Vote
Submitted by:	
Related Material:	FY23-PCA-EPA Resolution.doc

PACIFIC COAST ACADEMY

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Pacific Coast Academy;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Pacific Coast Academy has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____, 2022.

Board Member

Board Member

Board Member

Board Member

Board Member

Coversheet

Memorandum of Understanding (MOU) South Schools

Section: II. Finance
Item: F. Memorandum of Understanding (MOU) South Schools
Purpose: Vote
Submitted by:
Related Material:
Master 3 South Schools Shared Administrative Services 22-23_Redlined 6.12.2022(1).pdf

BACKGROUND:

We would like to engage in another year of MOU contracts of shared administrative staff with Cabrillo Point Academy and Mission Vista Academy. We decreased departments by once again and next year will no longer be sharing intervention and English Language Development teachers.

Expert: Procopio

MEMORANDUM OF UNDERSTANDING FOR SHARED ADMINISTRATIVE SERVICES

This Memorandum of Understanding for Shared Administrative Services (“**MOU**”) is entered into as of July 1, ~~2021~~2022 (“**Effective Date**”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “**Party**” or collectively as the “**Parties**” to this MOU: Mission Vista Academy, Pacific Coast Academy, and Cabrillo Point Academy.

WHEREAS, Mission Vista Academy operates a public charter school named Mission Vista Academy, Pacific Coast Academy operates a public school named Pacific Coast Academy, and Cabrillo Point Academy operates a public charter school named Cabrillo Point Academy (each a “**School**” or collectively the “**Schools**”);

WHEREAS, Schools are nonclassroom-based public charter schools using a similar educational model dedicated to providing students with a flexible personalized learning experience that empowers families to tailor a program designed around the specific needs of each student;

WHEREAS, the Schools’ respective education programs are structured to allow administrative staff to effectively support the Schools from remote locations;

WHEREAS, the Schools desire to coordinate with each other share certain administrative services and staff because this will further the Schools’ shared goal to successfully implement their education programs in an efficient and cost effective manner; and

WHEREAS, it is the intent of the Parties to enter into this MOU pursuant to which Schools will coordinate with each other to share administrative staff and functions according to the following terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the foregoing and of the mutual promises set forth in this MOU, the sufficiency of which is acknowledged, the Parties desire to, and hereby agree as follows:

1. Shared Administrative Services. During the term of this MOU, the Parties shall share the costs associated with the provision of administrative services (“**Services**”) as set forth in Attachment A. The Parties intend to share employees who perform the Services and the term “**Shared Employee**” shall refer to individuals shared between the Parties pursuant to this MOU. The Parties shall share the costs of employing the Shared Employees performing the Services (including total gross wages, retirement benefit system contributions, and employment taxes) (“**Shared Employee Cost**”) as set forth in Attachment A.

2. Lessor and Lessee Schools. The Parties acknowledge each School may both (i) employ an individual who will provide administrative Services to another School; and (ii) receive administrative services from an individual employed by another School. The term “**Lessor School**” refers to a School leasing its employee(s) to another School pursuant to the terms of the MOU. The term “**Lessee School**” refers to a School receiving Services from another School’s employee(s) pursuant to the terms of the MOU. Each Party may serve as a Lessor School and Lessee School under this MOU, and shall meet the obligations set forth in this MOU depending on their role as a Lessor School and/or Lessee School.

3. Lessor School Responsibilities:

- a. Comply with all applicable federal and state statutes, laws and regulations.
- b. Lessor School shall also ensure Shared Employees have undergone a tuberculosis risk

assessment and/or testing with satisfactory clearances prior to commencing Services to Lessee School to the extent required by the Lessor School's charter petition ("Charter Petition") and applicable law.

c. Lessor School shall ensure that all Shared Employees providing Services to the Lessee School under this MOU receive required training, including, but not limited to initial and annual training on mandated child abuse or neglect reporting.

d. Lessor School shall ensure that (i) all Shared Employees have been cleared for employment through the Department of Justice in compliance with the Charter Petition and applicable law; and (ii) no Shared Employee has been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7).

e. Lessor School agrees that it is the sole and exclusive employer of Shared Employees performing Services for a Lessee School under this MOU. Lessor School shall supervise and make all employment decisions with respect to its employees in its sole discretion, including, but not limited to, all hiring, evaluation, assignment, termination, compensation and benefits decisions. Lessor School will be responsible for the supervision of its employees, subject to input from the Lessee School.

4. Lessee School Responsibilities:

a. Lessee School shall have the right to supervise Shared Employees' activities while they are on assignment to Lessee School to ensure they are meeting their performance obligations. In addition to any obligations set forth by Lessor School as their employer, while performing Services to support Lessee School, Shared Employees shall abide by and be subject to applicable policies and procedures adopted by Lessee School.

b. Lessee School shall make available to Lessor School, in a timely manner, all data, files, documentation, or other information necessary or appropriate for the performance of the Services. Lessee School will be responsible for, and Lessor School shall be entitled to rely upon, the content, accuracy, completeness, and consistency of all such data, materials, and information.

c. Lessee School shall provide a safe working area for Shared Employees when necessary for Shared Employees to be on a Lessee School location.

5. Relationship Between Lessor and Lessee Schools.

a. Shared Employees are, and shall remain, the employees of the Lessor School, and shall be subject to the ultimate direction and control of Lessor School and its governing board, officers, and other representatives. The termination of this MOU shall not terminate the employment relationship of any Shared Employee with Lessor School.

b. Lessor School shall have full and sole legal control over and responsibility for payment of all compensation and benefits to Shared Employees, including retirement benefit system contributions (e.g., STRS, as applicable), as well as the full and sole responsibility for ensuring compliance with any and all applicable state and federal income tax withholding, state and federal unemployment and disability insurance withholding and contributions, wage and hour obligations, social security tax withholding and contributions, and other applicable employment law requirements. Assuming Lessor School participates in CalSTRS, the Parties acknowledge Shared Employees are employees of the Lessor School for CalSTRS purposes.

c. Lessor School is responsible for compliance with workers' compensation coverage obligations, wage and hour obligations, and any other applicable federal or state employment laws for Shared Employees. Pursuant to Labor Code section 3602, Lessor School agrees to retain workers' compensation coverage for all Shared Employees as set forth in Section 11 for the duration of their support to a Lessee School.

6. Term and Termination. The term of this MOU commences on July 1, ~~2021~~2022 and continues through June 30, ~~2021~~2022, and shall then automatically renew for consecutive one (1) year terms, unless and until earlier terminated as set forth in subsection (a) herein. The Parties shall pay unpaid portion of fees owed through the effective date of termination calculated on a pro-rata basis.

a. **Termination Without Cause.** Any Party may terminate its participation in this MOU for any reason upon sixty (60) days' written notice to all Parties. Termination of participation by any Party(ies) shall not terminate the MOU as to any other Party.

7. Amendments. This MOU may be amended as follows:

a. **Changes in the Law.** In the event that any new enactment, repeal, or change of any federal, state, or local law, regulation, interpretation of law or regulation by an authorizer or regulator, or court or administrative decision or order materially affects the performance of any of the Parties in conformity with this MOU, the Parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the MOU) to address the changes. If, despite such good faith negotiations, the Parties are unable to agree upon an acceptable approach, the MOU shall terminate for all Parties without further obligation or liability among the Parties, upon any Party's sixty (60) days' written notice to the other Parties, or in such lesser time as is reasonable under the circumstances.

b. **Mutual Agreement.** The Parties may amend this MOU with mutual written consent of all Parties.

8. Work Product; Intellectual Property. Any work product that is created by Lessor School, including by any Shared Employee, in the context of providing Services shall be the property of that Lessor School. Any intellectual property owned by a Lessee School and used by a Lessor School related to the Services shall remain the property of that Lessee School. Similarly, any intellectual property owned or created by Lessor School, including by any of the Shared Employees, that is utilized as part of providing the Services shall remain the property of Lessor School. No Party shall have the right to grant a license, sublicense, or any other use or rights to the property of another Party. Upon termination or expiration of this MOU, the property of each Party in the possession of any other Party shall be returned and/or destroyed.

9. Confidentiality. Each Party acknowledges that during the term of this MOU, it may have access to certain Confidential Information of the other Party(ies), as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards to reasonably protect the confidentiality of the other Parties' Confidential Information.

a. **"Confidential Information"** means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, student education records, intellectual property, business or strategic plans, contractual arrangements or negotiations, fundraising strategies, financial information and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this MOU or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.

b. If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including a subpoena, a request made to a Party under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent

practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

c. Upon the termination or expiration of this MOU, Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed. Section 9 shall survive termination of this MOU.

10. Student Information. Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) (“*FERPA*”) and other applicable state and federal laws pertaining to student information and privacy.

a. To the extent necessary, the Lessor School shall be designated as having a legitimate educational interest in accessing a Lessee School’s student education records, as that term is defined by and for purposes of FERPA, thereby allowing Lessor School to access personally identifiable information from student education records from the Lessee School as part of its performance of the Services. For purposes of this MOU, the term “personally identifiable information” (“*PII*”) means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. Lessor School shall not use or disclose pupil records, including PII, received from or on behalf of another Party except as necessary with respect to the performance of the Services, as required by law, or as otherwise authorized in writing by the applicable Lessee School. Lessor School shall protect the student education records it receives from or on behalf of another Party no less rigorously than it protects its own student education records. In the event of an unauthorized disclosure of PII, Lessor School shall notify the affected Lessee School(s) as soon as practicable, and shall, upon the affected Lessee School’s request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

11. Insurance. Each Lessor School shall procure and maintain in full force and effect for the duration of this MOU, the following insurance in connection with performance under MOU by Lessor School, its agents, representatives, employees or subcontractors. Insurance policies shall be on an occurrence basis, and coverage shall be at least as broad and in the minimum amounts as follows:

a. California Workers' Compensation Insurance, as required by the State of California, with statutory limits, and Employer’s Liability Insurance with a combined single limit of no less than One Million Dollars (\$1,000,000) per claim for bodily injury or disease, covering, without limitation, all Shared Employees.

b. General Liability Insurance including coverage for personal injury, death, property damage and sexual abuse/molestation with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence, and a minimum annual aggregate of Two Million Dollars (\$2,000,000).

c. Employment Practices Liability Insurance with a combined single limit of no less than One Million Dollars (\$1,000,000) per claim.

d. Professional Liability Insurance, which may also be called Educator’s Legal Liability Insurance, with a combined single limit of no less than One Million Dollars (\$1,000,000) per claim, and Two Million Dollars (\$2,000,000) policy aggregate.

e. Each Lessor School will provide additional insured insurance coverage and policy endorsements for Lessee Schools and its officers, officials, directors, employees, volunteers or agents (collectively referred to as the “Additional Insured Parties”) under the general liability policies. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insured Parties. Lessor School’s insurance shall be primary as respects Additional Insured Parties, and any insurance, self-insurance or other coverage maintained by Additional Insured Parties shall be excess to Lessee School’s insurance and shall not contribute to

it.

f. Lessor School hereby agrees to waive rights of subrogation which any insurer of Lessor School may acquire from Lessor School by virtue of the payment of any loss. Lessor School agrees to obtain any endorsement that may be necessary to affect this waiver of subrogation.

g. Lessor School shall, upon request of Lessee School at any time, deliver to Lessee School complete, certified copies of the policies of insurance, including endorsements, and receipts for payment or premiums thereon, required by this MOU. Lessor School shall include all endorsements necessary to comply with this MOU, including additional insured endorsements, signed by the insurer's representative. Such evidence shall include confirmation that coverage includes or has been modified to include all provisions required by this MOU.

h. Lessor School will provide thirty (30) days' prior written notice to Lessee School in the event of any material modification or cancellation of insurance required by this MOU. If any of the required coverages expire during the term of this MOU, Lessor School shall deliver the renewal certificate(s) to Lessee School at least ten (10) days prior to the expiration date.

12. Liability. Each Party shall be and remain responsible for its own debts and obligations. Nothing in this MOU shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party's obligations under this MOU.

13. Indemnification. Each Party shall defend, indemnify, and hold the other Parties, and their employees, officers, directors, and agents, free and harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of its obligations under this MOU, except for such loss or damage caused solely by the negligence or willful misconduct of another Party. Notwithstanding anything to the contrary herein, Lessor School agrees to defend, indemnify and hold Lessee School, its employees, officers, directors, and agents harmless against any and all liability for base pay, overtime, double time, premium or incentive pay, contributions or taxes payable under any workers compensation, unemployment compensation, disability benefits, old age benefit, tax withholding laws, wage and hour laws (including any claims for off the clock time, unpaid working hours, premium pay, penalties, liquidated damages, overtime, doubletime, and any incentive compensation), or other applicable laws for which Lessee School may be liable as a joint employer with respect to any compensation due and owing to Shared Employees for the performance of Services pursuant to this MOU.

14. Assignment. No Party shall assign this MOU, any interest in this MOU, or its rights or obligations under this MOU without the express prior written consent of the other Parties. This MOU shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.

15. Dispute Resolution. The Parties shall attempt to negotiate in good faith to resolve any dispute arising from or relating to this MOU before resorting to litigation.

16. Notice. All notices, requests, demands, or other communications (collectively "**Notice**") given to or by the Parties under this MOU shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth in the signature block.

17. Headings. The descriptive headings of the sections and/or paragraphs of this MOU are inserted for convenience only, are not part of this MOU, and do not in any way limit or amplify the terms or provisions of this MOU.

18. Entire Agreement. This MOU and any attachments incorporated by reference sets forth the

entire understanding and agreement between the parties with respect to the subject matter hereof and is a final, complete and exclusive statement of the terms of the MOU and supersedes all other oral or written agreements, representations, and understandings.

19. No Waiver. No waiver of any provision of this MOU shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

20. Severability. If any provision of this MOU is invalid or contravenes California law, such provision shall be severed and deemed not to be a part of this MOU and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this MOU.

21. Governing Law. This MOU shall be governed by and interpreted under California law.

22. Authority to Contract. Each Party warrants to the others that it has the authority to enter into this MOU, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this MOU.

23. Counterparts. This MOU may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this MOU shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the Parties execute this MOU as of the Effective Date above.

Cabrillo Point Academy, a California nonprofit
public benefit corporation

Pacific Coast Academy, a California nonprofit public
benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, ~~2021~~2022

By: _____
Name: _____
Its: _____
Date: _____, ~~2021~~2022

Address: _____

Address: _____

Email: _____

Email: _____

Mission Vista Academy, a California nonprofit
public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, ~~2021~~2022

Address: _____

Email: _____

ATTACHMENT A

Technology

Works collaboratively to act as a Technology Department. Offers help desk/tech support, devops, SPED technology support, set up and maintenance of all IT systems. This support includes managing intra-organizational communications (e.g., e-mail) and developing websites, web content, and web functionality for the Schools. Manages equipment inventory, procure, prepare and troubleshoot laptops, tablets, and other educational equipment, and coordinate with vendors for repair and support. Manages aspects of the School's network, including setup, connectivity, maintenance, troubleshooting, firewall, and updates. Shared Employees shall serve as liaison with third party vendors, monitor bandwidth usage, and filtering rules for websites. Sets up mobile phones and computers for Schools.

Enrichment

Processes all enrichment product and service order requests. Reviews student information to ensure that Master Agreements are on file for each student before purchases are made. Carefully reviews orders to ensure that all purchases are approved by Homeschool Teachers and that items fall within school enrichment purchasing guidelines. Works with school leadership and Enrichment Administrators/Director for additional approvals, as needed. Develops purchasing processes and procedures between schools and vendors. Submits purchase orders or credit card payments to vendors; uploads/attaches all receipt documentation to credit card transactions and the enrichment ordering system. Provides information and support to Homeschool Teachers, parents, and vendors via telephone and email. Provides enrichment training and support to HSTs, including weekly office hours, resources found in the HST Handbook, and in-person/virtual training, as needed. Collects returned enrichment products back from families and HSTs and marks them as returned on student accounts. Delivers returned items to library locations. Monitors withdrawal survey and provides lists of inventory to HSTs to collect back from families upon students' withdrawal. Sends written notice to families of overdue items. Sends second notices of overdue items to families when items continue to be unreturned, per the restitution policies. When items remain outstanding, employees provide information to the Records Department, so that notes can be placed in Cume files, as needed.

Vendors

Processes all vendor and SPED provider invoices. Compares invoices to what was approved by the HST. Compares SPED invoices to what was approved in the student's Individual Service Agreement (ISA) and ensures students are offered the correct amount of services. Responds to vendor payment inquiries and helps vendors learn how to create invoices. Audits list of approved vendors. Maintains vendor compliance (documents and information). Manages vendor agreements (sending for signature and ensuring agreements are executed). Helps vendors through the onboarding process.

Accounting/ Accounts Payable

Reviews and approves all invoices for the school's business expenses and ensures proper documentation is in place; works with school leadership for secondary approval when required. Assist with vendor payment inquiries and may also assist the Vendor Department with Enrichment and SPED invoicing as needed. Verifies school purchases and generates purchase orders for all departments. Creates and maintains school accounts, including the provisioning of the school's Online Subscription Package (OSP) licenses for student use). Manages payments for school field trips and event activities, including testing. Oversees and audits student planning amounts and makes adjustments as needed. Manages all student order cancellations and/or adjustments. Reviews withdrawn student accounts and adjusts/removes remaining planning amounts as well as notifies vendors of the cessation of services and/or redirects shipments for product purchases for withdrawn students. Shared employees will assist with all day-to-day Accounting team responsibilities.

Reporting and Database Administration

Monitors and maintains student and staff data for reporting to various local, state, and federal agencies including but not limited to CALPADS, CBEDS, FCMAT, Federal Civil Rights, CA Dept of Public Health throughout the

year. Coordinates with all other institutional departments to ensure the complete, accurate, timely collection, and reporting of mandatory information is maintained. Ensures compliance with all local, state, and federal rules and regulations. Works closely with the SPED department for coordinated CALPADS reporting. Supports and provides SIS extract reports needed by other departments and ad hoc projects. Provides training to staff, prepares and maintains reports for the purposes of complying with state mandated reporting requirements. Manages and monitors database user access and student and staff records for the purposes of assuring accuracy and identifying and resolving data errors as necessary. Assigns user access to SIS data areas based on position and job classification. Collaborates regularly with Human Resources and Reporting and Database to ensure all staff data is entered and maintained current in the SIS. Processes enrollment and withdrawal of students with IEPs by requesting electronic student records. Aligns information within the student information system, CALPADS, and Special Education Information System (SEIS).

Enrollment

~~Responds and initiates telephone calls and email messages regarding prospective enrollment and provides information concerning the programs offered, policies, and procedures. Performs technical and specialized functions in the processing of enrollment paperwork according to the enrollment guidelines for placement and accommodations. Tracks and records receipt of necessary enrollment documents and enrollment.~~

Student Accountability

Reviews work record compliance, attendance recording, enrollment documentation. Maintains data in School Pathways. Conducts internal audits. Provides documentation for independent study annual audit.

Human Resources

Plans, organizes, and carries out human resource services. Conducts recruitment, selection, and assignment. Monitors credential regulation compliance. Provides training and mentoring in the instructional program and school improvement processes to ensure quality teaching and learning. Assists employees with completion of documents and processes related to Human Resources. Maintains confidentiality of sensitive information and personnel records. The department monitors evaluation of personnel. Coordinates actions and responses in cases of grievances, arbitration, discipline, and dismissal.

Single-Subject Highly Qualified Teachers

Single-subject highly qualified teachers (HQTs) are content area specialists who provide students high-quality academic support. HQTs provide the following: daily office hours, and individual appointments for student support, CPA teachers provide live instruction two times per week for each course (totaling 10-12 hours) and hold daily office hours, identification of student weaknesses to target instruction in areas of need, one-week turnaround on grading assignments. Teachers review test prep assignments and open exams when students are ready, maintain Edgenuity and Schoology platforms with up to date course assignments, grades, etc. They develop engaging and rigorous learning activities, collaborate weekly with teaching teams to discuss assessment, lesson planning, struggling students, etc., develop Common Assessments to identify common areas of need to support student success in standards and standardized assessments, and creation of Pacing and Curriculum Guides.

Student Services (504/SST)

Coordinates and monitors compliance SSTs and Section 504's and Title II of the ADA, as well as state civil rights requirements regarding discrimination and harassment based on disability; Oversees prevention efforts to avoid Section 504 and ADA violations from occurring; Investigates complaints alleging violations of Section 504/ADA, discrimination based on disability, and disability harassment. Directs staff activities and complies with established financial, legal, and/or administrative requirements.

Interventions

~~Evaluates existing intervention curriculum, recommends initiation or modification of instructional practices and programs, and develops long and short range plans to enhance student performance. Monitors a variety of programs and processes (e.g., Assessment, Intervention, Professional Learning, English Language Learners (ELL)) to direct staff activities and comply with established financial, legal and/or administrative requirements.~~

Administration

Compiles and analyzes reports including pass rate reports, course reports, grade reports, credit reports, etc. Manages high school catalog. Supports review of graduation plans. Collaborates with curriculum providers and supports family and HST curriculum choice. Manages UCOP, NHS, and College Board accounts. Develops CTE program options. Supports compliance and work sample requirements. Serves as liaison with CALPADs and SIS teams. Answers general questions in regards to high school courses, curriculum, policies and procedures. Develops training sessions focused on high school topics.

Directs and manages the development of goals, plans, and implementation of accountability systems. This support includes management and development of tools designed to measure compliance, educational goals, and objectives. These staff members provide leadership in the reporting and publication of key performance indicators, provide school and student level data regarding academic progress, lead data analysis efforts, and provide professional development training on improving instruction, facilitating accreditation, and making data-informed decisions for students.

Counseling

The counseling team provides pre-, present, and post high school educational planning for students and families, as well as serves as a resource for HSTs and other staff. Counselors monitor graduation plans, ensuring requirements are met. Supports standardized testing (SAT, ACT, etc.), financial aid applications, and college planning. Supports concurrent enrollment by developing guides for college community colleges and reviewing/signing forms to allow students to take courses. Works with enrollment, SAAs, records, and CALPADs to ensure student information is accurate. Monitors eligibility for awards such as the Seal of Biliteracy. Monitors and supports AB167 graduation options.

Records

Processes requests for transcripts, student grade records, course descriptions, and other information in accordance with privacy laws. Orders, validates and distributes transcripts according to requests. Responds to inquiries by telephone or letter regarding academic standing, and/or transcript issues.

CPA			MVA			PCA		
1	Vendor Admin	Vendor	1	Accounting Administrator	Accounting	1	Executive Assistant	Admin
1	HR Admin	Human Resources	1	Vendors Administrator	Vendor	0	Intervention Math	Student Support
1	CALPADS Admin	Reporting and Database	1	Director of Compliance	Reporting and Database	0	Intervention Reading	Student Support
1	Testing Specialist	Testing	1	Director of Achievement & Accreditation	Admin	1	Student Support Coordinator	Student Support
1	Accounting Admin	Accounting	1	Director of Enrichment Services	Enrichment	1	Student Support Specialist	Student Support
1	Director of Accounting	Accounting	1	HR Admin	Human Resources		504 Coordinator - Lead	Student Support
14	HQT	Highly Qualified Teachers	1	Asst. Director of HR	Human Resources	0	ELD Teacher	Student Support
3	Counselor	Counseling	0	Project Manager	Admin	1	Speech Pathologist - GE	Student Support
0	Guidance Tech	Counseling	2	Counselor	Counseling	15	HQT	Highly Qualified Teacher
1	Records Specialist	Records	1	Guidance Technician	Counseling	3	Counselor	Counseling
1	Tech Systems Director	Technology	9	HQT	Highly Qualified Teachers	1	Director of Edgenuity	Admin
1	Order Fulfillment Spec	Technology	2	Records Specialist	Records	1	Director of ChoicePlus Academy	Admin
1	IT Manager	Technology	1	SPED SEIS Coordinator	Reporting and Database	1	Guidance Technician	Counseling
1	Director of IT	Technology	2	DevOps	Technology	1	Records Specialist	Records
0	IT Support Specialist 3	Technology	1	IT Administrator	Technology	1	IT Support Specialist 2	Technology
1	IT Provisioning Mgr	Technology	1	IT Supp Spec	Technology	0	Technology Administrator	Technology
0	DevOps 1	Technology	2	IT Support Spec 2	Technology	1	IT Administrator	Technology
1	IT Support Spec	Technology	1	Tech Systems Admin	Technology	2	IT Support Specialist	Technology
1	Director of Student Support	Admin	1	SPED Teacher/AT Specialist	Highly Qualified Teachers	1	DevOps	Technology
0	ELD Teacher	Student Support	0	Int Coord Math	Student Support	1	Vendor Administrator	Vendor
0	Int Coord Math	Student Support	0	Int Coord Reading	Student Support	1	Vendor Director	Vendor
0	Int Coord Reading	Student Support	1	Psych - GE	Student Support	1	Financial Analyst	Accounting
1	Student Support Coordinator	Student Support	0	ELD Teacher	Student Support	1	Director of Accountability	Admin
1	Student Support Specialist	Student Support	1	Speech Pathologist -GE	Student Support	1	HR Admin	Human Resources
	Int Coord Reading	Student Support	2	SST/504 Coordinator	Student Support	1	Accounting Administrator	Accounting
1	504/Crisis Coord	Student Support	1	Student Support Specialist	Student Support	2	CALPADS Admin	Reporting and Database
1	CTE HQT	Highly Qualified Teachers	1	Director of HS	Admin		CTE HQT	Highly Qualified Teacher
1	HR Director	Human Resources	1	Director of Accountability	Admin	1	Enrichment Admin	Enrichment
1	Asst Vendor Admin	Vendors	1	Enrichment Admin	Enrichment	1	Project Manager	Admin
0	Asst Enrichment Admin	Enrichment	1	CTE HQT	Highly Qualified Teacher			
2	Enrichment Admin	Enrichment	1	Library Admin	Enrichment			

COST OF SHARED EMPLOYEES

	CPA	MVA	PCA
Human Resources	\$283,707.00	\$225,648.00	\$103,102.00
Reporting and Database	\$102,602.00	\$140,637.00	\$190,843.00
Accounting	\$264,387.00	\$94,953.00	\$239,358.00
Enrichment	\$192,668.00	\$346,242.00	\$112,142.00
Highly Qualified Teachers	\$1,384,919.00	\$927,418.00	\$1,546,483.00
Counseling	\$295,617.00	\$261,109.00	\$309,950.00
Technology	\$737,108.60	\$711,466.00	\$560,148.60
Records	\$59,666.40	\$126,726.00	\$60,166.40
Admin	\$73,481.20	\$828,697.00	\$819,974.80
Student Support	\$456,374.40	\$503,229.00	\$334,655.40
Vendors	\$180,737	\$100,186	\$265,387
Total	\$4,031,267.60	\$4,266,311.00	\$4,542,210.20

Each School shall the cost of the Shared Employee based on the enrollment. The Schools shall issue invoices on a quarterly basis.

ALLOCATION OF SHARED PERSONNEL Each School's Allocation is based on enrollment: Party ADA Allocation Cabrillo Point Academy ~~4500~~4000 .348 (351%) Mission Vista Academy ~~3900~~ 4300 .302 (303%) Pacific Coast Academy ~~4500~~ 4600 .348 (356%) Each School is responsible for paying a percentage of the total Shared Personnel Costs based on the Allocation above. The Schools determined the most equitable method to allocate fees for Services is ensuring each School contributes employees whose costs correlate to the Allocation percentage. The Schools acknowledge and agree there might be minor fluctuations in costs throughout the year, but approve of the cost allocation below because of the significant costs needed to determine any variations. The Allocation, annual cost, and schedule below shall be revisited annually. If all Parties mutually agree, the Parties may use invoices to address material fluctuations so each School contributes fees for Shared Personnel Costs pursuant to the Allocation. Upon a Party's request, a Party shall provide documentation demonstrating the school is paying pursuant to the schedule below. As of July 1, ~~2020~~ 2021, the Shared Personnel Costs for FY~~20-21~~ 21 are as follows based on the Allocation:

ALLOCATION OF SHARED PERSONNEL			
School	Enrollment	ADA in MOU	Percent Allocations
Pacific Coast Academy	4600	\$4,542,210.20	0.3537605073
Mission Vista Academy	4300	\$4,266,311.00	0.3322726773
Cabrillo Point Academy	4000	\$4,031,267.60	0.3139668154
Totals	12900	\$12,839,788.80	

Coversheet

Universal Pre-Kindergarten (UPK) Planning and Implementation Grant

Section: III. Other Business
Item: A. Universal Pre-Kindergarten (UPK) Planning and Implementation Grant
Purpose: Vote
Submitted by:
Related Material: PCA UPK PLanning and Implementation Grant_Redlined 6.24.22.pdf

BACKGROUND:

Children are only required to attend school in California when they turn six years old. Until that age, it is up to parents to decide whether to enroll their children in preschool or transitional kindergarten, or other childcare arrangements, or keep them at home. California's new universal pre-kindergarten (UPK) initiative will provide pre-kindergarten learning opportunities for four-year-olds by the school year 2025-26. UPK is an umbrella term that includes a variety of programs, including transitional kindergarten and other programs and services, such as preschool (California) and the federal Head Start Program. Participation in UPK is optional, and choices include:

- **Universal transitional kindergarten (UTK)-** UTK is a component of universal pre-kindergarten (UPK). It is the only option within the UPK umbrella that will be universally available and free of cost for all four-year-old children as part of California's public education system.
- **California State Preschool Program (CSPP)-** CSPP refers to the state-funded preschool program.
- **Head Start-** This program is a federally administered program that serves children from low-income families.
- **Early Learning and Care-** This includes general child care, Early Head Start, community-based early learning and care programs, and family child providers.

California Education Code (EC) Section 8281.5 created the UPK Planning and Implementation Grant Program (UPK P&I). LEAs receiving UPK P&I grant funds must develop a UPK implementation plan that outlines how all eligible children will have access to full-day learning programs the year before kindergarten. The governing board must consider this plan at a public meeting on or before June 30, 2022.

Pacific Coast Academy Universal Pre-Kindergarten Planning and Implementation Plan

Total allotment: \$168,528.

LEA Name	Contact Name/Title of the individual Self- Certifying the Statement Above	Email	Phone
Pacific Coast Academy	Krystin Demofonte	Krystin.demofonte@pacificcoastacademy.org	858-442-0887

Projected Enrollment and Needs Assessment

Projected Student Enrollment

Type of Student	2019-20	Current: Turn five between September 2 and December 2	2022-23: Turn five between September 2 and February 2	2023-24: Turn five between September 2 and April 2	2024-25: Turn five between September 2 and June 2	2025-26: Turn four by Sept.1
TK Students	298	113	154	161	169	176

Facilities Estimates (Cumulative): We are a non-classroom-based, independent study charter school.

Type of Facility	2019-20	Current	2022-23	2023-24	2024-25	2025-26
TK Classrooms	N/A	N/A	N/A	N/A	N/A	N/A
CSPP Classrooms	N/A	N/A	N/A	N/A	N/A	N/A
Head Start or Other Early Learning and Care Classrooms	N/A	N/A	N/A	N/A	N/A	N/A

Staffing Estimates

Type of Staff	2019-20	Current	2022-23	2023-24	2024-25	2025-26
TK	125	125	125	126	127	128

Projected Number of TK Students Utilizing Extended Learning and Care

2019-20	Current	2022-23	2023-24	2024-25	2025-26
0	0	0	0	0	0

Projected Number of Slots Available for TK Students

Slot Type	2019-20	Current	2022-23	2023-24	2024-25	2025-26
CSPP	N/A	N/A	N/A	N/A	N/A	N/A
Head Start	N/A	N/A	N/A	N/A	N/A	N/A
Other Early Learning and Care Classrooms	N/A	N/A	N/A	N/A	N/A	N/A

TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021-22	2022-23	2023-24	2024-25	2025-26
Eligibility	Turn five between Sept. 2 and Dec. 2	Turn five between Sept. 2 and Feb. 2	Turn five between Sept. 2 and April 2	Turn five between Sept. 2 and June 2	Turn four by September 1
Ratios	Not specified	1:12	1:10	1:10	1:10
Class Size	24	24	24	24	24

Planning

Pacific Coast Academy's vision for Universal Transitional Kindergarten is to ensure that all students thrive physically, emotionally, and educationally in their early years. Following our Kindergarten and Transitional Kindergarten policy, we will provide all students access to high-quality early learning opportunities. PCA currently offers transitional kindergarten and kindergarten and includes students with disabilities.

This plan was created with input from our educational partners through family and parent/guardian surveys, English Learner Advisory Committees (ELAC), LCAP Advisory Committee, and LCAP Educational Partners Meetings.

The Executive Director will collaborate with the governing board, charter authorizer, and executive leadership team to offer transitional kindergarten (TK) to all four-year-old students by the 2025-26 school year within a non-classroom-based, independent study format. We may offer TK as part of our independent study program. We are not authorized to offer in-person classroom learning except within our authorizer's attendance boundaries. Enrollment eligibility in current TK classrooms will shift by two months each year through 2025-26. Beginning in the year 2025-26, all students who turn four by September 1 will be able to enroll in TK.

Facilities & Services

We are a non-classroom-based, independent study charter school, precluding the need to comply with Title 5 of the California Code of Standards. LEAs may offer TK as part of an independent study program.

Staffing Needs

We meet all certificated requirements for TK teachers. Teachers assigned to TK after July 1, 2015, must have one of the following by August 1, 2023:

- At least 24 units in early childhood education (ECD)/development, or both,
- Professional experience in a classroom setting with preschool-aged children that is comparable to the 24 units of ECE/development, or
- A child development teacher permit issued by the California Commission on Teacher Credentialing.

We will continue to hire certificated staff as needed with the required certification and encourage current teachers to obtain additional units that will enable them to teach TK.

Planning Budget

- **Total: \$168,528.**
 - Professional learning: \$45,000
 - Material and supplies: \$123,528

Expenditures

2022-23: Students who turn five between September 2 and February 2 will be eligible to enroll in TK.

Professional learning for teachers: \$30,000

- Children's literacy and language development (aligned with the CA Preschool Learning Foundations and CA Preschool Curriculum Frameworks)
- Children's developing math and science (aligned with the CA Preschool Learning Foundations and the CA Preschool Curriculum Frameworks)
- Children's social-emotional development (aligned with the CA Preschool Learning Foundations and the CA Preschool Curriculum Frameworks)
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Support for multilingual learners, including home language development and strategies
- Implicit bias and culturally responsive teaching
- Curriculum selection and implementation
- Administration and use of child assessments to inform instruction, including grade-level benchmarks such as Assignment Work Records (AWRs) and standards-based grading
- Engaging culturally- and linguistically diverse families
- Interpreting results of a universal screener

Purchase materials/services: \$70,000

- Brigance Early Childhood Screener to help inform instruction and support. This screener assesses a child's development in five areas: Academic/Cognitive, Language Development, Physical Development, Self-Help, and Social-Emotional Development
- Math manipulatives, interactive sensory materials/kits to help develop fine-motor skills and language development, early readers to develop literacy, English language development (ELD) materials

2023-24: Students who turn five between September 2 and April 2 will be eligible to enroll in TK.

Professional learning for teachers: \$10,000

- Children's literacy and language development (aligned with the CA Preschool Learning Foundations and CA Preschool Curriculum Frameworks)
- Children's developing math and science (aligned with the CA Preschool Learning Foundations and the CA Preschool Curriculum Frameworks)
- Children's social-emotional development (aligned with the CA Preschool Learning Foundations and the CA Preschool Curriculum Frameworks)
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Support for multilingual learners, including home language development and strategies
- Implicit bias and culturally responsive teaching
- Curriculum selection and implementation
- Administration and use of child assessments to inform instruction, including grade-level

- benchmarks such as Assignment Work Records (AWRs) and standards-based grading
- Engaging culturally- and linguistically diverse families
- Interpreting results of a universal screener

Purchase materials/services: \$30,000

- Brigance Early Childhood Screener to help inform instruction and support. This screener assesses a child's development in five areas: Academic/Cognitive, Language Development, Physical Development, Self-Help, and Social-Emotional Development
- Math manipulatives, interactive sensory materials/kits to help develop fine-motor skills and language development, early readers to develop literacy, English language development (ELD) materials

2024-25: Students who turn five between September 2 and June 2 will be eligible to enroll in TK.

Professional learning for teachers: \$5,000

- Children's literacy and language development (aligned with the CA Preschool Learning Foundations and CA Preschool Curriculum Frameworks)
- Children's developing math and science (aligned with the CA Preschool Learning Foundations and the CA Preschool Curriculum Frameworks)
- Children's social-emotional development (aligned with the CA Preschool Learning Foundations and the CA Preschool Curriculum Frameworks)
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Support for multilingual learners, including home language development and strategies
- Implicit bias and culturally responsive teaching
- Curriculum selection and implementation
- Administration and use of child assessments to inform instruction, including grade-level benchmarks such as Assignment Work Records (AWRs) and standards-based grading
- Engaging culturally- and linguistically diverse families
- Interpreting results of a universal screener

Purchase materials/services: \$23,528

- Brigance Early Childhood Screener to help inform instruction and support. This screener assesses a child's development in five areas: Academic/Cognitive, Language Development, Physical Development, Self-Help, and Social-Emotional Development
- Math manipulatives, interactive sensory materials/kits to help develop fine-motor skills and language development, early readers to develop literacy, English language development (ELD) materials

Coversheet

Suicide Prevention Policy

Section: III. Other Business
Item: B. Suicide Prevention Policy
Purpose: Vote
Submitted by:
Related Material: PCA Suicide Prevention Policy_Redlined 6.9.2022.pdf

BACKGROUND:

The Student Support and Intervention Department has held two stakeholder input meetings in May to garner feedback on the recommended policy. The public hearing was held last month and there were no changes made to the policy.

Experts: Jennifer McQuarrie, Rex Sheridan (School Mental Health Therapist), Lindsey Kucich (Student Support School Psychologist), Janet Ho (Director of Student Support)



Pacific Coast Academy

Suicide Prevention Policy

TABLE OF CONTENTS

Suicide Prevention Policy 3

 Purpose 3

 County Coordination 3

 Suicide Awareness and Prevention Training 4

 Employee Authorization and Scope 4

 Prevention, Intervention, and Postvention Measures and Strategies 4

 Policy Implementation..... 4

 Policy Review 5

SUICIDE PREVENTION POLICY

Pacific Coast Academy is committed to 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. The Pacific Coast Academy Governing Board hereby adopts this Suicide Prevention Policy in compliance with California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) and 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.

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

- Explain the Purpose and Requirements of the Suicide Prevention Policy
- Outline Requirements of Coordination and Consultation with County Health Plan
- Outline Staff Training on Suicide Awareness and Prevention
- Establish Restrictions on Employee Authorization and Scope
- Outline Measures and Strategies for Suicide Prevention, Intervention, and Postvention
- Outline the Process for Implementing the Suicide Prevention Policy
- Outline Requirements of Policy Review

PURPOSE

Pacific Coast Academy recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the Executive Director or designee shall develop age appropriate measures, strategies, practices and supports for suicide prevention, intervention, and postvention.

The Executive Director or designee may consult with school and other community stakeholders, school-employed mental health professionals, and suicide prevention experts, in planning, implementing, and evaluating the school's measures and strategies for suicide prevention, intervention, and postvention.

Pacific Coast Academy recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcome. Pacific Coast Academy is aware of the school's ethical responsibility to take a proactive approach in preventing deaths by suicide, and acknowledges 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.

COUNTY COORDINATION

School staff must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. If a referral is made for mental health or related services for a student who is a Medi-Cal beneficiary, the school staff shall coordinate and consult

with the county mental health plan.

SUICIDE AWARENESS AND PREVENTION TRAINING

All staff will receive annual training on suicide awareness and prevention which includes identification of risk factors and warning signs, protective factors, response procedures, referrals for support through the school and community resources, and postvention procedures. The training shall also include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. Materials for training shall include how to identify appropriate school-based and community-based mental health services. Additional training in risk assessment and crisis intervention will be provided to school employed mental health professionals.

EMPLOYEE AUTHORIZATION AND SCOPE

Employees of Pacific Coast Academy and their partners must act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging a school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

PREVENTION, INTERVENTION, AND POSTVENTION MEASURES AND STRATEGIES

As appropriate, the measures and strategies for suicide prevention, intervention, and postvention shall specifically address the needs of vulnerable youth population and other groups of students judged by the school, and available research, to be at elevated risk for suicide. These measures and strategies shall include, but are not limited to:

- Promoting students' mental, emotional, and social health and well-being within the school's Multi-Tiered System of Support (MTSS) model at an age appropriate level and sensitive to the needs of young pupils.
- Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school.
- Review of materials and resources used for enhancing stakeholder knowledge, awareness, and communication and ensuring their alignment with best practices for safe and effective messaging about suicide.
- Crisis intervention procedures for addressing suicide threats or attempts for all staff that include the utilization of the school's mental health professionals, crisis coordinator(s), and administrators for screening, consultation, support, and communication.
- Counseling, consultation, debriefing and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide.

POLICY IMPLEMENTATION

The Executive Director or designee shall establish the school's crisis intervention team to ensure the proper implementation and review of this policy and school practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide

prevention training, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215.

The school shall post this policy on the school's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students.

POLICY REVIEW

The Board shall review, and update as necessary, this policy at least every five years.

Coversheet

A-G Expenditure Plan

Section: III. Other Business
Item: C. A-G Expenditure Plan
Purpose: Vote
Submitted by:
Related Material: PCA A-G Expenditure.pdf

BACKGROUND:

The state of CA distributed some funds designated to improving a-g completion. One requirement is to share our plan for the funds with the board.

Expert: Director of High School Programs, Accounting Department and Executive Director

PCA is receiving \$98,462. Our plan is to use the funds as follows:

Action:	Purpose:	How to measure:	Goal:	Estimated cost:
Hire an additional English teacher	This teacher will allow us to lower staff numbers and then require English teachers to provide more tutoring and targeted support, particularly in the area of writing, with the goal of preparing more students for an additional year of English	Enrollment numbers in English 12, as well as English pass rates	Increase enrollment in English 12 by 15%	PCA: \$85,000
Subsidize AP test fees for low income students, foster youth, and English learners	Allow for more students to take advanced coursework because testing fees won't be a barrier	# students who take AP exam	Increase # of students who take AP exam by 10%	PCA: \$1000
Offer Naviance	Provide additional guidance on post-grad opportunities and college expectations to increase education regarding college options	a-g completion rate Clearinghouse data Dataquest data	Increase a-g completion by 10% and college going statistics by 10%	PCA: \$12,462

Coversheet

Parent Engagement Policy

Section: III. Other Business
Item: D. Parent Engagement Policy
Purpose: Vote
Submitted by:
Related Material: PCA Parent and Family Engagement Policy_v1_Redlined 6.9.2022.pdf

BACKGROUND:

The attached 2022-23 Parent Engagement Policy is an update to our current Parent Engagement Policy. It includes revisions including precise vocabulary, a few deletions are based on parent feedback from this year's Title I meetings as well as parent surveys to better reflect what will be implemented next school year.

Expert: Jennifer McQuarrie and Senior Director Venessa Chase



Pacific Coast Academy

Parent and Family Engagement Policy

TABLE OF CONTENTS

PARENT AND FAMILY ENGAGEMENT POLICY	3
INTRODUCTION	3
INVOLVEMENT IN DRAFTING THE SCHOOL PLAN POLICY.....	3
COORDINATION, TECHNICAL ASSISTANCE, AND OTHER SUPPORT	4
ANNUAL MEETING	4
NOTICE.....	4
TITLE I, PART A PROGRAM INVOLVEMENT	5
BUILDING CAPACITY FOR INVOLVEMENT ENGAGEMENT	5
Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement	5
Helping Parents to Work With Their Children.....	6
Education on Parent Involvement Engagement	6
COORDINATION WITH OTHER PROGRAMS	7
ANNUAL EVALUATION	7
SCHOOL-PARENT COMPACT	7
INVOLVEMENT OF PARENTS OF LIMITED ENGLISH PROFICIENT STUDENTS, DISABLED PARENTS, AND PARENTS OF MIGRATORY CHILDREN.....	8
NOTICES	8
MISCELLANEOUS.....	9

PARENT AND 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:

- Identify the purpose of the policy and define “parent”
- Outline parent and family member involvement in the drafting of the School Plan
- Establish the ways the School will provide for coordination, technical assistance, and other supports
- Establish the annual meeting content and timeline
- Outline the content, delivery method, and other details of the Notice to parents
- Establish ways parents will participate in the planning, review, and improvement of Title I Programs
- Establish the ways in which the School will build capacity for parent ~~involvement~~ engagement
- List and describe how the School will coordinate with other programs
- Establish the annual evaluation process for the policy
- Establish the School-Parent Compact
- Establish the means to involve parents of Limited English Proficient Students, Disabled Parents, and Parents of Migratory Children
- Establish the notices that will be provided to the parents of participating students
- Ensure that information and materials are provided in ways, so they are accessible to all

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, 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.

INVOLVEMENT IN DRAFTING THE SCHOOL ~~PLAN~~ POLICY

Parents and family members of participating children will be involved in the development of the School ~~plan~~ policy required by federal law. On an annual basis, the School will submit the School ~~plan~~ policy to the Governing Board for review and suggested changes after holding a parent meeting and before the ~~plan~~ policy 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~~ policy and submit comments.

If the School policy is not satisfactory to the parents of participating children, the School will submit any comments from parents of participating children with the School ~~plan~~ policy when it is submitted to the CDE.

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~~ engagement activities.
- The School (board and school leaders) will collaborate to devise a timeline for parental ~~involvement~~ engagement 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~~ engagement activities to improve student academic achievement and school performance.

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.

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~~ engagement 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.

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~~ engagement 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.~~
- The School will also hold a Title I and PEP Review Meeting, where parents of participating children will be invited to review Title I, Part A programs, the parent ~~involvement~~ engagement policy and the school-wide program plan and recommend any changes.
- A separate survey will also be sent to parents, requesting feedback on the above-mentioned items.
- Any revised policies or programs will be shared with parents via the school's newsletter and/or other parent communication tool.
- 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.

BUILDING CAPACITY FOR ~~INVOLVEMENT~~ ENGAGEMENT

Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental ~~involvement~~ engagement 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 **at least** 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.~~
- The School will hold a variety of workshops, inservices, and guest speakers on topics such as, but not limited to math strategies, reading and writing strategies, STEM/STEAM workshops, discussion on the School's curriculum options, and workshops to learn about State and local academic assessments and how to take sample tests.

Helping Parents to Work With Their Children

In an effort to foster parental ~~involvement~~ **engagement**, 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-workshops~~ 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 **workshops for** parents on literacy ~~programs-training~~ that bond families around reading and using the public library.
- ~~The School will provide quarterly seminars on parenting skills and parent-child communication.~~

Education on Parent ~~Involvement~~ **Engagement**

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 will take place each year in staff orientations, annual staff development materials, 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)~~ which shall be accomplished by sending

a survey to parents of participating students that solicits information on what skills each parent has to offer the School and what types of parental involvement engagement workshops parents would most likely participate.

~~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.~~

COORDINATION WITH OTHER PROGRAMS

The School shall, to the extent feasible and appropriate, coordinate and integrate parent involvement engagement 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 engagement 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.

ANNUAL EVALUATION

The School, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement engagement 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 engagement and to revise, if necessary, this family involvement engagement policy.

SCHOOL-PARENT COMPACT

At the beginning of each school year, the School will enter into School-Parent Compacts with parents of participating children. The School-Parent 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 ~~with will~~ seek out input from parents to annually evaluate the effectiveness of the School

Parent Compact and provide feedback and suggestions for revision.

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.

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 **to families of English Learners**.
- Any other notices required by law.

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~~ **engagement** activities as requested by parents.

Coversheet

Time and Effort Policy and Procedures

Section: III. Other Business
Item: E. Time and Effort Policy and Procedures
Purpose: Vote
Submitted by:
Related Material:
PCA Time and Effort Policy and Procedures - Federal Funds_Redlined 6.12.2022.pdf

BACKGROUND:

Now that we are accepting title funds our staff will be verifying the time and effort spent on our special population students. The plan outlines the need and process for collecting forms and signatures.

Expert: Jennifer McQuarrie, Charter Impact and PCA Director of Accounting, Serena Barnett

Pacific Coast Academy Time and Effort Policy and Procedures - Title Funds

Federal law requires employees funded with Restricted programs to complete timesheets to support Time Accounting documentation. Recipients of federal grants are required to implement internal controls that safeguard the integrity of their programs to achieve intended results. Time documentation is required to ensure that the school is properly charging salaries and wages that are reasonable, necessary, and allowable in accordance with applicable program requirements. The Federal Education Department General Administrative Regulations (EDGAR) requires all employees who are fully or partially funded by federal programs to prepare and maintain time documentation.

PROGRAM/SITE MANAGER RESPONSIBILITIES

Each program/site manager must ensure that all federally funded employees and their supervisors are familiar with the time documentation guidelines and are complying with these requirements. *This includes training school staff* who are paid all or in part with federal funds on the basic purpose and intent of each federal program and why they are being paid, all or in part, with federal funds. Please review the Employee Guidelines outlined below.

EMPLOYEE GUIDELINES

All employees who are fully or partially funded by federal categorical funds must complete their time documentation on the approved forms. The type of documentation required depends on how the employee is funded and how many different grant activities (cost objectives) are assigned. Semi-annual or monthly reports are completed after the work period. Examples of categorically funded employees include instructional aides; teachers, resource teachers; counselors; parent liaisons, and many other classified and certificated employees.

There are three time-accounting forms used, depending on funding sources, work activities, and schedule.

Semi-Annual Certification and Personnel Activity Report (PAR)

- Employees Funded 100% with One Resource - Exhibit A
- Multi-Funded Employees - Exhibit B
- Multi-Funded Employees with Fixed Schedules - Exhibit C
- Accompanying Work Schedule - Exhibit D
- Calendar for Multiple Funding and Multiple Cost Objectives - Exhibit E

Employees must fill out only one form that fits their position. The time accounting form must be certified by the proper designees (i.e. employee and/or supervisor). The employee's supervisor must have direct knowledge of the employee's activities.

TIME ACCOUNTING FORMS

SEMI-ANNUAL CERTIFICATION AND PERSONNEL ACTIVITY REPORT (PAR)

SEMI-ANNUAL CERTIFICATION for EMPLOYEES FUNDED 100% WITH ONE RESOURCE ([Exhibit A](#)):

If an employee works 100% on one activity and is paid through one federal funding source only, (for example an instructional aide or resource teacher that is working at one school site and working on one goal on a set schedule), they will sign this form ([exhibit A](#)) twice a year, which is submitted after each six month work period. These will be completed in January for the July-December work period, and again in June for the January-June work period.

SEMI-ANNUAL CERTIFICATION for MULTI-FUNDED EMPLOYEES ([Exhibit B](#)):

If an employee works a percentage of time on one activity and is paid through one federal funding source and one unrestricted resource, they will sign this form ([exhibit B](#)) twice a year, which is submitted after each six month work period. These will be completed in January for the July-December work period, and again in June for the January-June work period.

SEMI-ANNUAL CERTIFICATION for MULTI-FUNDED EMPLOYEES WITH FIXED SCHEDULES FOR ([Exhibit C](#) & [Exhibit D](#)):

Under the school's *Substitute Time Accounting System* certified in the *Consolidated Application Reporting System* (CARS), if a multi-funded employee works on a single cost objective, their schedule does not change, and they stay in one location, they may complete the **SEMI-ANNUAL MULTI-FUNDED CERTIFICATION** ([exhibit C](#)) twice a year.

The multi-funded certification must list funding sources and the respective percentage of each. In order to use this form ([exhibit B](#)), the employee **must submit one accurate work schedule** ([exhibit D](#)) with **each** Semi-Annual Certification form. The schedule must include information such as time periods, grades, and subjects (see [exhibit D.1](#) for an example).

REQUIRED REVIEW AND APPROVAL CYCLE:

Semi-Annual Certification: The following form(s) must be submitted in January (covering the July- December work period) and June (covering the January - June work period). In June, Semi-annual reports can be signed on the last day of work for the employee's school year.

CALENDAR FOR MULTIPLE FUNDING AND MULTIPLE COST OBJECTIVES ([Exhibit E](#)):

If an employee's work schedule varies daily or throughout the month, and/or the employee works at multiple sites, the employee should document their daily work schedule through a personnel activity report (PAR). The PAR ([exhibit E](#)) should identify each program for which work was performed and the daily time dedicated to each program. The total documented time should account for the total activity for which each employee is compensated.

All multi-funded, multiple-cost objective employees must complete PARs on a monthly basis.

REQUIRED REVIEW AND APPROVAL CYCLE:

Personnel Activity Report (PAR): After the last day of each month, the employee signs and submits their completed PAR, to their supervisor for review. The supervisor must date and sign the PAR after the end of the month and submit it by the 10th of the following month. PARs should be signed or submitted by the last day of the following month.

RECONCILIATION PROCESS

Semi-Annual Certification:

1. Program managers will collect the Semi-Annual Certification form from all employees that are required to complete it and ensure that all forms are received are complete, verify the single cost objective, and provide copies to the Accounting Department.
2. The Accounting department reviews each semi-annual and compares it to the actual payroll expenditure ledger to confirm semi-annual certification agrees with the budgeted funding distribution. Managers are notified of discrepancies between resource allocation and time on semi-annual forms.
3. Any differences between the payroll distribution and actual duties performed must be adjusted unless the difference is within the de minimis benefit rule.

Personnel Activity Report (PAR):

1. Program managers will collect the PAR form from all employees that are required to complete it and ensure that all forms are received are complete, and provide copies to the Accounting department.
2. The Accounting department reviews each PAR and compares it to the actual payroll expenditure ledger to confirm reported time activity agrees with the budgeted funding distribution. Managers are notified of discrepancies between resource allocation and time on calendars.
3. Any differences between the payroll distribution and actual duties performed must be adjusted unless the difference is within the de minimis benefit rule.
4. Reconciliation occurs quarterly in July, October, January, and April, to coincide with each budget or actual reporting period.

RECORD RETENTION

All semi-annual certifications and PARs are filed by Fiscal Year and are retained in the school for a period of 5 years.

Exhibit A

**Pacific Coast Academy
Semi-Annual Certification Personnel with
Single Cost Objective and One Resource**

Employee Name:	Position:
----------------	-----------

Job Description:

Single Cost Objective: **YES**

This individual is budgeted and worked solely in the following program for the preceding six-month period.
--

Work Period	Program Name	Resource Code

CERTIFICATION: I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100 percent of these activities.

Employee Signature:	Date:
Supervisor's Name:	Supervisor's Title:
Supervisor's Signature:	Date:

Director of Accountability is required to maintain these timesheets for a period of five years.

Exhibit B

**Pacific Coast Academy
Semi-Annual Certification Personnel with
Single Cost Objective and One Resource**

Employee Name:	Position:
----------------	-----------

Job Description:

Single Cost Objective: **YES**

This individual is budgeted and worked in the following program for the preceding six-month period.

Work Period	Percentage of Time	Program Name	Resource Code

CERTIFICATION: I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100 percent of these activities.

Employee Signature:	Date:
Supervisor's Name:	Supervisor's Title:
Supervisor's Signature:	Date:

Director of Accountability is required to maintain these timesheets for a period of five years.

Exhibit C

Pacific Coast Academy
Semi-Annual Certification for Multi-Funded Personnel
Single Cost Objective and Fixed Schedules

Employee Name:	Position:
----------------	-----------

Job Description:

Single Cost Objective: YES

This individual is budgeted and worked in the following program for the preceding six-month period.

Work Period	Percentage of Time	Program Name	Resource Code

CERTIFICATION: I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100 percent of these activities.

Employee Signature:	Date:
Supervisor's Name:	Supervisor's Title:
Supervisor's Signature:	Date:

Director of Accountability is required to maintain these timesheets for a period of five years.

Exhibit D

WORK SCHEDULE

Employee Name:	Period Covered:
Position:	Department:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Example Work Schedule

Employee Name: Susie Smith Period Covered: 8/2/21 - 12/31/21

Position: EL Teacher Department: Student Support Services

Monday	Tuesday	Wednesday	Thursday	Friday
8:00–8:30 Consult w/ staff re: Title I students & curriculum	8:00–8:30 Consult w/ staff re: Title I students & curriculum	8:00–8:30 Consult w/ staff re: Title I students & curriculum	8:00–8:30 Consult w/ staff re: Title I students & curriculum	8:00–8:30 Consult w/ staff re: Title I students & curriculum
8:30–8:45 Break	8:30–8:45 Break	8:30–8:45 Break	8:30–8:45 Break	8:30–8:45 Break
8:45–9:15 Special ed. support	8:45–9:15 Special ed. support	8:45–9:15 Special ed. support	8:45–9:15 Special ed. support	8:45–9:15 Special ed. support
9:15–10:00 Small group reading	9:15–10:00 Small group reading	9:15–10:00 Small group reading	9:15–10:00 Small group reading	9:15–10:00 Small group reading
10:00–10:30 Small-group math	10:00–11:00 Second-grade Title I reading/math	10:00–10:30 Small-group math	10:00–11:00 Second-grade Title I reading/math	10:00–10:30 Small-group math
10:30–11:00 Second-grade Title I reading/math		10:30–11:00 Second-grade Title I reading/math		10:30–11:00 Second-grade Title I reading/math
11:00–11:30 Lunch break	11:00–11:30 Lunch break	11:00–11:30 Lunch break	11:00–11:30 Lunch break	11:00–11:30 Lunch break
11:30–11:45 Individual special ed. student catch-up	11:30–11:45 Individual special ed. student catch- up	11:30–11:45 Individual special ed. student catch-up	11:30–11:45 Individual special ed. student catch- up	11:30–11:45 Individual special ed. student catch-up
11:45–12:35 Small-group math	11:45–12:35 Small-group math	11:45–12:35 Small-group math	11:45–12:35 Small-group math	11:45–12:35 Small-group math
12:35–1:05 Small-group writing	12:35–1:05 Small-group writing	12:35–1:05 Small-group writing	12:35–1:05 Small-group writing	12:35–1:05 Small-group writing
1:05–1:20 Break	1:05–1:20 Break	1:05–1:20 Break	1:05–1:20 Break	1:05–1:20 Break
1:20–1:40 Title I prep	1:20–1:40 Title I prep	1:20–1:40 Title I prep	1:20–1:40 Title I prep	1:20–1:40 Title I prep
1:40–2:30 First grade Title I reading/math	1:40–2:30 First grade Title I reading/math	1:40–2:30 First grade Title I reading/math	1:40–2:30 First grade Title I reading/math	1:40–2:30 First grade Title I reading/math
2:30–3:30 Title I lesson planning and student learning plan follow-up	2:30–3:00 Title I lesson planning	2:30–3:30 Title I lesson planning and student learning plan follow-up	2:30–3:00 Title I lesson planning	2:30–3:30 Title I lesson planning and student learning plan follow-up
	3:00–3:30 Bus duty		3:00–3:30 Bus duty	

Pacific Coast Academy Personnel Activity Report (PAR)

Employee Name:	Position:
----------------	-----------

Job Description:

This individual is budgeted and worked in the following program for the preceding six-month period.

Month	Program Name	Resource Code

**DAYS OF THE MONTH --
SHOW HOURS WORKED**

ACTIVITY	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	TOTAL	%
																																0	#DIV/0!
																																0	#DIV/0!
																																0	#DIV/0!
TOTAL HOURS WORKED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!

LEGEND

Sat/Sun SS

Holiday H

School Break SB

Personal Leave PL

Sick Leave SL

CERTIFICATION: I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100 percent of these activities.

Employee Signature:	Date:
Supervisor's Name:	Supervisor's Title:
Supervisor's Signature:	Date:

Director of Accountability is required to maintain these timesheets for a period of five years.

Coversheet

Resolution Regarding Meals Provided for Professional Development and Meetings

Section: III. Other Business
Item: F. Resolution Regarding Meals Provided for Professional Development and Meetings
Purpose: Vote
Submitted by:
Related Material: PCA Resolution 2022-15 Resolution for Meals Provided for Professional Development and Meetings.pdf



Pacific Coast Academy
13915 Danielson St. #200, Poway, CA 92064

**Resolution of Pacific Coast Academy Board of Directors
2022-15**

Regarding Meals Provided for Professional Development and Meetings

The Board of Directors hereby determines that providing meals or light snacks ~~with a limit of \$20 per person per meal~~, during working board meetings and working staff meetings, as determined in the discretion of the Executive Director, serves the public purposes of Pacific Coast Academy. Board members and staff members who are fed during working meetings will further the mission and goals of Pacific Coast Academy in educating children. To that end, the Board of Directors authorizes the head of the school to organize meals and light snacks during board meetings and working staff meetings.

SECRETARY'S CERTIFICATE

I, _____, Secretary of the Board of Directors of Pacific Coast Academy a California nonprofit public benefit corporation, County of San Diego, 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 June 30, 2022, 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

Coversheet

2022-23 Board Calendar

Section:	III. Other Business
Item:	G. 2022-23 Board Calendar
Purpose:	Vote
Submitted by:	
Related Material:	PCA 2022-23 Board Calendar _6.21.2022.docx

PCA 2022-2023 Board Calendar Dates

Board packets will be sent 1 week prior to meeting, with gradual release of documents via Board on Track

Meetings will be held at the Pacific Coast Academy Office in Poway, unless otherwise noted.

July- No board meeting

Saturday, August 27, 2022 @ 9:00am

- Executive Director Progress Report
- UAR Due 9/15

September 2022- No board meeting

Thursday, October 20, 2022 @ 5:00pm

- November 1st - Dashboard Indicators due to the state

November 2022- No board meeting

Thursday, December 8, 2022 @ 5:00pm (*Meeting needs to be before 12/15*)

- Approval of Previous Years Audit due 12/15 (last 2 years was extended, could happen again)
- LCAP due 12/15
- First Interims due to the county Approval- due 12/15
- Executive Director Progress Report

Thursday, January 26, 2023 @ 5:00pm

- February 1st - SARC (School Accountability Report Card) due to the state
- Executive Director Progress Report
- March 1st - Comprehensive School Safety Plan
- Auditor Selection

February 2023- No board meeting

Saturday, March 11, 2023 @ 9:00am

- Second Interims due to the county- Due March 15
- March 31st - Auditor Selection Form due to the county
- April 1st - Form 700s due to the County Board of Supervisors
- Executive Director Evaluation
- ED Compensation/Contract Approval
- Approve Employee Benefits Package & Budget
- 2023-24 Projected Enrollment Numbers

April 2023- No board meeting

Thursday, May 18, 2023 @ 5:00pm

- Public Hearing of LCAP and Federal Addendum (Does not need to be in a meeting but Board Members attend)
- 990 Due May 15
- Executive Director Progress Report
- Compensation Policy (not required annually)
- 2023-24 Board Meeting Calendar

- PCA Parent Student Handbook
- PCA Employee Handbook

Wednesday, June 28th at 5:00pm

- Adopted Budget (Due July 1)
- Final Approval of the LCAP and Federal Addendum
- ED Presents Final Report on Goals
- Fiscal Policy (not required annually)
- MOU South School
- EPA Budget and Resolution (Due June 30)
- Form 700- Leaving and Assuming Office

Coversheet

Invoices Over \$100,000

Section: IV. Consent Agenda
Item: A. Invoices Over \$100,000

Purpose:
Submitted by:

Related Material:

Pacific Coast Academy.17842.CharterSAFEInvoice2223.pdf

PCA - 05.17.22 - Overdrive Invoice # CD1443422161163 - \$200,000.00.pdf

PCA - CHECK REQUEST - Apple - 5.26.22 - \$298,980.75.pdf

PCA - SHI Chromebooks - Invoice B15142785 - 4.27.22 - \$225,784.29.pdf

CharterSAFE

BE SAFE • FEEL SAFE

INVOICE

Invoice Date: May 31, 2022

Account Number: 17842

INSURED: **Pacific Coast Academy**

CONTACT: Krystin Demofonte

ADDRESS: 13915 Danielson St., Suite 103
Poway, CA 92064

Member Contribution for Policy Year 2022-2023

Combined Member Contribution	\$652,438.00
COVID-19 Rebate	\$26,098.00
Total Member Contribution	\$626,340.00

(Choose one option)	Amount	Use ACH	Due Date
<input type="checkbox"/> Payment in Full	\$626,340.00	<input type="checkbox"/>	Due Now

☐ **Installment Plan:**

Deposit (25%)	\$137,012.00	<input type="checkbox"/>	Due Now
Monthly Installment	\$54,370.00	<input type="checkbox"/>	August 01, 2022

9 installments due the 1st of every month

ACH PAYMENT OPTION!

See attached ACH form if you wish to take advantage of this payment option for Payment in Full, 25% Deposit, Monthly Installment or both 25% Deposit and Monthly Installment payments.

Please Remit All Payments To:

CharterSAFE
P.O. Box 969
Weimar, CA 95736

Questions/Comments:

Whitney Delano
Director of Operations and
Communications
Email: wdelano@chartersafe.org

Payment in Full or 25% Deposit are due at the time the proposal is accepted by signing and submitting Member Contribution Summary page of this proposal. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.



Customer ID	Invoice number	Internal purchase order ID(s)	Date
14434-0001	CD1443422161163	OSP051622PCA	May 17, 2022



OverDrive, Inc.
One OverDrive Way
Cleveland, OH 44125
United States
Phone: +1 216 573 6886 Fax: +1 216 672 0087
Email: invoicing@overdrive.com
US Tax ID number: 34-1522786

3010-1513-0000-4305 — \$25,000
3010-1513-0000-9150 — \$175,000.00 (PREPAID)
APPROVED 5/27/22

Bill to:
Pacific Coast Academy
13915 Danielson St., Suite 103
Poway, CA 92064

Sold to:
Pacific Coast Academy
13915 Danielson St., Suite 103
Poway, CA 92064

Payment terms:
On receipt

Pay directly in Marketplace

- Select one or more invoices and click **Pay invoice(s)**.
- Select your payment method, then click **Pay by bank account** (US accounts only) or **Pay by credit card**.
- Enter the required information. Bank account information will be saved automatically for future use, and credit card information can be optionally saved.
- **Note:** Your saved bank account or credit card information can only be used by you.
- Click **Confirm payment**.

Other payment options

When you make a payment using one of these methods, you must either include a list of invoice numbers and amounts due, or email the information separately to invoicing@overdrive.com.

Pay by check

Please make checks payable in USD to OverDrive, Inc.
Remittance address:
PO Box 72117
Cleveland, OH 44192-0002
United States

Pay by ACH or wire

If you have a non-U.S. account and want to pay through your bank account, or if you don't want to pay directly in Marketplace, you can pay by ACH or wire. To do so, please visit [OverDrive's banking instructions](#) in Marketplace.

#	Description	Tax rate	Tax amount	Total
1	Deposit on Account for Content Purchases	0.00%	\$0.00 USD	\$200,000.00 USD

Subtotal: \$200,000.00 USD

Tax amount: \$0.00 USD

Total: **\$200,000.00 USD**

Amount due: **\$200,000.00 USD**



Check all that apply:

Date: 5/26/22

Requested by: Yesenia Garcia

Payee Name: Apple Inc.

Address: PO Box 846095

City: Dallas State: TX Zip: 75284-6095

Contact Person: Laney Stair Tel. Number: 619-782-6464 ext. 2255

Signature of Requester: _____

Signature of Approver:

**BILL TO****Pacific Coast Academy**

Accounting Department

13915 Danielson Street, Suite 103
Poway, CA, 92064, USA(619) 749-1928
accounting@pacificcoastacademy.org**PURCHASE ORDER # TECH052622PCA**

PO Date: May 26, 2022
 Payment Terms: NET 30
 Shipping Terms: --
 Ship Via: STANDARD CARRIER (UPS, FEDEX, USPS)
 Promise Date: May 26, 2022

VENDOR**Apple, Inc.**

Jimmy Morgan

5505 W. Parmer Lane, Building 7,
Austin, TX, 78727, USA**SHIP TO****Pacific Coast Academy**

Attn: Tech [For TK-2 Students]

13915 Danielson St., Suite 100
Poway, CA, 92064, USA

ITEM DESCRIPTION	QUANTITY	UNIT	PRICE (USD)	TOTAL PRICE (USD)
1. iPad mini Wi-Fi 64GB - Space Gray	500	each	449.00	224,500.00
SKU: MK7M3LL/A SHIPPING : SHIP TO ALTERNATE LOCATION: RECIPIENT & ADDRESS REQUIRED ALTERNATE SHIPPING / LOCATION PCA Attn: Tech [For TK-2 ADDRESS -- OR -- EMAIL FOR Students] 13915 Danielson St., ONLINE/DIGITAL ORDERS : Suite 100, Poway, CA 92064				
2. 4-Year AppleCare+ for Schools - iPad / iPad Air / iPad mini	500	each	109.00	54,500.00
SKU: S7828LL/A SHIPPING : ONLINE OR DIGITAL PRODUCT: EMAIL ADDRESS REQUIRED ALTERNATE SHIPPING / karen.tirado@cabrillopointheademy.org LOCATION ADDRESS -- OR -- EMAIL FOR ONLINE/DIGITAL ORDERS :				
3. Recycle Fee	1	each	2,000.00	2,000.00
SHIPPING : ---				

PURCHASE ORDER # TECH052622PCA**NOTES**

Proposal # 2110713067
Order # 1017016249

Subtotal	281,000.00
Discount (0%)	0.00
Shipping	582.00
Other	0.00
Tax	17,398.75

Total Cost	298,980.75 USD
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REMIT INVOICES

Remit your invoice to accounting@pacificcoastacademy.org and reference this purchase order number. Should you have any questions or concerns with this purchase order, please contact our Accounting Department.

**Order Date**

05/26/2022

Your order has been sent to the Apple Store for Education Institution.

Order Number

1017016249

Billing Address

PACIFIC COAST ACADEMY
13915 DANIELSON ST
STE 103
POWAY CA 92064-8884
US

Shipping Address

Pacific Coast Academy
13915 Danielson St., Suite 100
Attn: Tech [For TK-2 Students]
Poway CA 92064
US

PO Number

TECH052622PCA

Payment Method : ACH/Wire Transfer

Please remit payment via ACH/Wire Transfer:

- Account Name: Apple, Inc.
- Bank Name: Bank of America
- Account Number: 3751294243
- Active ACH Blocks/Filters on file: Yes
- Routing Number ACH/EFT: 111000012
- Routing number DOM. WIRES: 026009593
- SWIFT Code INTL Wires: BOFAUS3N
- Account Name: Apple Inc
- Account Address: 12545 RIATA VISTA CIRCLE AUSTIN, TX 78727

When remitting your Electronic Payment to Apple please ensure to reference the account name followed by your Apple account number.

If you are unable to include Invoice details due to system limitations, please enter the text "see remit" in your electronic remittance and email remittance details to cash_apps@apple.com to avoid any delays on applying the payment to your account.

Remittance details should include Payment Amount, Invoice Number(s), and Account Number.

Please contact your financial institution for funding timelines for ACH versus Wire Transfer.

If you have any questions, please contact your Business Team.

Shipping Method : Expedited Overnight

Email Address : karen.tirado@cabrillopontacademy.org

Send Additional Copies : accounting@pacificcoastacademy.org
to andy.taylor@cabrillopontacademy.org

Item	Description	Total Quantity	Unit Price	Total Price
10	iPad mini Wi-Fi 64GB - Space Gray MK7M3LL/A Estimated Shipping: 2-3 weeks	500	449.00 USD Recycle Fee	224,500.00 USD 2,000.00 USD
20	4-Year AppleCare+ for Schools - iPad / iPad Air / iPad mini S7828LL/A Estimated Shipping: Automatically registered	500	109.00 USD	54,500.00 USD

Shipping

582.00 USD



Apple Store for Education Institution

Subtotal	281,582.00 USD
Estimated Tax	17,398.75 USD
<hr/>	
Total	298,980.75 USD

Please note that your order subtotal does not include Sales tax or rebates. Sales tax and rebates, if applicable, will be added when your order is processed.

Note: Your purchase is subject to the terms and conditions of your agreement with Apple and the Apple Store for Education Institution. To view the terms and conditions of the Apple Store for Education Institution, log into the store with your Apple Account ID, and select the 'Applicable Terms' link on the footer of your store.

Copyright © 2022 Apple Inc. All rights reserved.



Payment Options

Company Information:

Name: Apple, Inc.
Tax Payer ID#: 94-2404110
E-mail notification: cash_apps@apple.com

ACH Instructions (US only):

Beneficiary name: Apple, Inc.
Beneficiary account number: 3751294243
Bank name and address: Bank of America
1950 Stemmons Fwy, Ste 5010, Dallas, TX 75207
Routing Transit Number (ABA#): 111000012

For accurate identification of your ACH payment, please include:

- Apple Invoice or Credit Memo Number
- Apple Invoice or Credit Memo Amount
- Apple Assigned Customer Number

For payments where the above information is not applicable, please provide reason for payment and contact information.

Wire Transfer:

Reference your Apple Web Order number or other identifying information with your payment and send to:

Beneficiary name: Apple, Inc.
Beneficiary account number: 3751294243
Bank name and address: Bank of America
100 West 33rd St, New York, NY 10001
Routing Transit Number (ABA#): 026009593
CHIPS Address: 0959
SWIFT Address: BOFAUS3N

Checks by Mail: (A 10 day holding period applies to all orders placed by check.)

Check Mailing Address (USPS):

Apple Inc.
PO Box 846095
Dallas, TX 75284-6095

Check Shipping Address (FedEx):

Bank of America Lockbox Services
Apple, Inc. / Lockbox 846095
1050 N Stemmons Fwy, Ste 5010
Dallas, TX 75207

Credit Card Payment: (CC payment is only accepted before an order processes. Orders that have already billed to a terms account must be paid by one of the above options.)
800-800-2775 option 4, then option 2



Federal tax ID: 22-3009648
 290 Davidson Ave.
 Somerset, NJ 08873
 Phone: 888-235-3871
 Fax: 732-805-9669

SHI International Corp
 P.O. Box 952121
 Dallas, TX 75395-2121
 Wire information: Wells Fargo Bank
 Wire Rt# 121000248
 ACH Rt# 021200025
 Account#2000037641964
 SWIFT Code: WFBIUS6S
 For W-9 Form, www.shi.com/W9

Invoice date 4/27/2022
 Customer number 1126488
 Sales order S55526490

Finance charge of 1.5% per month will be charged on
 past due accounts - 18%/yr.
 All returns require an RMA# supplied by your SHI
 Sales team.

Bill To

Pacific Coast Academy
 13915 Danielson Street
 Suite 103
 Poway, CA 92064
 USA

Ship To

Pacific Coast Academy
 13915 Danielson Street, Suite 100
 Poway, CA 92064
 USA
 IT Department - PCA

Ship Date	Salesperson	Purchase Order	Ship Via	FOB	Terms
4/27/2022	Eric Discepolo/Ent-SLED	TECH030922PCA	FEDEX GROUND	FOB DEST	NET 30

Item No. Mfg Part No.	Description	Qty Ordered	Qty Shipped	Unit Price	Extended Price
42740970 C204MA-YZ02-GR Hardware ASUS	ASUS Chromebook C204MA YZ02 - 11.6 - Celeron N4020 - 4 GB R Hardware Hardware	850	850	233.53	198,500.50
30596927 WG5000 ComputerConsultServ Google	White Glove Service ComputerConsultServ Service	850	850	10.00	8,500.00
30683906 AT5000 Config/Install D&H Distributing	Asset Tag Labels Config/Install Hardware	850	850	0.00	0.00
30683906 AT5000 Config/Install D&H Distributing	Asset Tag Labels Config/Install Hardware	850	850	0.00	0.00

Quote: 21688135

Sales Balance 207,000.50
 Freight 0.00
 Recycling Fee 3,400.00
 Sales Tax 15,383.79
Total 225,784.29
Currency USD

Coversheet

2022-2023 Master Agreement

Section: IV. Consent Agenda
Item: B. 2022-2023 Master Agreement
Purpose:
Submitted by:
Related Material: PCA New AB130 MA_Final_5.19.2022_Redlined 6.09.2022.pdf

BACKGROUND:

Our currently adopted Master Agreement has been revised to reflect the omission of the following section in the Acknowledgement of Responsibilities:

“Otherwise, an evaluation will be made through the non-compliance process to determine whether independent study is an appropriate setting for my student.”

Expert: Krystin Demofonte, Jennifer McQuarrie



Pacific Coast Academy

Master Agreement for Independent Study

2022-2023

MASTER AGREEMENT FOR INDEPENDENT STUDY

Student:	Contract Term: Full Year
Student Number:	Beginning Date: 8/15/2022
Address:	End Date: 05/31/2023
Location:	Year: 2022-2023
1st Phone Number:	2nd Phone Number:
DOB:	Grade Level
Program Placement:	School for Classroom Option:

It is understood that:

Objectives: The Student will complete the courses listed below. All course objectives will be consistent with the established program and are consistent with program standards as outlined in the program's subject/course descriptions and School's charter. The major educational objectives include enabling the student to progress with their grade-specific studies, successfully complete assignments and learn required concepts as determined by the School. Assignment and Work Record (AWR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt and earn upon completion.

Schedule	Category	Course Value

Methods of Study: Specific methods of study will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Computerized Curriculum, Web/Internet Research, Library Research, and Field Trips. In addition, School will offer opportunities for live interaction and synchronous instruction to Student per Education Code section 57141(c).

Specific Resources: School will provide appropriate services, supports, technology and resources to enable Student to complete their independent study program successfully. These resources include but are not limited to textbooks, school supplies, and support from the Supervising Teacher (also known as "Homeschool Teacher" or "Independent Study Teacher") and other School staff. Additionally, School will ensure Student has access to the connectivity and devices adequate to participate in independent study and complete assigned work (e.g., computer, internet access, etc.). By signing below, Student's parent/guardian/caregiver is confirming Student: (1) has access to devices and connectivity to allow Student to adequately participate in independent study and complete assigned work; or (2) will contact the Student's Homeschool Teacher if Student needs help accessing such connectivity and devices.

Additional Supports for Special Populations: School will provide supports and academic services necessary 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. These supports include, but are not limited to, access to assistive software/devices, counselors, specialized academic instruction, student support team and related services, and intervention supports.

Methods of Evaluation: Academic evaluations will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Teacher Made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, Learning Journals,

Presentations, Quizzes, Labs, Finals, State Mandated Standards Testing, School Selected Benchmark Testing.

Subsidiary Agreements: The specific objectives, methods of study, methods of evaluation, and resources for each assignment covered by this agreement may also be further described in the assignment work record forms or other subsidiary agreements, which are incorporated as part of this agreement.

Manner, Time, Frequency and Place for Student Assignment Submissions: Manner of Communication: Email, Online (e.g., online platforms), Phone, In-Person, etc. Time: Generally, 8:30AM-5:00PM. Day: M-F. Exact times determined by Teacher in consultation with Parent/Guardian and Student. Frequency: At least once every 20 school days (LP meetings). Duration: Full Year. Place: Virtual or In-Person.

Manner, Time, Frequency and Place for School Communicating/Reporting Academic Progress with Parent/Guardian: Manner: Email, Online, Phone, In-Person. Time: Generally, 8:30AM-5:00PM. Day: M-F. Exact times determined by Teacher in consultation with Parent/Guardian and Student. Frequency: At least once every 20 school days (LP meetings). Duration: Full Year. Place: Virtual or In-Person.

Voluntary Statement: It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

Board Policies: According to the Independent Study Board Policy ("Board Policy") for grades K through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is twenty (20) school days, unless an exception is made in accordance with the Board Policy. Pursuant to the Board Policy, after 3 missed assignments, failure 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 failure to make satisfactory educational progress, School will conduct an evaluation to determine whether it is in the best interest 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 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 IEP and based on all the indicators set forth in the Board Policies.

Additional Courses: Additional Courses may be added to this agreement as needed if the agreement is re-signed and re-dated by the teacher and the Student.

Signatures and Dates: I have read and I understand the terms of this agreement, and agree to all provisions set forth.

Student Name: Signature Date

Parent/Guardian/Caregiver Name: Signature Date

Homeschool Teacher Name: Signature Date

Other Signature Date

Other Signature Date

Other Signature

Date

Other Signature

Date

ACKNOWLEDGEMENT OF RESPONSIBILITIES

Student:	Contract Term: Full Year
Student Number:	Beginning Date: 8/15/2022
Address:	End Date: 05/31/2023
Location:	Year: 2022-2023
1st Phone Number:	2nd Phone Number:
DOB:	Grade Level
Program Placement:	School for Classroom Option:

Students Agreement/Responsibilities

- I voluntarily request participation in this independent study program and have read and understand the terms of the master agreement.
- I will complete all course work outlined in the master agreement, and as assigned to me in the periodic Student Assignment and Work Record.

Parent/Legal Guardian's Agreement

I agree to the above conditions listed under Students Agreement/Responsibilities. I also understand that:

- I am responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the Independent Study Teacher. I will provide a body of work, upon request, that demonstrates completion of assigned learning period objectives.
- I will ensure my student has access to and is working in grade level curriculum.
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date, I will contact the Independent Study Teacher prior to the due date to make alternative arrangements.
- I will meet all of the requirements set forth by the independent study program, including participating in school-assigned benchmark testing. In addition, my child will participate in either CAASPP testing or an alternative assessment. ~~Otherwise, an evaluation will be made through the non-compliance process to determine whether independent study is an appropriate setting for my student.~~
- I am responsible to provide any needed transportation for my child's scheduled meetings at a mutually agreed upon location reflected on the face of the master agreement and that lack of transportation is not an acceptable reason for failing to meet with the Independent Study Teacher.
- I have the right to appeal any decision about my child's placement in accordance with the school's policies and procedures.

Independent Study Teacher's Agreement

- The Independent Study Teacher will assign a body of work to be completed during the duration of this agreement.
- The Independent Study Teacher will evaluate work in a timely manner.
- The Independent Study Teacher will notify the student and parent/legal guardian of the academic credit granted for work completed.

We, the undersigned, understand and voluntarily agree to the terms and conditions of this Independent Study agreement. Our signatures below indicate that we voluntarily participated in the establishment of these Agreements/Responsibilities and that we understand and accept our responsibilities in relation to this document.

_____ Student Name:	_____ Signature Date
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_____ Parent/Guardian/Caregiver Name:	_____ Signature Date
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_____ Homeschool Teacher Name:	_____ Signature Date
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_____ Other Signature	_____ Date
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Coversheet

Compensation Policy

Section: IV. Consent Agenda
Item: C. Compensation Policy

Purpose:
Submitted by:

Related Material:
PCA 2022-2023 Compensation Policy_Final_5.20.2022_Redlined 6.28.2022.pdf

BACKGROUND:

Our currently adopted Compensation Policy has been revised to reflect updated salary schedules, which includes

the stipend spreadsheet

Part-time/Full time Status: Compensation for part-time teachers will be \$31.00 per hour which would be the COLA that was not considered last month.

We are also converting continuing education units received in order to teach AP courses acceptable as units towards the pay scale.

Lastly we are clarifying pay for additional courses and students. All updates to the pay scales have been reflected in the current budget.

Expert: Jennifer McQuarrie



Pacific Coast Academy

Compensation Policy

2022-2023

COMPENSATION POLICY	3
Dedication to Non-Discrimination.....	3
Important Information.....	3
Compensation Philosophy	3
Medical Opt-Out Stipend	4
CERTIFICATED COMPENSATION	4
Certificated Definition	4
Teacher Definition	5
Salary Placement Guidelines.....	5
Creditable Years of Experience	5
Credential/Certification	6
Signing Bonus.....	7
Supplemental Duty Stipends	7
Voluntary Transfer to Lower Role Placement or Teaching position	7
Additional Supplement Bonus (“Supplement”)	8
PART-TIME TEACHERS.....	8
For All Part-Time Teachers.....	8
CLASSIFIED COMPENSATION	9
Experience and Placement	9
Role/Salary Placements	10
Advancements on Pay Scale	10
Lateral Transfer.....	10
Partial Assignments	10
Reassignments	10
Rehires	11
Experience – Non-Exempt Employees	11
Additional Supplement Bonus (“Supplement”)	11
APPENDICIES.....	12
A. Stipend Chart	12
B. Salary Schedules and Pay Scales	12
C. Part-Time Teacher Hourly Schedule	12

COMPENSATION POLICY

DEDICATION TO NON-DISCRIMINATION

It is the policy of Pacific Coast Academy not to discriminate on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.

IMPORTANT INFORMATION

- This summary does not alter the at-will nature of the employment relationship and nothing in this summary shall limit the School's right to terminate employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. This includes, without limitation, the School's right to modify the compensation of any employee at any time, with or without notice and with or without cause.
- The School Board adopts this compensation schedule for Pacific Coast Academy. Pay increases are not granted automatically each year; therefore, neither past nor future compensation can be calculated, assumed, or predicted on the basis of this schedule or any information contained herein. Compensation of any employee may also be adjusted at any time based on operational needs of the School.
- The Executive Director shall recommend compensation for all School staff, consistent with the budget approved by the School Board. An employee's regular compensation is paid on a semi-monthly basis in accordance with the School's payroll practices and policies.
- The School reserves the right to change, suspend, revoke, terminate, or supersede provisions of this compensation schedule at any time. To the extent any of provisions herein differ from the terms of an employee's employment agreement, the terms of the agreement shall prevail.

COMPENSATION PHILOSOPHY

A compensation philosophy is a statement that defines what an organization offers and chooses to reward via its compensation system. The School's compensation philosophy places emphasis on equity, transparency, excellence, and commitment. These five key values are the foundation for all School compensation structures and practices.

We Offer

- Comprehensive compensation packages for all staff, including base salary and benefits. Certain employees may be eligible for bonuses and stipends, as set forth herein.
- A dynamic culture and vibrant community of colleagues united by shared dedication to students, a commitment to innovation, and a strong growth mindset.
- Unique career pathways, growth and development opportunities, and leadership roles that encourage staff to challenge themselves.
- Equitable compensation, regardless of gender, race/ethnicity, national origin, sexual orientation, age, religion, disability or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.
- A transparent and clearly communicated compensation system, so that staff understand what factors may determine individual compensation and how and when potential changes to compensation will be affected.

We Recognize and Reward

- Exceptional performance and contributions that enable excellent student outcomes.
- Commitment of staff who contribute to the long-term success of our students and our organization.

For Teachers

- Given the role they play in providing educational services, teachers are particularly critical to the success of our mission. As such, we offer teacher compensation to attract and retain talented educators, and we specially recognize and reward:
 - Exceptional teacher performance that leads to growth and excellence for students
 - Commitment of teachers who develop deep, high-quality educational experience (within or outside of the school) and assume critical leadership responsibilities

MEDICAL OPT-OUT STIPEND

Employees may elect not to enroll in any of the medical plans offered by the Charter School. The employee must certify that they have medical coverage for themselves and eligible dependents elsewhere that is comparable to one of the plans offered by the Charter School. They will receive an employer contribution of \$250 per month.

CERTIFICATED COMPENSATION

Certificated Definition

For the purpose of this policy, certificated is defined as any position that requires a certificate and/or

credential as defined by the California Teaching Commission (CTC).

Teacher Definition

For purposes of this schedule, a teacher is defined as a person who has a valid credential or certificate that allows them to teach a specific subject matter or special education.

Salary Placement Guidelines

Upon hire, each employee's salary placement will be calculated based on the YEAR an employee fits, and in accordance to the professional and teaching experience gathered in previous years in the institutions outlined in this manual and on other factors such as prior performance (which includes a rehired employee).

The starting salary of a new employee may exceed the salary of a current employee in the same position based on the new employee's years of experience.

Creditable Years of Experience

- The School has the option to grant one (1) YEAR for each one (1) year of approved creditable teaching or professional experience up to 5 (five) years with placement on year 5 (five).
- An additional year may be granted for teachers who have school-desired experience in what the school determines to be "hard-to-staff" positions.
- One year of creditable professional or teaching experience will be granted for full-time employment, which is employment for 100% of an institution's normal work schedule during the school year.
- A partial year of creditable professional or teaching experience can be granted for up to a year of part-time employment, which is less than 100% of an institution's normal work schedule during the school year.
- Creditable professional or teaching experience may be earned in:
 - California and US public, charter, and private elementary and secondary schools
 - Accredited foreign public, charter, and private elementary and secondary schools
 - California, US, and foreign accredited universities and colleges
 - Non-public special education contract schools for special education teachers
 - Other regionally accredited educational institutions
- Creditable teaching experience is experience as a teacher in one of the institutions outlined above.
- Other relevant professional experience may be considered by the Executive Director or designee.

The Executive Director or his or her designee may adjust a rehired teacher's placement on the Salary Schedule as appropriate based on the employee's accumulated experience following the teacher's separation from the School, which may result in a higher or lower placement on the schedule than the teacher would have otherwise been placed had the teacher been continuously employed.

Credential/Certification

- Teachers holding a valid and active credential (i.e., preliminary, clear, lifetime) California teaching certificate at the time of hiring/rehiring will generally be compensated in accordance with the applicable teacher Salary Schedule (B Basis, C Basis or Special Education) for certificated teachers.
- The School may hire teachers with a bachelor's degree who do not hold a clear teaching credential. Staff holding an alternative certification (intern, emergency, or preliminary credential) are rated on the same salary teacher schedule as certificated teachers.
- A teacher is eligible to advance to the proper Salary Schedule level once they meet the requirement for that specific Salary Schedule level and group based on their creditable years of service and post bachelor's degree units, **or completion of Advanced Placement certification coursework, if applicable.** Course work is creditable for row placement and advancement if it is a course taken for credit at an accredited institution, reasonably related to the employee's assignment or future assignment, and posted as semester, quarter, or trimester units on an official transcript in the institution's graduate course number series **or taken from the Advanced Placement program. Points on the pay scale are the equivalent of semester units. Therefore, any eligible units not reported as semester units will be converted for proper placement on the pay scale.**
- During the rate-in-process for new hires Executive Directors may approve additional units earned beyond post-baccalaureate credits equivalent to 4-semester units for each year starting with year 15. A candidate can earn a maximum of 60 credits for experience based on Executive Director approval.
- For any given school year, teachers must submit any successfully completed post-BA units no later than October 31 in order for the units to be applied to the teacher's salary in that school year. Any proof of successfully completed post-BA units submitted to the School after October 31 will not result in an adjustment to compensation until the following school year.
- Any increase in pay resulting from an advancement on the Salary Schedule based on the successful completion of post-BA units will not take effect until after the School's receipt of sufficient documentation supporting the advancement. Pay increases for post-BA units will not be paid retroactively. For illustration purposes, if a teacher completes graduate level coursework on January 15 and provides an official transcript on May 1, any advancement on the Salary Schedule and increase in pay will be effective beginning the next school year. The teacher will not be paid at the higher rate of compensation retroactively (i.e., for the periods between January 15 and July 1).
- If a teacher completes graduate level coursework on August 15 and provides an official transcript on October 20, any advancement on the Salary Schedule and increase in pay will be effective beginning the first pay period following October 20. The teacher will not be paid at the higher rate of compensation during the periods between August 15 and October 31. The teacher would receive the advancement starting the next pay period of November 1-15.
- For teachers with less than 98 units, the maximum number of years of service that can be accumulated is 10 years. To add additional years of service, teachers must obtain 98 or more units. The year in which 98 or more units is achieved, the teacher will finish out that year as year 10. They will then advance in years of service the preceding school years as outlined on the salary

schedule.

Signing Bonus

If the School decides to issue signing bonuses, the following requirements shall apply.

- Signing bonuses may be offered to teachers certified in an area of critical concern as defined by the School, to promote diversity, or to address specific concerns at the school.
- The Executive Director shall designate the individuals authorized to receive the signing bonus.
- The signing bonus must be approved by the Board.
- To qualify for a signing bonus, the teacher must:
 - Be certified in the field they are hired to teach.
 - Teach in that field of the bonus.

Supplemental Duty Stipends

- Stipends are assigned and approved by the Executive Director or his/her designee at the beginning of the school year or semester or as otherwise noted in the chart below.
- Staff who perform the Supplemental duties outlined in the chart below are eligible to receive the corresponding stipends as indicated and only if assigned/awarded to the staff member by the Executive Director or his/her designee. The number of stipends awarded under each category and/or the periods of service during the school year are at the sole discretion of the Executive Director or his/her designee.
- Supplemental duty stipends are authorized for the specific year assigned and are not renewed for the future years unless specifically authorized for those years. This means additional duties such as Student Support Coordinator, SPED Lead Teacher, etc. are assigned on a year-by-year basis and are not guaranteed responsibilities that carry over from year to year.
- Supplemental pay will cease when there is no need for the duty, the employee becomes ineligible or as otherwise determined in the sole discretion of the School.
- The School, in its sole discretion, may choose not to offer certain stipends.
- Stipend amounts and requirements will be reviewed periodically and may be modified from time to time at the sole discretion of the School.
- Supplemental duty stipends are prorated and will be paid as set forth in the below Stipend Chart once the Supplemental duty has started.
- Student stipends are paid bi-monthly based on the teacher roster from August 2 through June 6.
- The Executive Director has been delegated authority to change the stipend amounts and add or change stipends based on the need of the school throughout the year in line with the board adopted budget.

Voluntary Transfer to Lower Role Placement or Teaching position

Employees approved to voluntarily transfer to a position in a lower placement on the Salary Schedule will be placed in the new salary placement or teacher Salary Schedule, and the salary will be calculated as it is

in the new placement or schedule.

Additional Supplement Bonus (“Supplement”)

The Executive Director may recommend a Supplement for teachers as set forth in this section.

- The Executive Director, in his or her sole discretion, shall determine what duties shall be Supplemented based upon the operational needs of the school.
- A Supplement is not automatic, and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A Supplement will be paid to the employee in accordance with the schedule provided by the School at the time of Supplement award.
- The Supplemental award shall not exceed \$35,000 or 50% of annual salary.
- All Supplements listed are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous Supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the teachers' regular salary.
- Teacher Supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the teacher and the Executive Director prior to performing the Supplemental duties.
- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage, Extra Student Pay and Enrollment Milestones.
- To qualify for an extended duty Supplement, the following criteria must be met as requested and assigned by the Executive Director:
 - The Executive Director must first agree with the teacher on the terms.
 - The Supplemental work must be separate from the normal job responsibilities.
 - The work must be completed or in the progress of being completed.

PART-TIME TEACHERS

For All Part-Time Teachers

- Part-time/Full-time Status: Compensation for part-time teachers will be ~~\$30.00~~ \$31.00 per hour. Estimated hours for part-time teachers each week includes a maximum of 10 hours per week for approved non- instructional activities (recruiting, planning, grading, parent conferences, etc.) and one (1) additional hour per week per enrolled student. Part-time teachers are pre-approved for the hours according to the schedule below. This allotted time should be sufficient to complete each part-time teacher’s duties. All time worked will be compensated at the part-time teacher’s hourly rate. Part-time teachers will work no more than the number of approved hours per week

specified in the schedule for the 5 floating days in July. If a part-time teacher anticipates exceeding the number of approved hours per week due to the attendance in the back to school training sessions, the teacher must obtain prior approval.

- Part-time teachers must accurately record and timely submit records of all time worked and observe all lunch and rest breaks as outlined in the School's Employee Handbook. Part-time employees may not work overtime (i.e., over 8 hours in a workday or 40 hours per workweek) without written authorization from their direct supervisor.
- When a case load of 20 students is reached, employees may be rated in and placed on a Salary Schedule and given health care benefits contingent upon the teacher's expected maintenance of a case load at the norm of 28 students for full-time teachers. Carrying a caseload of less than 28 students over a course of three (3) consecutive months may result in a return to part-time status.

CLASSIFIED COMPENSATION

Experience and Placement

- Each classified employee will be placed on the Pay Scale based on their creditable years of experience, which will be categorized as equivalent or applicable experience.
- Equivalent experience is the directly related experience of an employee to the position held or hired. Applicable experience is the other administrative, teaching, or professional experience which is not directly related to the position held or hired.
 - Example: Office Manager experience at a private school is accepted as equivalent experience for a person in the Office Manager position, but teaching experience will be applicable experience.
 - Example: SPED Instructional Aide at a school district, or a company may be equivalent experience for the SPED Instructional Aide position, but SPED Center Aide will be applicable experience.
- The evaluation of prior experience and placement on the Pay Scale will be recommended by the Human Resources Department and the Executive Director or designee makes the final decision, consistent with the School's approved budget.
- The following criteria will be considered in the evaluation of prior experience:
 - The number of days worked in a year must be at least 180 days as a full-time employee
 - The percentage of days worked
 - Position held
 - Type of the organization and accreditation
- Each equivalent year of creditable experience will be equal to 1 YEAR, and each year of creditable applicable experience will be equal to a 0.5 YEAR. If the total years of experience is a fraction of a whole, it will be rounded up.
 - Example: 3.5 YEARS will be rounded to 4.0 YEARS of experience.
- Rehired employee's years of experience in the same or higher salary placements will be treated

as equivalent experience.

- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- The Executive Director shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board.

Role/Salary Placements

All positions are classified according to the corresponding role and/or salary placements based on the required set of skills, education, effort, and responsibility of the job assignment as indicated in the specific job description. All positions may be reclassified as necessary by the Executive Director or designee. Some hard-to-staff positions may be compensated out of the Pay Scale as approved by the Executive Director.

Advancements on Pay Scale

An advancement on the Pay Scale is the placement of an employee from a position in a lower salary placement to a position in a higher salary placement and will be determined on the same basis and factors articulated herein.

Lateral Transfer

A lateral transfer is the movement of an employee from one position to another within the same salary placement. The employee may continue to progress in the same salary placement as experience in the position is accumulated. Prior experience will not be re-evaluated for purposes of placement or advancement in the new salary placement.

Partial Assignments

In cases where a classified employee has been given multiple assignments (e.g. a SPED coordinator with partial ESL duties), the employee will be placed on the Pay Scale (or salary placement) with the higher salary.

Reassignments

- Employees approved to voluntarily transfer to a position in a lower placement on the Pay Scale, if applicable, will be placed in the new salary placement, and the salary will be calculated as it is in the new placement or Pay Scale.
- When an employee is reassigned for any reason to a position in a lower salary placement, the employee's salary will be lowered during the next payroll cycle, or when determined by the

Executive Director to avoid disruption so long as it is not earlier than the next payroll period.

Rehires

- A former employee who returns to a position similar to the role held prior to separation will be placed on the Pay Scale as follows:
 - The converted grade and step of individuals who separated employment will be identified for appropriate entry placement on the Pay Scale.
 - All applicable work experience earned outside of Pacific Coast Academy, subsequent to separation, may be identified and used for credit as equivalent experience in accordance with the creditable years of service as described herein.

Experience – Non-Exempt Employees

- Each non-exempt employee will be placed on the Pay Scale based on their years of relevant experience. Although non-exempt employees may be paid a monthly salary (paid on a semi-monthly basis), all non-exempt salaried employees will be paid for all hours worked and are eligible for overtime in accordance with applicable law. Employees should receive approval from their supervisor before working overtime.
- The evaluation of prior experience will be made by the Executive Director or his/her designee. The following criteria, among others, may be considered in evaluation of prior experience:
 - The number of days worked in a year must be at least 180 days as a full-time employee
 - The percentage of days worked
 - Position held
 - Type of the organization and accreditation
- Experience including secretarial, clerical, teaching, professional, and substitute experience may be credited.
- Each year of experience may be 1 YEAR in the Pay Scale.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on their years of experience.
- Experience may be earned in other districts or other companies.
- The Executive Director or his or her designee may adjust a rehired non-exempt employee's placement on the Pay Scale as appropriate based on the employee's accumulated relevant experience following the employee's separation from the School, which may result in a higher or lower placement on the scale than the employee would have otherwise been placed had the employee been continuously employed. Adjustments to an employee's salary may be made in any subsequent school year.

Additional Supplement Bonus ("Supplement")

The Executive Director may recommend a Supplement for classified staff members as set forth in this section.

- An Executive Director, in his or her sole discretion, shall determine what duties shall be Supplemented based upon the operational needs of the school.
- A Supplement is not automatic, and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A Supplement will be paid to the employee in accordance with the chart provided by the School at the time of Supplement award.
- The Supplemental award shall not exceed \$35,000 or 50% of annual salary.
- All Supplements awarded are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous Supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the classified staff members' regular salary.
- Classified staff member's Supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the classified staff member and the Executive Director prior to performing the Supplemental duties.
- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage and Enrollment Milestones.
- To qualify for an extended duty Supplement, the following criteria must be met as requested and assigned by the Executive Director:
 - The Executive Director must first agree with the classified staff member on the terms.
 - The Supplemental work must be separate from the normal job responsibilities.
 - The work must be completed or in the progress of being completed.

APPENDICIES

A. STIPEND CHART

B. SALARY SCHEDULES AND PAY SCALES

C. PART-TIME TEACHER HOURLY SCHEDULE

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
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 bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	28
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.	N/A
Administrative Support	\$10,000	Assigned Position: Paid to a certificated teacher who applied and received the position.	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.	N/A
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.	N/A
CHYA	\$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.	28

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Counselor - Pupil Personnel Services (PPS)	\$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.	N/A
ELD Teacher	\$20,000	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.	24
Elevate Lead Teacher	\$6,000	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.	28
Elevate Lead Teacher Summer	\$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.	N/A
Extended School Year (ESY)	\$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.	N/A

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Extra Student	\$100/month/ student over- required roster limit student for any student after the designated amount.	If the Executive Director assigns additional students to the employee's full-time load, the employee will receive- \$100/month per student. roster over the designated amount, the employee will be compensated for those students.	Becomes eligible once their rosters surpass required roster limits. Eligibility starts once the HST is full- time, and students are assigned at the Executive Director's discretion. Roster numbers are pulled bimonthly.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	Designated Amount HST: 28 RC: 16 High School RC: 10 Intervention/ELD: 24
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.	28
Highly Qualified Teacher Extra Course	\$450/pay period for each section of Edgenuity coverage and \$670/pay period for each section of ChoicePlus Academy coverage after 5 sections	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 teacher begins teaching the additional section	Paid bimonthly over 10 months of the student calendar.	5 Sections, additional pay begins for 6th section
Highly Qualified Teacher Summer School	\$30.00 /\$31.00 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.	N/A
Induction Coach	\$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.	N/A

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Intervention Support Coordinator	\$20,000	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.	24
Lead Enrollment Specialist	\$1,500	Assigned Position: Paid to an experienced employee who takes lead during the enrollment window.	Eligibility starts during the enrollment window; April-June.	Paid when work has been completed.	N/A
Library Specialist Team Lead	\$7,800	This position is open to current PCA Library Specialists.	Eligibility begins immediately.	Paid \$325 bimonthly over 12 months; July - June.	N/A
Medical Benefit Opt-Out	\$3,000	Provided to teachers staff 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.	N/A
Mileage	\$2,500 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.	N/A

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
MOU Coordinator	\$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.	N/A
Occupational Therapist Extended School Year	\$3,500	Paid to Occupational Therapists assigned to provide services during the extended school year.	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 the extended school year.	N/A
Phone/ Internet/ Utilities	\$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.	N/A
Robotics Teacher (Competition Team)	\$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.	28
Spark Teacher	\$9,000	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.	28

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Spark Teacher Retention	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.	N/A
Spark Teacher Sub	\$30.00 /\$31.00 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.	N/A
Special Programs Lead	\$3,000 \$6,000	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.	28
SPED Assessment Team Overage	\$150 per additional assessment	Education specialists completing more than 15 assessments per month will be provided \$150 for each additional assessment.	Stipend is earned after the IEP meeting is held.	Paid as lump sum after completion of the work.	N/A
SPED Extra Student Teacher	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.	N/A

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
SPED Extra Student Sub	\$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.	N/A
SPED In-Person Services Teacher	Up to 25% - \$1,250 Up to 50% - \$2,500 Up to 75% - \$3,750 Up to 100% - \$5,000	Assigned position for Education Specialists. Must provide services to identified student(s) in-person.	Stipend to begin first full pay period following board approval.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A
SPED Lead Extended School Year (ESY) Teacher	\$1,000	Lead ESY teacher is responsible for organizing various components of ESY program and managing day to day operations during ESY	Stipend is earned after completion of ESY	Paid as lump sum after completion of the work	N/A
SPED Lead Teacher	\$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.	N/A
SPED Summer Training	\$300 per each day of training	Paid to new staff assigned to training over the summer.	Eligibility is earned after training has been completed.	Paid as lump sum after completion of the work.	N/A

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Speech Pathologist Extended School Year	\$3,500	Paid to Speech Pathologists assigned to provide services during the extended school year.	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 the extended school year.	N/A
Speech Pathologist Lead	\$1,000	Assigned Position: Must be in a leadership role and an authority in compliance, training, and support in the field of speech pathology.	Eligibility Starts at the beginning of the employee's first work day.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on the period of service during the school year.	N/A
Testing Team Lead	\$6,000	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.	28

Administrator and Director July 1, 2022-2023 – Salary Schedule

Year	Administrator	Director Level 1	Director Level 2	Director Level 3	Senior Director
1	\$67,000	\$95,800	\$118,500	\$154,500	\$123,600
2	\$69,000	\$98,400	\$121,500	\$157,600	\$126,700
3	\$71,100	\$100,900	\$124,600	\$159,700	\$128,800
4	\$73,100	\$103,000	\$127,700	\$161,700	\$133,400
5	\$75,200	\$105,600	\$130,800	\$165,800	\$136,500
6	\$77,300	\$108,200	\$133,900	\$170,000	\$140,100
7	\$79,800	\$111,200	\$137,000	\$175,100	\$143,200
8	\$82,400	\$113,800	\$141,100	\$180,300	\$146,800
9	\$85,000	\$115,400	\$144,200	\$185,400	\$150,400
10	\$87,600	\$118,500	\$147,800	\$190,600	\$154,500
11	\$90,100	\$121,000	\$151,400	\$195,700	\$157,600
12	\$92,700	\$124,600	\$155,500	\$200,900	\$162,200
13	\$95,300	\$127,700	\$159,100	\$206,000	\$164,800
14	\$98,400	\$130,800	\$163,300	---	\$167,900
15	\$100,900	\$133,900	\$167,400	---	\$170,000

Director Level 1	Director Level 2	Director Level 3
Director of School Support	Director of HR Development	Director of Special Education
Director of Testing	Director of IT	Deputy Executive Director
Director of Accounting	Director of Technology Systems	
Director of Student Support	Director of High School	
Director of Compliance	Director of Accountability	
Director of Achievement & Accr.		
Director of Enrichment		
Director of ChoicePlus Academy		
Director of Edgenuity		
Director of Vendors		

*Annualized salary includes 228 work days. The 228 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
 Certificated Support
 July 1, 2022-2023 – Salary Schedule

PROGRAM SPECIALIST

Year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Salary	\$87,000	\$89,200	\$91,400	\$93,700	\$96,100	\$98,500	\$100,900	\$103,500	\$106,000	\$108,700	\$111,400	\$114,200	\$117,100	\$120,000	\$123,000

SCHOOL PSYCHOLOGIST

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$85,200	\$88,300	\$92,800	\$97,400	\$102,300	\$107,400

SPEECH/LANGUAGE PATHOLOGIST

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$77,900	\$82,000	\$86,300	\$90,900	\$95,600	\$100,400

NURSE

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$74,100	\$77,800	\$81,200	\$85,300	\$89,600	\$94,100

OCCUPATIONAL THERAPIST & MENTAL HEALTH THERAPIST/SOCIAL WORKER

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$74,300	\$78,100	\$82,300	\$86,600	\$91,200	\$95,900

*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, 2022-2023 – Classified Pay Scales

Classified Pay Scale – 191

Pay Scale Group	A	B	C	D	E	F	G	H	I	J	K	L
Spec L1	\$15.78	\$16.16	\$16.54	\$17.05	\$17.55	\$18.18	\$18.69	\$19.19	\$20.46	\$21.68	\$22.35	\$22.64
Spec L2	\$18.94	\$19.45	\$20.08	\$20.58	\$21.09	\$21.72	\$22.35	\$22.98	\$23.60	\$24.24	\$30.26	\$25.76

New classified team members will be placed on this pay schedule based on:

- Experience in their field of expertise
- Education level, Degrees or Certificates
- Comparable Industry Standard Compensation

Annual pay advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school board.

Classified Pay Scale – 228

Pay Scale Group	A	B	C	D	E	F	G	H	I	J	K	L
Spec L1	\$15.78	\$16.16	\$16.54	\$17.05	\$17.55	\$18.18	\$18.69	\$19.19	\$20.46	\$21.68	\$22.35	\$22.64
Spec L2	\$18.94	\$19.45	\$20.08	\$20.58	\$21.09	\$21.72	\$22.35	\$22.98	\$23.60	\$24.24	\$25.00	\$25.76
Spec L3	\$20.20	\$20.84	\$21.47	\$22.10	\$22.73	\$23.42	\$24.12	\$24.88	\$25.63	\$26.39	\$27.05	\$27.58
Spec L4/Executive Assistant	\$25.25	\$26.01	\$26.77	\$27.65	\$28.41	\$29.30	\$30.18	\$31.06	\$31.95	\$32.83	\$33.46	\$34.14

New classified team members will be placed on this pay schedule based on:

- Experience in their field of expertise
- Education level, Degrees or Certificates
- Comparable Industry Standard Compensation

Annual pay 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

Counselor

July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$61,600**	\$61,600**	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700
B (+ 14 points)	\$61,600**	\$61,600**	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$67,500
C (+ 28 points)	\$61,700	\$ 61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$66,800	\$70,100
D (+ 42 points)	\$61,700	\$ 61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$66,000	\$69,300	\$72,800
E (+ 56 points)	\$61,700	\$ 61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$65,100	\$69,500	\$71,800	\$75,400
F (+ 70 points)	\$61,700	\$ 61,700	\$61,700	\$61,700	\$61,700	\$64,200	\$67,400	\$70,800	\$74,300	\$78,100
G (+ 84 points)	\$61,700	\$ 61,700	\$61,700	\$61,700	\$63,200	\$66,400	\$69,700	\$73,200	\$76,800	\$80,700
H (+ 98 points)	\$61,700	\$ 61,700	\$61,700	\$62,200	\$65,300	\$68,500	\$72,000	\$75,600	\$79,400	\$83,400

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$86,000	\$88,600	\$91,300	\$93,900

H15	H20	H25	H30
\$96,600	\$99,200	\$101,900	\$104,000

*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

**Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

***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
Highly Qualified Teacher (HQT)
July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP**PAY SCALE LEVEL**

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$61,600**	\$61,600**	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700
B (+ 14 points)	\$61,600**	\$61,600**	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$67,500
C (+ 28 points)	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$66,800	\$70,100
D (+ 42 points)	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$66,000	\$69,300	\$72,800
E (+ 56 points)	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$65,100	\$69,500	\$71,800	\$75,400
F (+ 70 points)	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$64,200	\$67,400	\$70,800	\$74,300	\$78,100
G (+ 84 points)	\$61,700	\$61,700	\$61,700	\$61,700	\$63,200	\$66,400	\$69,700	\$73,200	\$76,800	\$80,700
H (+ 98 points)	\$61,700	\$61,700	\$61,700	\$62,200	\$65,300	\$68,500	\$72,000	\$75,600	\$79,400	\$83,400

Additional Pay Scale Levels

	11	12	13	14
(continued)				
H (+ 98 points)	\$86,000	\$88,600	\$91,300	\$93,900

H15	H20	H25	H30
\$96,600	\$99,200	\$101,900	\$104,000

*Annualized salary includes 191 work days. The 191 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

**Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

***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
Homeschool Teacher (HST) – Middle and High School
July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$71,900**	\$71,900**	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900
B (+ 14 points)	\$71,900**	\$71,900**	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$74,300
C (+ 28 points)	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$73,600	\$76,900
D (+ 42 points)	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$72,800	\$76,100	\$79,600
E (+ 56 points)	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$72,800	\$76,300	\$78,600	\$82,200
F (+ 70 points)	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$72,000	\$74,200	\$77,600	\$81,100	\$84,900
G (+ 84 points)	\$71,900	\$71,900	\$71,900	\$71,900	\$72,000	\$74,200	\$76,500	\$80,000	\$83,600	\$87,500
H (+ 98 points)	\$71,900	\$71,900	\$71,900	\$72,000	\$74,200	\$76,300	\$78,800	\$82,400	\$86,200	\$90,100

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$92,800	\$95,400	\$98,100	\$100,700

H15	H20	H25	H30
\$103,400	\$106,000	\$108,700	\$110,800

*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

**Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

***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.

****Must maintain 28 students.

Pacific Coast Academy
Homeschool Teacher (HST)
July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$61,600**	\$61,600**	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600
B (+ 14 points)	\$61,600**	\$61,600**	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$64,000
C (+ 28 points)	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$63,300	\$66,600
D (+ 42 points)	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$62,500	\$65,800	\$69,300
E (+ 56 points)	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$62,500	\$66,000	\$68,300	\$71,900
F (+ 70 points)	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,700	\$63,900	\$67,300	\$70,800	\$74,600
G (+ 84 points)	\$61,600	\$61,600	\$61,600	\$61,600	\$61,700	\$63,900	\$66,200	\$69,700	\$73,300	\$77,200
H (+ 98 points)	\$61,600	\$61,600	\$61,600	\$61,700	\$63,900	\$66,000	\$68,500	\$72,100	\$75,900	\$79,800

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$82,500	\$85,100	\$87,800	\$90,400

H15	H20	H25	H30
\$93,100	\$95,700	\$98,400	\$100,500

*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

**Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

***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
Intervention Support Teacher/English Language Development Teacher
July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$81,600**	\$81,600**	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600
B (+ 14 points)	\$81,600**	\$81,600**	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$84,000
C (+ 28 points)	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$83,300	\$86,600
D (+ 42 points)	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$82,500	\$85,800	\$89,300
E (+ 56 points)	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$82,500	\$86,000	\$88,300	\$91,900
F (+ 70 points)	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,700	\$83,900	\$87,300	\$90,800	\$94,600
G (+ 84 points)	\$81,600	\$81,600	\$81,600	\$81,600	\$81,700	\$83,900	\$86,200	\$89,700	\$93,300	\$97,200
H (+ 98 points)	\$81,600	\$81,600	\$81,600	\$81,700	\$83,900	\$86,000	\$88,500	\$92,100	\$95,900	\$99,800

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$102,500	\$105,100	\$107,800	\$110,400

H15	H20	H25	H30
\$113,100	\$115,700	\$118,400	\$120,500

*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

**Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

***Must maintain a roster of 24 students.

***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
Regional Coordinator – Middle and High School
July 1, 2022-2023 – Salary Schedule

Year	1	2	3	4	5	6	7	8	9
Salary	\$97,300	\$99,500	\$101,700	\$104,000	\$106,400	\$108,800	\$111,200	\$113,800	\$116,300

*Regional Coordinators must hold a minimum of 10 students.

**Annualized salary includes 206 work days, and team members may need to work additional days beyond the work calendar.

***Annual salary advancements are not guaranteed and are subject to the charter's operational needs and/or budget approved by the school board.

Pacific Coast Academy
Regional Coordinator
July 1, 2022-2023 – Salary Schedule

Year	1	2	3	4	5	6	7	8	9
Salary	\$87,000	\$89,200	\$91,400	\$93,700	\$96,100	\$98,500	\$100,900	\$103,500	\$106,000

*Regional Coordinators must hold a minimum of 16 students.

**Annualized salary includes 206 work days, and team members may need to work additional days beyond the work calendar.

***Annual salary advancements are not guaranteed and are subject to the charter's operational needs and/or budget approved by the school board.

Pacific Coast Academy
Special Education (SPED) Teacher
July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$63,400**	\$63,400**	\$63,400	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200
B (+ 14 points)	\$63,400**	\$64,000**	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$71,700
C (+ 28 points)	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$71,000	\$74,700
D (+ 42 points)	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$70,100	\$73,800	\$77,700
E (+ 56 points)	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$69,100	\$74,000	\$76,600	\$80,600
F (+ 70 points)	\$65,200	\$65,200	\$65,200	\$65,20	\$65,200	\$68,100	\$71,700	\$75,500	\$79,400	\$83,600
G (+ 84 points)	\$65,200	\$65,200	\$65,200	\$65,200	\$67,000	\$70,500	\$74,200	\$78,100	\$82,200	\$86,600
H (+ 98 points)	\$65,200	\$65,200	\$65,200	\$65,800	\$69,200	\$72,900	\$76,800	\$80,800	\$85,100	\$89,500

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$92,500	\$95,500	\$98,400	\$101,400

H15	H20	H25	H30
\$104,300	\$107,300	\$110,300	\$112,600

*Annualized salary includes 191 work days. The 191 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

**Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

***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
Student Support Coordinator and 504 Coordinator
July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$77,000**	\$77,000**	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000
B (+ 14 points)	\$77,000**	\$77,000**	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$79,400
C (+ 28 points)	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$78,800	\$82,100
D (+ 42 points)	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$78,000	\$81,300	\$84,700
E (+ 56 points)	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$78,000	\$81,400	\$83,800	\$87,400
F (+ 70 points)	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,100	\$79,400	\$82,800	\$86,300	\$90,000
G (+ 84 points)	\$77,000	\$77,000	\$77,000	\$77,000	\$77,100	\$79,400	\$81,700	\$85,100	\$88,800	\$92,700
H (+ 98 points)	\$77,000	\$77,000	\$77,000	\$77,100	\$79,400	\$81,400	\$83,900	\$87,500	\$91,300	\$95,300

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$97,900	\$100,600	\$103,200	\$105,900

H15	H20	H25	H30
\$108,500	\$111,200	\$113,800	\$115,900

*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.

**Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

***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 - Regular Scheduled Board Meeting - Agenda - Thursday June 30, 2022 at 5:00 PM
Pacific Coast Academy
Technology Department
July 1, 2022-2023 – Classified Pay Scales

Job Title		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
IT Tech (ITT) or Order Fulfillment Specialist (OFS)	Hourly	\$20.60	\$21.22	\$21.86	\$22.51	\$23.19	\$23.81	\$24.46	\$25.10	\$25.75	\$26.40	\$27.05	\$27.69	\$28.34	\$28.98	\$29.63	\$30.27
	Annual																
IT Tech II or Order Fulfillment Specialist 2 or IT Administrative Assistant (ITAA)	Hourly	\$22.66	\$23.34	\$24.04	\$24.76	\$25.50	\$26.19	\$26.90	\$27.61	\$28.33	\$29.04	\$29.75	\$30.46	\$31.17	\$31.88	\$32.59	\$33.30
	Annual																
IT Support Specialist (ITSS)	Hourly	\$24.72	\$25.46	\$26.22	\$27.02	\$27.82	\$28.57	\$29.36	\$30.13	\$30.90	\$31.67	\$32.46	\$33.23	\$34.00	\$34.78	\$35.56	\$36.33
	Annual																
IT Support Specialist II or Tech Coordinator (TC) or IT Provisioning Manager	Hourly	\$26.78	\$27.58	\$28.41	\$29.26	\$30.14	\$30.95	\$31.80	\$32.64	\$33.48	\$34.32	\$35.15	\$36.00	\$36.83	\$37.69	\$38.51	\$39.38
	Annual																
IT Support Specialist III or Data Analyst Tech Coordinator 2 or DevOps Engineer 1 (DO1)	Hourly	\$28.84	\$29.71	\$30.60	\$31.52	\$32.46	\$33.34	\$34.25	\$35.14	\$36.05	\$36.96	\$37.88	\$38.75	\$39.66	\$40.58	\$41.49	\$42.40
	Annual																
IT Administrator (ITA) or DevOps Engineer 2 (DO2)	Hourly	\$32.96	\$33.95	\$34.97	\$36.02	\$37.10	\$38.08	\$39.13	\$40.19	\$41.20	\$42.26	\$43.26	\$44.28	\$45.33	\$46.39	\$47.40	\$48.46
	Annual																
IT Manager (ITM)	Hourly	\$39.23	\$40.29	\$41.35	\$42.36	\$43.41	\$44.47	\$45.53	\$46.59	\$47.64	\$48.65	\$49.71					
	Annual												\$105,600.00	\$108,200.00	\$111,200.00	\$113,800.00	\$115,400.00

New classified team members will be placed on this pay schedule based on:

- Experience in their field of expertise
- Education level, Degrees or Certificates
- Comparable Industry Standard Compensation

Annual pay 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
Part-Time Homeschool Teacher (HST)
July 1, 2022-2023 – Hourly Schedule

Number of Regularly Enrolled Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Number of Approved Hours Per Week	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29

Part-Time Highly Qualified Teacher (HQT)
July 1, 2022-2023 – Hourly Schedule

Number of Sections Covered	1	2	3	4
Number of Approved Hours Per Week	15	20	25	30

Please Note:

- No more than your max approved hours should be worked in one calendar week without prior approval.
- No more than 8 hours can be worked in one day.
- Any time over 5 hours in a day must include scheduled lunch.
- No hours may be worked on Holidays.
- No hours are approved over school breaks: (ex. Thanksgiving Break, Winter Break, Presidents' Break, Spring Break)

Coversheet

2022-23 Parent Student Handbook

Section: IV. Consent Agenda
Item: D. 2022-23 Parent Student Handbook
Purpose:
Submitted by:
Related Material: PCA_Parent Student Handbook 22-23_08.21_Redlined_6.23.2022.pdf

BACKGROUND:

Our currently adopted Parent Student Handbook has been revised to include updated information for the 2022-23 school year.

Expert: Jennifer McQuarrie, Executive Director and Department Directors



Pacific Coast Academy

Parent/Student Handbook

~~2021-2022~~ 2022-2023

TABLE OF CONTENTS

School Mission Statement.....	6
Mission Statement	6
Description of the Program.....	6
Schoolwide Learner Outcomes (SLOs)	6
Western Association of Schools and Colleges (WASC) Accreditation	7
Admissions, Registration, & Intake	7
Proof of Residency (POR).....	7
The Parent/Guardian/Learning Coach's Role.....	8
Student Behavioral Expectations	9
Zoom Disclaimer.....	9
Zoom Acceptable Use Policy.....	10
School Calendar	12
.....	Error! Bookmark not defined.
Curriculum Choices & Learning Paths	13
Objectionable Materials	13
Curriculum: Transitional Kindergarten - 8 th Grade.....	13
Transitional Kindergarten	13
Kindergarten-2nd Grade	14
3rd-5th Grade	14
6th-8th Grade	14
Curriculum: High School.....	14
Minimum Graduation Requirements	16
4-Year College Entrance Requirements	17
High School Elective Credit for Middle School Students.....	18
Academic Expectations	19
TK-8th Grade.....	19
High School	20
I Can Statements	20
Assignment & Work Records (AWR)	20
Academic Integrity	21
Report Cards.....	22
Review of Student Work.....	22
AWRs - Assignment and Work Records	22

Report Cards - TK-8th.....	22
Review of Student Work	22
AWRs – Assignment and Work Records	22
Report Cards - High School.....	22
Concurrent, Community College Enrollment.....	23
Credit Conversion.....	24
Process to Enroll.....	25
Honors and Awards.....	26
Attendance.....	26
Withdrawing Your Student	26
Educational Materials & Restitution Policy	27
Overview	27
Withholding Grades, Diploma and Transcripts and Transferring Students	28
Procedures.....	28
Special Education.....	29
Common Questions.....	29
Planning Amounts	32
Program Description	32
How to Request Services/Products.....	33
How to Request a New Educational Service Vendor	34
Field Trips & Events.....	35
Student Supervision.....	35
Liability.....	35
How to Request School-Organized Field Trips & Events	35
Technology Team	35
Tech Costs.....	35
How to Make a Request.....	36
Tech Center Returns	36
Return Process for Students	37
Requests to Transfer Devices.....	37
Hotspots.....	37
Parent-Student Information Technology Acceptable Use Policy	38
Definitions	38
User Responsibilities	38

Acceptable Use Of PCA Resources By Users	39
Unacceptable Use Of School Resources.....	39
Damage Caused by Carelessness	40
Expectation Of Privacy	40
Cyberbullying.....	40
Student Departure	41
Contact Information.....	41
Disclaimer & Acknowledgements	41
User Agreement	42
Travel Plan	42
Non-Compliance Policy.....	42
Work Samples	43
Testing & Assessment.....	44
State Standardized Tests – California Assessment of Student Performance and Progress (CAASPP)	44
ELPAC: Testing for English Language Learners.....	45
Internal Diagnostic: Star 360.....	45
COVID-19	45
Records Department	46
Work Permits	46
Entertainment Work Permits.....	46
Non-Entertainment Work Permits.....	46
Concurrent, Community College Enrollment	47
Title 1.....	47
Educational Records.....	47
Student Mental & Physical Health.....	49
Suicide Prevention Policy	49
Suicide Awareness Information	50
Harassment	51
Expulsion & Suspension	52
Suspension & Expulsion for Students with Disabilities	54
Due Process Statement.....	55
Grievance Policy and Procedure	55
Family Educational Rights and Privacy Act (FERPA)	55
Title 1 Part A	57

Parent and Family Engagement Policy..... 57

Parent Notification of Teacher Qualifications..... 63

Parent-School Compact..... 64

Signature of Receipt & Acknowledgement 66

Parent/Guardian Publicity Authorization and Release..... 67

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 **secular** 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:

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 **by completing the POR Survey in the Parent Portal 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: **Affidavit to Verify Residency Form** ~~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/LEARNING COACH'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 approved by the Homeschool Teacher, in collaboration with the parent/guardian, must include current grade level curriculum and materials that address state standards.
- Treat all Homeschool Teachers and school staff with respect and professionalism.
- Work in collaboration with your Homeschool Teacher, to 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 CAASPP testing (SBAC, CAA, CAST, ELPAC (if needed) and Physical Fitness Test) or an alternate assessment.
- 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. **Time spent on intervention is in addition to the instructional time required to complete core courses.**

- 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 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.

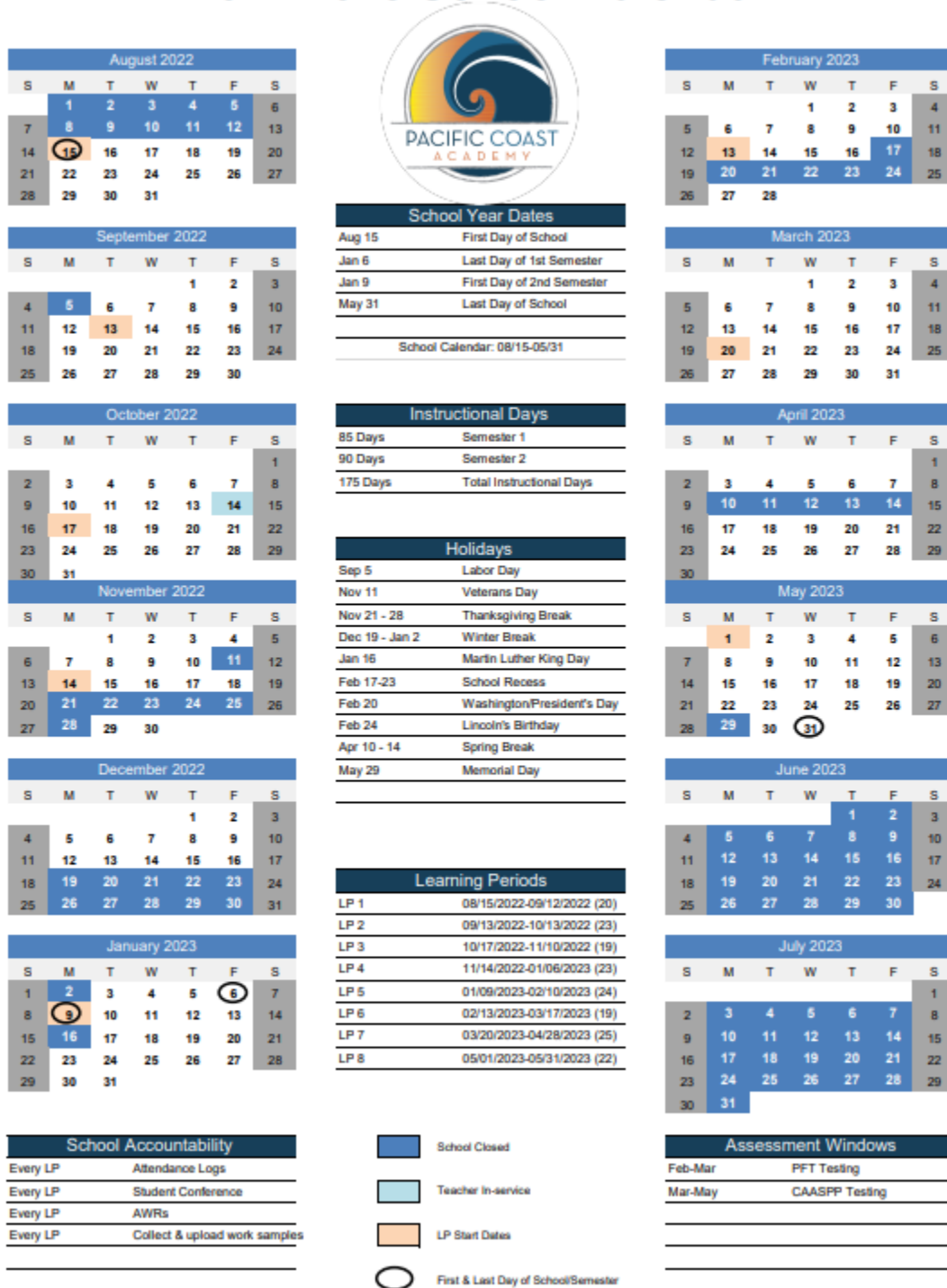
Consequences

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.

2022-2023 School Calendar



CURRICULUM CHOICES & LEARNING PATHS

Our academic program is designed to be flexible and customizable. Working together, credentialed teachers and parents/~~guardians/learning coaches~~ design a learning plan that can incorporate:

- 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 or HQT (for middle/high school Edgenuity and ChoicePlus Academy programs) and she/he will **do their best to** 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 ~~develops 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, **graduation requirements, and post high school plans**. We provide high school students with various homeschool curricula and educational vendor options, including ~~college prep~~, "a-g," **honors**, and AP courses. Students have the freedom to choose courses ~~in~~ **from the curricula listed below**:

~~9th-12th Grade:~~

Taught by our school's content teachers (**HQTs**):

- 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
- **Both Edgenuity and ChoicePlus Academy offer a variety of honors and AP courses. Course selection can change at any time based on student enrollment and staff availability. Some AP courses offered have included:**
 - **AP Calculus AB**
 - **AP English Language & Composition**
 - **AP English Literature and Composition**
 - **AP Environmental Science**

- AP Spanish Language & Culture
- AP U.S. Government & Politics
- AP U.S. History
- AP World History

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 and/or Choice Plus Academy (offerings may vary annually due to interest and instructor availability):~~
 - ~~Biology~~
 - ~~Calculus AB~~
 - ~~English Language & Composition~~
 - ~~English Literature and Composition~~
 - ~~Environmental Science~~
 - ~~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~~ 22-23 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.

MINIMUM GRADUATION REQUIREMENTS

High school graduation requirements and college entrance requirements are not the same. Admission to competitive colleges and universities will require a rigorous course of study. ~~Course selection should be based on academic, career, and personal interest. Student interests and goals should guide the path through high school.~~ Students will work with their high school counselor to develop an Individualized Graduation Plan based on post high school goals, interests, and prior academic history.

College admission requirements ~~will~~ vary from school to school. Students should check the admission requirements of any college(s) in which they are interested. ~~it is recommended that students check admission requirements before applying to their college of choice.~~ Students ~~can always~~ should 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
History / Social Science Social Studies	6 semester courses (Must include one 1 year of US History, one 1 year World History, one 1 semester of Government, and one 1 semester of Economics)	30
English	6 semester courses	30
Math	4 semester courses (Algebra 1 is a graduation requirement) must be completed	20
Science	4 semester courses (Must include one 1 year of Physical Science and one 1 year of Biological Science)	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 and Government Elective / Elective Elective / Elective Elective / Elective Elective / Elective

4-YEAR COLLEGE ENTRANCE REQUIREMENTS

Students ~~who plan to~~ applying 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 (one 1 year of World History and one 1-year of US History, or one semester ½-year of US History and one semester ½-year of Government)
b	English	4 years
c	Mathematics	3 years (4 years strongly recommended) <i>PreAlgebra and Consumer Math do not count towards this requirement (Algebra or Higher)</i>
d	Laboratory Science	2 years (3 years strongly recommended) (At least two 2 of the three 3 disciplines of Biology, Chemistry, and Physics)
e	Language Other Than English	2 years (3 years strongly recommended) (Must be 2+ years of the same language)
f	Visual & Performing Arts	1 year of the same discipline
g	College-Preparatory Elective	1 year

~~Students who plan to apply to the UC or CSU systems will need to take courses that are “a-g” approved.~~

Suggested Course Sequence			
9th Grade	10th Grade	11th Grade	12th Grade
<ul style="list-style-type: none"> English 9 Algebra 1 Biology WLG Year 1 VPA Elective 	<ul style="list-style-type: none"> World History English 10 Geometry Chemistry WLG Year 2 Elective 	<ul style="list-style-type: none"> US History English 11 Algebra II Physics WLG Year 3 	<ul style="list-style-type: none"> Economics and Government PreCalculus Elective Elective

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 ~~verify SAT or ACT requirements for colleges for while they are interested 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, w~~~~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.

It’s important to know

- Middle school students can earn elective credit for taking high school math, world language, and CTE courses (CTE courses are open to 8th grade only).
- Students can’t “block schedule” multiple courses in the same subject per year.
- Students who take high school courses while in middle school will have the courses placed on their transcript at the start of 9th grade.

- Students who take high school courses while in middle school must complete the full high school standards aligned course. This means they will need to either take a course that is a-g as is, or complete a course outline (for CTE, they will need to take a CTE course with a credentialed CTE teacher). Your HST will monitor the high school course(s) with the same practices as any other high school course.
- High school courses completed in middle school will not be included in the high school GPA.
- Please keep in mind that not all high schools or districts will accept high school credits earned during middle school. Should the student transfer, it is up to the receiving school or district to grant credit.
- Students who are taking math or World Language courses must start them in the fall and take the A portion in the fall and the B portion in the spring.
- If your student is interested in playing sports in college they may want to take NCAA approved courses so that the courses can count towards NCAA requirements. Let your HST know if your student is interested in playing sports in college.
- Students have to meet the state minimum graduation requirements while in grades 9-12. This means that even if they take high school courses in middle school, while in grades 9-12 they have to take:
 - Three years of English
 - Two years of math
 - Two years of science (one life and one physical)
 - Three years of social science (world history, US history, government, and economics)
 - One year of Visual Performing Arts or World Language

*For example, if a student takes Algebra 1 and Geometry in middle school, they will need to take Algebra 2 and PreCalculus in high school to meet the math graduation requirement

Is your student ready?

- For World Language and CTE, students do not need to demonstrate subject matter readiness, but should be ready for a high school level course in general.
- For Algebra 1, your HST will verify that a standards aligned Math 8/Pre-Algebra has been completed. If not, your student will be required to take a proctored readiness exam.

When your middle school student takes a high school course

- Your HST will work with you to create an IGP so you can see how this will impact high school
- The course must be added to your student's MA
- The high school add/drop date will apply. The deadline to add or drop a high school course, or change a high school course's curriculum, is the last day of the first LP of the semester (LP1 or 5)
- If your student starts to struggle in the high school course please contact your HST right away

If you have any questions about this policy, please let your HST know before signing up for the high school course(s).

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 ~~four~~4 years of starting high school. Short and long term goals will be created based on the needs of each student. A ~~guidence~~high school counselor is also assigned to each student and will review the IGP ~~for approval before courses are scheduled each year.~~

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 ~~guidence~~high school 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 ~~guidence~~high school 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. ~~For TK-8th grade students, 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 ~~or high school course assignments~~. 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 ~~created by the HST each learning period and~~ 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~~ **quality of work and work completed** 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 ~~high school courses~~ ~~quality of assigned work~~:

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

CONCURRENT, COMMUNITY COLLEGE ENROLLMENT

- Concurrent enrollment means a high school student takes college courses while remaining a full-time high school student
- In order for a high school student to take a college course, they will need to follow the instructions and meet the minimum eligibility requirements for concurrent enrollment as posted on the college's website
- Students must submit completed concurrent enrollment forms to the high school counselor for processing. Blank concurrent enrollment forms will not be approved
- Concurrent enrollment forms must be signed by the high school counselor and may take up to 3-5 business days to complete so please plan ahead
- The student must ensure that the signed concurrent enrollment form is returned to the college in a timely manner
- High School students must remain full-time students in good academic standing. Students must take a **minimum of 15*-20 credits per semester** in high school. (*The college course must be on Master Agreement for students to drop down to 15 credits. See the Process to Enroll below.)
- 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
- High school credit is only awarded for courses articulated in advance
- High school credit will not be granted for courses taken at colleges/universities with a religious worldview, regardless of course subject
- Courses completed through college/university extension programs are rarely transferrable and generally do not count for high school credit. Contact your student's counselor before signing up
- 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 official college transcripts from previous semesters.

CREDIT CONVERSION

- The high school counselor will help students determine how college course(s) will count towards high school graduation requirements. For example:
 - Remedial courses count towards the Elective graduation requirement
 - US History and World History courses must cover a comprehensive timeline. US History courses must at least cover Reconstruction to present day. World History courses must at least cover the 1800s to present day
- We do not determine which college courses are transferrable to 4-year universities. The student's future college will review the college transcript and determine any credit awarded
- Please check the chart below for the college credit to high school credit conversion rate:

Community College Credits	High School Credits
1 credit	2.5 credits
1.5 - 2.5 credits	5 credits
3 or more credits	10 credits

*if a student is awarded less than 1 credit at the community college, the high school will issue the same amount of credit in high school. For example, if a student completes a course worth .5 credits at a community college, the high school will award .5 credits on the high school transcript.

AG approved – means that the community college course meets A-G requirements. Students will need to earn a grade of C or better in order to fulfill an A-G requirement.

- Science courses will need to include a lab component in order to meet the laboratory science A-G requirement
- Non-transferrable math community college courses in elementary algebra, geometry, intermediate algebra or trigonometry, with a grade of C or better, can satisfy one year of the mathematics A-G requirement
- For more information on how community college courses can fulfill A-G requirements, please refer to this guide

CC GPA boost – means that the community college course is academically rigorous (community college courses that are 3 units AND both UC and CSU transferable), and will be granted an extra point in the weighted GPA calculation on the high school transcript. Please keep in mind that while middle school students can take community college courses, this will not affect their high school GPA. The high school GPA is calculated with the classes taken during grades 9 through 12.

PROCESS TO ENROLL

- Family picks a college and fills out the college's concurrent enrollment form (if college has a form).
- Family submits the concurrent enrollment form to their high school counselor.
 - Please note, all California community colleges will provide a concurrent enrollment permission form. Not all private, 4-year, and online colleges will provide a permission form.
 - If the student plans to take a college course in which there is no permission form, please email the high school counselor with the college and course information.
- The high school counselor reviews college course(s) and determines which high school graduation requirements will be fulfilled, how many credits will transfer over to the high school transcript, and whether 'a-g' requirements will be met.
- The high school counselor signs the concurrent enrollment form and returns the form to family with directions for next steps. Some colleges offer electronic forms that don't require a physical signature. In that case, the college will notify the student once the counselor has signed the electronic form.
- If not submitted electronically, the family submits the signed form to the college via email, fax, or in-person to the college's admission office.
- Student follows the college's process to enroll in college course(s).

*Please notice the below steps are not completed for summer courses:

- In order for the college course(s) to be added to the high school transcript and count towards high school graduation requirements, the following steps MUST be completed.
 - Family provides proof of enrollment to the HST and counselor by the high school's add/drop deadline.
 - Family must sign the Master Agreement Addendum.
 - Family must provide work samples for each Learning Period.
 - Once final semester grades are posted, family must submit an official transcript to the Records Department so that the grade can be added to the high school report card. Official transcripts must be sent directly to the high school from the college. Future requests for concurrent enrollment will not be approved if the school is missing the official transcript from the previous semester. The report card will show an "Incomplete" grade until official transcripts are received. Families can order paper or digital official transcripts.

Please send official transcripts to:

Pacific Coast Academy

Attn: Records - CC Transcripts

4612 Dehesa Road

El Cajon, CA 92019

OR

Please email official digital transcripts to the Records Department:

records@cabrillopontacademy.org

HONORS AND AWARDS

Pacific Coast Academy recognizes graduates in the following ways:

- **Golden State Merit:** Students who demonstrate a certain level of mastery are eligible to receive a Golden State Seal on their high school diploma and a gold cord for the graduation ceremony. Students must meet all eligibility criteria in at least 6 subject areas. For more information, see the Golden State merit website
- **Seal of Biliteracy:** Students who have achieved a high level of literacy and fluency in one or more language(s) in addition to English will receive a California State Seal of Biliteracy on their high school diploma and a light blue cord during graduation. For more information, please visit the California State Seal of Biliteracy website.
- **National Honor Society:** National Honor Society members in good standing receive a gold and blue cord to wear for graduation

Students may receive one of the following GPA-based awards:

- **Valedictorian:** The top 5% of the class, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Valedictorians are recognized with a gold medal at graduation
- **Salutatorian:** The top 5.1-10% of the class, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Salutatorians are recognized with a cord in the school colors at graduation
- **Honor Roll:** All students with a GPA of 3.5 and above, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Honor grads are recognized with a white cord at graduation

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 ~~learning period~~ ~~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~~ ~~the student~~ 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.~~

Once returned, some materials may not be usable in Pacific Coast Academy's school library. Once materials are returned, library staff will determine if any items are unusable and may mark those materials as consumable. Once marked as consumable, those items may be shared with either the family who is returning them or discarded according to the approved policies.

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 to~~ 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?

~~When you initially have academic questions or concerns, you should discuss those questions and concerns with your Homeschool Teacher. Your Homeschool teacher will support you with strategies, interventions, and/or accommodations to use with your child as appropriate to address your concerns. 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 a Student Success Team (SST) meeting be conducted. ~~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?

Pacific Coast Academy recommends that students participate in the SST intervention process to determine if a special education evaluation should be completed. 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" in all areas of suspected disability to determine if the child has a disability and determine the child's educational needs. A full evaluation indicates 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 input on which appropriate goals, supplementary aids and services, and program accommodations and support used during the instructional day, for as the parent's role as is the primary 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 case manager 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~~ All IEP direct and related services are usually delivered in the least restrictive environment. PCA is a non-classroom based charter school where ~~virtually-online~~ instruction is the least restrictive setting ~~and is~~. If a more restrictive setting is required, this would be discussed at an IEP team meeting and would be a data-driven decision.
- Specialized Academic Instruction (SAI) 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.

~~Can~~ ~~May~~ a family maintain the same Special Education Non-Public Agency (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.~~ Pacific Coast Academy regularly evaluates our students' needs and are continuing our effort to provide the most competent teams to service our students. In order to improve the ability to collaborate more effectively with related service providers, ~~we~~ PCA enters into contracts and issues Individual Services Agreements ~~ISA's~~ to support ~~our~~ students' services with provider agencies ~~and school staff that we determine~~ will appropriately and effectively deliver all special education services. Each NPA oversees the scheduling and availability of their services providers. Pacific Coast Academy's 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's ~~general education w~~ork ~~s~~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 ~~educational setting home or other setting~~ if the child's IEP team determines that the child ~~requires 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~~ ~~2022-2023~~ school year, the Planning Amounts are as follows*:

- Transitional-Kindergarten-8th Grades: ~~\$2,600~~-\$2,900
- 9th-12th Grades: ~~\$2,800~~-\$3,200

**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. **Services will not be approved for students prior to the vendor's official approval date.**
- 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.
 - **A Vendor, Vendor Location, Enrichment Center, Co-Op, and/or Collective Vendor Location 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 the 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.

- Services may not exceed \$350 per calendar month per vendor.
- The Charter School will not approve partial payment for educational services (the cost of services cannot be split between the Charter School and parents).
- 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 **and belongs to the school, not the student.**
- 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.
 - Services will only be approved after the official approval date of a new vendor.
 - Vendors that are out of compliance will not be available for services.
- 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 **will 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. **Parents or Guardians should not submit invoices on behalf of vendors.**
- 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@pacificoastacademy.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, **please complete this form ~~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. Typically, 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 **Department 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.

Once the vendor has completed the onboarding process, they will be listed as an approved vendor in our school's ordering system. **Only then, the vendor will be available for families to request services. Services are still subject to approval and may not be backdated (prior to the vendor's approval date or prior to the request date).**

If your vendor suggestion has been declined, the Vendor Support **Department Team** is unable to disclose **to families, teachers, or vendors** the reason(s) a vendor may be ineligible **~~to families, teachers, and vendors.~~**

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.

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. **Specific information about field trip policies (e.g., chaperones, late arrivals, cancellations) can be found on the Field Trips and Events site within the Homeschool Hub.**

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://sites.google.com/cabrillopointacademy.org/techcatalog) (<https://sites.google.com/cabrillopointacademy.org/techcatalog>). ~~[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 ~~619-782-6464~~ ~~619-749-1928~~ and choose Option ~~35~~.

All items purchased using Planning Amount funds ~~is-are~~ 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, **potential out-of-pocket ~~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).
- Request a UPS shipping label from the Tech Department. **The Charter School is not able to provide shipping labels for any return from outside the state of California.**
- 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 Executive 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 **the** 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.

Hotspots

All school-issued hotspots are to be used for educational purposes only. Video streaming, gaming, and other forms of non-educational related entertainment is not allowed. Data service on hotspot devices is provided for the school year in which it is ordered in the school's ordering system and will be shut off after the last day of school.

A new order for data service will be required the following school year in order to reactivate the hotspot data service for that new school year.

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: ~~619-782-6464~~ ~~619-749-1928~~ and choose Option ~~35~~.
- 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 a policy breach.
- 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.

TRAVEL PLAN

- A Travel Plan is needed for any travel longer than 2 weeks (10 school days).
- Request and receive approval for a travel plan from your teacher 2 weeks (10 school days) prior to any extended family travel.
- 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.

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
- Not participating in one or more assigned benchmark tests
- Failure to fulfill approved Travel Plan

In these instances, the school may

- Contact the family by phone 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 a letter of non-compliance will be sent **electronically** to the **email** 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, email, and a second letter of non-compliance will be sent **electronically** to the **email** 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, **teachers are required to evaluate the student's body of work and collect work samples by the end of each learning period. ~~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 **written by the student** 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

Please contact your student's Homeschool Teacher or Case Manager for IEP accommodations and/or modifications applicable to work sample requirements.

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.

Parents have the ability to opt out their children from participating in the CAASPP in accordance with Education Code section 60615. If a parent/student opts out of participating in CAASPP, Pacific Coast Academy requires participation in an alternative local assessment to be administered by the school. This alternative assessment is

selected by Pacific Coast Academy and administers at the school's office. This is not a state mandated alternative assessment.

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 ~~CAASPP 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 ~~and non-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. ~~The non-adaptive paper and pencil version of Star 360 will allow students to show mastery in standards over the course of the year and we can still measure growth and use these assessments to drive our instruction.~~

Star 360 Testing will ~~be assigned occur~~ up to three times a year ~~during the school's assigned test administration windows, once in the fall, winter, and spring of each year.~~

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

To be eligible for a work permit, students must have earned a weighted GPA of 2.5 or above in their most recent semester. Students must also be in compliance with all attendance requirements. There are two types of work permits: Entertainment and Non-Entertainment

Entertainment Work Permits

- Entertainment work permits are obtained from the entertainment industry employer, filled out, and sent to records@pacificcoastacademy.org

Non-Entertainment Work Permits

- 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 x4022.

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 to 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 in the~~ **About section, under School Board and Board Policies** ~~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.

SUICIDE AWARENESS INFORMATION

Warning Signs of Suicide

It is vital to suicide prevention that individuals are equipped to recognize the warning signs of someone who is seriously contemplating suicide. Behaviors that may mean a person is at *immediate* risk for suicide and thus prompt you to take action right away include:

- Talking or writing about wanting to die or to kill one's self and/making specific threats
- Looking for a way to kill one's self, such as a new or sudden interest in buying a gun
- Talking about feeling hopeless or like there's no point in living or carrying on
- Unusual or unexpected visits or calls to family and friends to say "goodbye" as if they will not be seen again or giving away favorite possessions
- Increased use/abuse of alcohol or drugs
- Withdrawing from social contact
- Intense mood swings
- Feeling trapped, hopeless, or helpless about a situation
- Changing normal routines including eating and sleeping patterns
- Doing risky or self-destructive things
- Personality changes or being severely anxious or agitated when experiencing the warning signs above.

The above behaviors do not necessarily indicate suicidal ideation in and of themselves. However, when combined with other factors (like a recent, painful loss or public moment of humiliation), they should take on a new sense of urgency to intervene with help.

Crisis Hotline Information

If you feel you or someone else is in imminent danger (e.g., has access to a gun, is on a rooftop, or in other unsafe conditions), a call should be made immediately to 911. If you need to talk or help working through a problem, use the resources below.

Phone Numbers

- California Youth Crisis Line: 1(800) 843-5200
- HELPLine: 1(951) 686-HELP (4357)
- National Suicide Hotline: 1(800) SUICIDE (784-2433)
- Teen Line: 1(800) 852-8336
- Teen Hotline: 1(714) NEWTEEN (639-8336)
- Trevor Lifeline for lesbian, gay, bisexual, transgender & questioning youth: 1(866) 488-7386

Text Numbers

- Crisis Text Hotline for when you don't feel like talking - Text LISTEN to 741-741
- Suicide prevention lifeline Text TALK to 199-273

Websites

- Trevor Project <https://suicidepreventionlifeline.org/>
- Coalition for youth crisis line <https://calyouth.org/cycl/>
- Teen Line: teenline.org/youth
- Know the signs <http://www.suicideispreventable.org/>

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 ~~the students 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:
 - i. Placing a reasonable student 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 his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. 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.
- 2) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network internet website, including, but not limited to:

- a) 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).
 - b) 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.
 - c) 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. An act of cyber sexual bullying.
 - a) 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 (D), 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.
 - b) 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.
- 3) "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 of 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 AND 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:

- Identify the purpose of the policy and define "parent"
- Outline parents and family member involvement in drafting of the School Plan
- Establish the ways the School will provide for coordination, technical assistance, and other supports

- Establish the annual meeting content and timeline
- Outline the content, delivery method, and other details of the Notice to parents
- Establish ways parents will participate in the planning, review and improvement of Title I Programs
- Establish the ways in which the School will build capacity for parent involvement
- List and describe how the School will coordinate with other programs
- Establish the annual evaluation process for the policy
- Establish the School-Parent Compact
- Establish the means to involve parents of Limited English Proficient Student, Disabled Parents, and Parents of Migratory Children
- Establish the notices that will be provided to parents of participating students
- Ensure that information and materials are provided in ways, so they are accessible to all

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.

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.

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.

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.

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.

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.

Building Capacity for Involvement

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 of parent on its board of directors as non-voting members.
- 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.

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.

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.

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.

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.

School-Parent Compact

At the beginning of each school year, the School will enter into School-Parent Compacts with parents of participating children. The School-Parent 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 ~~with~~**will** seek out input from parents to annually evaluate the effectiveness of the School- Parent Compact and provide feedback and suggestions for revision.

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 student. 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.

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.

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

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.

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 Name (Print)

Student Signature

Date

Parent/Guardian Name (Print)

Parent/Guardian Signature

Date

PARENT/GUARDIAN PUBLICITY AUTHORIZATION AND RELEASE

Dear Parent/Guardian:

Our school requests your permission to reproduce through printed, audio, visual, or electronic means activities in which your pupil has participated in his/her/education program. Your authorization will enable us to use specially prepared materials to (1) train teachers and/or (2) increase public awareness and promote continuation and improvement of education programs through the use of mass media, displays, brochures, websites, etc.

Student Full Name: _____

Student DOB: _____

Parent/Guardian Name: _____

Parent/Guardian Email: _____

- I, as a parent or guardian, of the above named pupil fully authorize and grant Pacific Coast Academy and its authorized representatives, the right to print, photograph, record, and edit as desired, the biographical information, name, image, likeness, and/or voice of the above named pupil on audio, video, film, slide, or any other electronic and printed formats, currently developed, (known as "Recordings"), for the purposes stated or related to the above.
- I understand and agree that use of such Recordings will be without any compensation to the pupil or the pupil's parent or guardian.
- I understand and agree that Pacific Coast Academy and/or its authorized representatives shall have the exclusive right, title, and interest, including copyright, in the Recordings.
- I understand and agree that Pacific Coast Academy and/or its authorized representatives shall have the unlimited right to sue the Recordings for any purposes stated or related to the above.
- I hereby release and hold harmless the Pacific Coast Academy and its authorized representatives from any and all actions, claims, damages, costs, or expenses, including attorney's fees, brought by the pupil and/or parent or guardian which relate to or arise out of any use of these Recordings as specified above.

Do you agree to accept the provisions of this release?

YES: _____

NO: _____

SIGNATURE: _____

My signature shows that I have read and understood the release, and verifies my selection of the question above

DATE: _____

Coversheet

2022-2023 Employee Handbook

Section: IV. Consent Agenda
Item: E. 2022-2023 Employee Handbook
Purpose:
Submitted by:
Related Material:
PCA 2022-2023 Compensation Policy_Final_5.20.2022_Redlined 6.23.2022.pdf

BACKGROUND:

Our currently adopted Parent Student Handbook has been revised to include updated information in the areas of:

Pension2 403(b) and 457(b) and removing information pertaining to employees not being able to use PSL beginning on the 90th day of employment. Considering COVID continues to be here we want to allow new hires to be able to take sick time as needed.

Expert: Jennifer McQuarrie



Pacific Coast Academy

Compensation Policy

2022-2023

COMPENSATION POLICY	3
Dedication to Non-Discrimination.....	3
Important Information.....	3
Compensation Philosophy	3
Medical Opt-Out Stipend	4
CERTIFICATED COMPENSATION	4
Certificated Definition	4
Teacher Definition	5
Salary Placement Guidelines.....	5
Creditable Years of Experience	5
Credential/Certification	6
Signing Bonus.....	7
Supplemental Duty Stipends	7
Voluntary Transfer to Lower Role Placement or Teaching position	7
Additional Supplement Bonus (“Supplement”)	8
PART-TIME TEACHERS.....	8
For All Part-Time Teachers.....	8
CLASSIFIED COMPENSATION	9
Experience and Placement	9
Role/Salary Placements	10
Advancements on Pay Scale	10
Lateral Transfer.....	10
Partial Assignments	10
Reassignments	10
Rehires	11
Experience – Non-Exempt Employees	11
Additional Supplement Bonus (“Supplement”)	11
APPENDICIES.....	12
A. Stipend Chart	12
B. Salary Schedules and Pay Scales	12
C. Part-Time Teacher Hourly Schedule	12

COMPENSATION POLICY

DEDICATION TO NON-DISCRIMINATION

It is the policy of Pacific Coast Academy not to discriminate on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.

IMPORTANT INFORMATION

- This summary does not alter the at-will nature of the employment relationship and nothing in this summary shall limit the School's right to terminate employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. This includes, without limitation, the School's right to modify the compensation of any employee at any time, with or without notice and with or without cause.
- The School Board adopts this compensation schedule for Pacific Coast Academy. Pay increases are not granted automatically each year; therefore, neither past nor future compensation can be calculated, assumed, or predicted on the basis of this schedule or any information contained herein. Compensation of any employee may also be adjusted at any time based on operational needs of the School.
- The Executive Director shall recommend compensation for all School staff, consistent with the budget approved by the School Board. An employee's regular compensation is paid on a semi-monthly basis in accordance with the School's payroll practices and policies.
- The School reserves the right to change, suspend, revoke, terminate, or supersede provisions of this compensation schedule at any time. To the extent any of provisions herein differ from the terms of an employee's employment agreement, the terms of the agreement shall prevail.

COMPENSATION PHILOSOPHY

A compensation philosophy is a statement that defines what an organization offers and chooses to reward via its compensation system. The School's compensation philosophy places emphasis on equity, transparency, excellence, and commitment. These five key values are the foundation for all School compensation structures and practices.

We Offer

- Comprehensive compensation packages for all staff, including base salary and benefits. Certain employees may be eligible for bonuses and stipends, as set forth herein.
- A dynamic culture and vibrant community of colleagues united by shared dedication to students, a commitment to innovation, and a strong growth mindset.
- Unique career pathways, growth and development opportunities, and leadership roles that encourage staff to challenge themselves.
- Equitable compensation, regardless of gender, race/ethnicity, national origin, sexual orientation, age, religion, disability or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.
- A transparent and clearly communicated compensation system, so that staff understand what factors may determine individual compensation and how and when potential changes to compensation will be affected.

We Recognize and Reward

- Exceptional performance and contributions that enable excellent student outcomes.
- Commitment of staff who contribute to the long-term success of our students and our organization.

For Teachers

- Given the role they play in providing educational services, teachers are particularly critical to the success of our mission. As such, we offer teacher compensation to attract and retain talented educators, and we specially recognize and reward:
 - Exceptional teacher performance that leads to growth and excellence for students
 - Commitment of teachers who develop deep, high-quality educational experience (within or outside of the school) and assume critical leadership responsibilities

MEDICAL OPT-OUT STIPEND

Employees may elect not to enroll in any of the medical plans offered by the Charter School. The employee must certify that they have medical coverage for themselves and eligible dependents elsewhere that is comparable to one of the plans offered by the Charter School. They will receive an employer contribution of \$250 per month.

CERTIFICATED COMPENSATION

Certificated Definition

For the purpose of this policy, certificated is defined as any position that requires a certificate and/or

credential as defined by the California Teaching Commission (CTC).

Teacher Definition

For purposes of this schedule, a teacher is defined as a person who has a valid credential or certificate that allows them to teach a specific subject matter or special education.

Salary Placement Guidelines

Upon hire, each employee's salary placement will be calculated based on the YEAR an employee fits, and in accordance to the professional and teaching experience gathered in previous years in the institutions outlined in this manual and on other factors such as prior performance (which includes a rehired employee).

The starting salary of a new employee may exceed the salary of a current employee in the same position based on the new employee's years of experience.

Creditable Years of Experience

- The School has the option to grant one (1) YEAR for each one (1) year of approved creditable teaching or professional experience up to 5 (five) years with placement on year 5 (five).
- An additional year may be granted for teachers who have school-desired experience in what the school determines to be "hard-to-staff" positions.
- One year of creditable professional or teaching experience will be granted for full-time employment, which is employment for 100% of an institution's normal work schedule during the school year.
- A partial year of creditable professional or teaching experience can be granted for up to a year of part-time employment, which is less than 100% of an institution's normal work schedule during the school year.
- Creditable professional or teaching experience may be earned in:
 - California and US public, charter, and private elementary and secondary schools
 - Accredited foreign public, charter, and private elementary and secondary schools
 - California, US, and foreign accredited universities and colleges
 - Non-public special education contract schools for special education teachers
 - Other regionally accredited educational institutions
- Creditable teaching experience is experience as a teacher in one of the institutions outlined above.
- Other relevant professional experience may be considered by the Executive Director or designee.

The Executive Director or his or her designee may adjust a rehired teacher's placement on the Salary Schedule as appropriate based on the employee's accumulated experience following the teacher's separation from the School, which may result in a higher or lower placement on the schedule than the teacher would have otherwise been placed had the teacher been continuously employed.

Credential/Certification

- Teachers holding a valid and active credential (i.e., preliminary, clear, lifetime) California teaching certificate at the time of hiring/rehiring will generally be compensated in accordance with the applicable teacher Salary Schedule (B Basis, C Basis or Special Education) for certificated teachers.
- The School may hire teachers with a bachelor's degree who do not hold a clear teaching credential. Staff holding an alternative certification (intern, emergency, or preliminary credential) are rated on the same salary teacher schedule as certificated teachers.
- A teacher is eligible to advance to the proper Salary Schedule level once they meet the requirement for that specific Salary Schedule level and group based on their creditable years of service and post bachelor's degree units, **or completion of Advanced Placement certification coursework, if applicable.** Course work is creditable for row placement and advancement if it is a course taken for credit at an accredited institution, reasonably related to the employee's assignment or future assignment, and posted as semester, quarter, or trimester units on an official transcript in the institution's graduate course number series **or taken from the Advanced Placement program. Points on the pay scale are the equivalent of semester units. Therefore, any eligible units not reported as semester units will be converted for proper placement on the pay scale.**
- During the rate-in-process for new hires Executive Directors may approve additional units earned beyond post-baccalaureate credits equivalent to 4-semester units for each year starting with year 15. A candidate can earn a maximum of 60 credits for experience based on Executive Director approval.
- For any given school year, teachers must submit any successfully completed post-BA units no later than October 31 in order for the units to be applied to the teacher's salary in that school year. Any proof of successfully completed post-BA units submitted to the School after October 31 will not result in an adjustment to compensation until the following school year.
- Any increase in pay resulting from an advancement on the Salary Schedule based on the successful completion of post-BA units will not take effect until after the School's receipt of sufficient documentation supporting the advancement. Pay increases for post-BA units will not be paid retroactively. For illustration purposes, if a teacher completes graduate level coursework on January 15 and provides an official transcript on May 1, any advancement on the Salary Schedule and increase in pay will be effective beginning the next school year. The teacher will not be paid at the higher rate of compensation retroactively (i.e., for the periods between January 15 and July 1).
- If a teacher completes graduate level coursework on August 15 and provides an official transcript on October 20, any advancement on the Salary Schedule and increase in pay will be effective beginning the first pay period following October 20. The teacher will not be paid at the higher rate of compensation during the periods between August 15 and October 31. The teacher would receive the advancement starting the next pay period of November 1-15.
- For teachers with less than 98 units, the maximum number of years of service that can be accumulated is 10 years. To add additional years of service, teachers must obtain 98 or more units. The year in which 98 or more units is achieved, the teacher will finish out that year as year 10. They will then advance in years of service the preceding school years as outlined on the salary

schedule.

Signing Bonus

If the School decides to issue signing bonuses, the following requirements shall apply.

- Signing bonuses may be offered to teachers certified in an area of critical concern as defined by the School, to promote diversity, or to address specific concerns at the school.
- The Executive Director shall designate the individuals authorized to receive the signing bonus.
- The signing bonus must be approved by the Board.
- To qualify for a signing bonus, the teacher must:
 - Be certified in the field they are hired to teach.
 - Teach in that field of the bonus.

Supplemental Duty Stipends

- Stipends are assigned and approved by the Executive Director or his/her designee at the beginning of the school year or semester or as otherwise noted in the chart below.
- Staff who perform the Supplemental duties outlined in the chart below are eligible to receive the corresponding stipends as indicated and only if assigned/awarded to the staff member by the Executive Director or his/her designee. The number of stipends awarded under each category and/or the periods of service during the school year are at the sole discretion of the Executive Director or his/her designee.
- Supplemental duty stipends are authorized for the specific year assigned and are not renewed for the future years unless specifically authorized for those years. This means additional duties such as Student Support Coordinator, SPED Lead Teacher, etc. are assigned on a year-by-year basis and are not guaranteed responsibilities that carry over from year to year.
- Supplemental pay will cease when there is no need for the duty, the employee becomes ineligible or as otherwise determined in the sole discretion of the School.
- The School, in its sole discretion, may choose not to offer certain stipends.
- Stipend amounts and requirements will be reviewed periodically and may be modified from time to time at the sole discretion of the School.
- Supplemental duty stipends are prorated and will be paid as set forth in the below Stipend Chart once the Supplemental duty has started.
- Student stipends are paid bi-monthly based on the teacher roster from August 2 through June 6.
- The Executive Director has been delegated authority to change the stipend amounts and add or change stipends based on the need of the school throughout the year in line with the board adopted budget.

Voluntary Transfer to Lower Role Placement or Teaching position

Employees approved to voluntarily transfer to a position in a lower placement on the Salary Schedule will be placed in the new salary placement or teacher Salary Schedule, and the salary will be calculated as it is

in the new placement or schedule.

Additional Supplement Bonus (“Supplement”)

The Executive Director may recommend a Supplement for teachers as set forth in this section.

- The Executive Director, in his or her sole discretion, shall determine what duties shall be Supplemented based upon the operational needs of the school.
- A Supplement is not automatic, and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A Supplement will be paid to the employee in accordance with the schedule provided by the School at the time of Supplement award.
- The Supplemental award shall not exceed \$35,000 or 50% of annual salary.
- All Supplements listed are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous Supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the teachers' regular salary.
- Teacher Supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the teacher and the Executive Director prior to performing the Supplemental duties.
- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage, Extra Student Pay and Enrollment Milestones.
- To qualify for an extended duty Supplement, the following criteria must be met as requested and assigned by the Executive Director:
 - The Executive Director must first agree with the teacher on the terms.
 - The Supplemental work must be separate from the normal job responsibilities.
 - The work must be completed or in the progress of being completed.

PART-TIME TEACHERS

For All Part-Time Teachers

- Part-time/Full-time Status: Compensation for part-time teachers will be ~~\$30.00~~ \$31.00 per hour. Estimated hours for part-time teachers each week includes a maximum of 10 hours per week for approved non- instructional activities (recruiting, planning, grading, parent conferences, etc.) and one (1) additional hour per week per enrolled student. Part-time teachers are pre-approved for the hours according to the schedule below. This allotted time should be sufficient to complete each part-time teacher’s duties. All time worked will be compensated at the part-time teacher’s hourly rate. Part-time teachers will work no more than the number of approved hours per week

specified in the schedule for the 5 floating days in July. If a part-time teacher anticipates exceeding the number of approved hours per week due to the attendance in the back to school training sessions, the teacher must obtain prior approval.

- Part-time teachers must accurately record and timely submit records of all time worked and observe all lunch and rest breaks as outlined in the School's Employee Handbook. Part-time employees may not work overtime (i.e., over 8 hours in a workday or 40 hours per workweek) without written authorization from their direct supervisor.
- When a case load of 20 students is reached, employees may be rated in and placed on a Salary Schedule and given health care benefits contingent upon the teacher's expected maintenance of a case load at the norm of 28 students for full-time teachers. Carrying a caseload of less than 28 students over a course of three (3) consecutive months may result in a return to part-time status.

CLASSIFIED COMPENSATION

Experience and Placement

- Each classified employee will be placed on the Pay Scale based on their creditable years of experience, which will be categorized as equivalent or applicable experience.
- Equivalent experience is the directly related experience of an employee to the position held or hired. Applicable experience is the other administrative, teaching, or professional experience which is not directly related to the position held or hired.
 - Example: Office Manager experience at a private school is accepted as equivalent experience for a person in the Office Manager position, but teaching experience will be applicable experience.
 - Example: SPED Instructional Aide at a school district, or a company may be equivalent experience for the SPED Instructional Aide position, but SPED Center Aide will be applicable experience.
- The evaluation of prior experience and placement on the Pay Scale will be recommended by the Human Resources Department and the Executive Director or designee makes the final decision, consistent with the School's approved budget.
- The following criteria will be considered in the evaluation of prior experience:
 - The number of days worked in a year must be at least 180 days as a full-time employee
 - The percentage of days worked
 - Position held
 - Type of the organization and accreditation
- Each equivalent year of creditable experience will be equal to 1 YEAR, and each year of creditable applicable experience will be equal to a 0.5 YEAR. If the total years of experience is a fraction of a whole, it will be rounded up.
 - Example: 3.5 YEARS will be rounded to 4.0 YEARS of experience.
- Rehired employee's years of experience in the same or higher salary placements will be treated

as equivalent experience.

- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- The Executive Director shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board.

Role/Salary Placements

All positions are classified according to the corresponding role and/or salary placements based on the required set of skills, education, effort, and responsibility of the job assignment as indicated in the specific job description. All positions may be reclassified as necessary by the Executive Director or designee. Some hard-to-staff positions may be compensated out of the Pay Scale as approved by the Executive Director.

Advancements on Pay Scale

An advancement on the Pay Scale is the placement of an employee from a position in a lower salary placement to a position in a higher salary placement and will be determined on the same basis and factors articulated herein.

Lateral Transfer

A lateral transfer is the movement of an employee from one position to another within the same salary placement. The employee may continue to progress in the same salary placement as experience in the position is accumulated. Prior experience will not be re-evaluated for purposes of placement or advancement in the new salary placement.

Partial Assignments

In cases where a classified employee has been given multiple assignments (e.g. a SPED coordinator with partial ESL duties), the employee will be placed on the Pay Scale (or salary placement) with the higher salary.

Reassignments

- Employees approved to voluntarily transfer to a position in a lower placement on the Pay Scale, if applicable, will be placed in the new salary placement, and the salary will be calculated as it is in the new placement or Pay Scale.
- When an employee is reassigned for any reason to a position in a lower salary placement, the employee's salary will be lowered during the next payroll cycle, or when determined by the

Executive Director to avoid disruption so long as it is not earlier than the next payroll period.

Rehires

- A former employee who returns to a position similar to the role held prior to separation will be placed on the Pay Scale as follows:
 - The converted grade and step of individuals who separated employment will be identified for appropriate entry placement on the Pay Scale.
 - All applicable work experience earned outside of Pacific Coast Academy, subsequent to separation, may be identified and used for credit as equivalent experience in accordance with the creditable years of service as described herein.

Experience – Non-Exempt Employees

- Each non-exempt employee will be placed on the Pay Scale based on their years of relevant experience. Although non-exempt employees may be paid a monthly salary (paid on a semi-monthly basis), all non-exempt salaried employees will be paid for all hours worked and are eligible for overtime in accordance with applicable law. Employees should receive approval from their supervisor before working overtime.
- The evaluation of prior experience will be made by the Executive Director or his/her designee. The following criteria, among others, may be considered in evaluation of prior experience:
 - The number of days worked in a year must be at least 180 days as a full-time employee
 - The percentage of days worked
 - Position held
 - Type of the organization and accreditation
- Experience including secretarial, clerical, teaching, professional, and substitute experience may be credited.
- Each year of experience may be 1 YEAR in the Pay Scale.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on their years of experience.
- Experience may be earned in other districts or other companies.
- The Executive Director or his or her designee may adjust a rehired non-exempt employee's placement on the Pay Scale as appropriate based on the employee's accumulated relevant experience following the employee's separation from the School, which may result in a higher or lower placement on the scale than the employee would have otherwise been placed had the employee been continuously employed. Adjustments to an employee's salary may be made in any subsequent school year.

Additional Supplement Bonus ("Supplement")

The Executive Director may recommend a Supplement for classified staff members as set forth in this section.

- An Executive Director, in his or her sole discretion, shall determine what duties shall be Supplemented based upon the operational needs of the school.
- A Supplement is not automatic, and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A Supplement will be paid to the employee in accordance with the chart provided by the School at the time of Supplement award.
- The Supplemental award shall not exceed \$35,000 or 50% of annual salary.
- All Supplements awarded are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous Supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the classified staff members' regular salary.
- Classified staff member's Supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the classified staff member and the Executive Director prior to performing the Supplemental duties.
- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage and Enrollment Milestones.
- To qualify for an extended duty Supplement, the following criteria must be met as requested and assigned by the Executive Director:
 - The Executive Director must first agree with the classified staff member on the terms.
 - The Supplemental work must be separate from the normal job responsibilities.
 - The work must be completed or in the progress of being completed.

APPENDICIES

A. STIPEND CHART

B. SALARY SCHEDULES AND PAY SCALES

C. PART-TIME TEACHER HOURLY SCHEDULE

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
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 bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	28
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.	N/A
Administrative Support	\$10,000	Assigned Position: Paid to a certificated teacher who applied and received the position.	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.	N/A
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.	N/A
CHYA	\$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.	28

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Counselor - Pupil Personnel Services (PPS)	\$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.	N/A
ELD Teacher	\$20,000	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.	24
Elevate Lead Teacher	\$6,000	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.	28
Elevate Lead Teacher Summer	\$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.	N/A
Extended School Year (ESY)	\$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.	N/A

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Extra Student	\$100/month/ student over- required roster limit student for any student after the designated amount.	If the Executive Director assigns additional students to the employee's full-time load, the employee will receive- \$100/month per student. roster over the designated amount, the employee will be compensated for those students.	Becomes eligible once their rosters surpass required roster limits. Eligibility starts once the HST is full- time, and students are assigned at the Executive Director's discretion. Roster numbers are pulled bimonthly.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	Designated Amount HST: 28 RC: 16 High School RC: 10 Intervention/ELD: 24
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.	28
Highly Qualified Teacher Extra Course	\$450/pay period for each section of Edgenuity coverage and \$670/pay period for each section of ChoicePlus Academy coverage after 5 sections	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 teacher begins teaching the additional section	Paid bimonthly over 10 months of the student calendar.	5 Courses, additional pay begins for 6th section
Highly Qualified Teacher Summer School	\$30.00 /\$31.00 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.	N/A
Induction Coach	\$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.	N/A

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Intervention Support Coordinator	\$20,000	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.	24
Library Specialist Team Lead	\$7,800	This position is open to current PCA Library Specialists.	Eligibility begins immediately.	Paid \$325 bimonthly over 12 months; July - June.	N/A
Medical Benefit Opt-Out	\$3,000	Provided to teachers staff 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.	N/A
Mileage	\$2,500 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.	N/A
MOU Coordinator	\$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.	N/A

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Occupational Therapist Extended School Year	\$3,500	Paid to Occupational Therapists assigned to provide services during the extended school year.	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 the extended school year.	N/A
Phone/ Internet/ Utilities	\$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.	N/A
Robotics Teacher (Competition Team)	\$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.	28
Spark Teacher	\$9,000	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.	28
Spark Teacher Retention	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.	N/A

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Spark Teacher Sub	\$30.00 /\$31.00 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.	N/A
Special Programs Lead	\$3,000 \$6,000	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.	28
SPED Assessment Team Overage	\$150 per additional assessment	Education specialists completing more than 15 assessments per month will be provided \$150 for each additional assessment.	Stipend is earned after the IEP meeting is held.	Paid as lump sum after completion of the work.	N/A
SPED Extra Student Teacher	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.	N/A
SPED Extra Student Sub	\$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.	N/A

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
SPED In-Person Services Teacher	Up to 25% - \$1,250 Up to 50% - \$2,500 Up to 75% - \$3,750 Up to 100% - \$5,000	Assigned position for Education Specialists. Must provide services to identified student(s) in-person.	Stipend to begin first full pay period following board approval.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A
SPED Lead Extended School Year (ESY) Teacher	\$1,000	Lead ESY teacher is responsible for organizing various components of ESY program and managing day to day operations during ESY	Stipend is earned after completion of ESY	Paid as lump sum after completion of the work	N/A
SPED Lead Teacher	\$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.	N/A
SPED Summer Training	\$300 per each day of training	Paid to new staff assigned to training over the summer.	Eligibility is earned after training has been completed.	Paid as lump sum after completion of the work.	N/A
Speech Pathologist Extended School Year	\$3,500	Paid to Speech Pathologists assigned to provide services during the extended school year.	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 the extended school year.	N/A

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Pacific Coast Academy
July 1, 2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Speech Pathologist Lead	\$1,000	Assigned Position: Must be in a leadership role and an authority in compliance, training, and support in the field of speech pathology.	Eligibility Starts at the beginning of the employee's first work day.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on the period of service during the school year.	N/A
Testing Team Lead	\$6,000	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.	28

Administrator and Director July 1, 2022-2023 – Salary Schedule

Year	Administrator	Director Level 1	Director Level 2	Director Level 3	Senior Director
1	\$67,000	\$95,800	\$118,500	\$154,500	\$123,600
2	\$69,000	\$98,400	\$121,500	\$157,600	\$126,700
3	\$71,100	\$100,900	\$124,600	\$159,700	\$128,800
4	\$73,100	\$103,000	\$127,700	\$161,700	\$133,400
5	\$75,200	\$105,600	\$130,800	\$165,800	\$136,500
6	\$77,300	\$108,200	\$133,900	\$170,000	\$140,100
7	\$79,800	\$111,200	\$137,000	\$175,100	\$143,200
8	\$82,400	\$113,800	\$141,100	\$180,300	\$146,800
9	\$85,000	\$115,400	\$144,200	\$185,400	\$150,400
10	\$87,600	\$118,500	\$147,800	\$190,600	\$154,500
11	\$90,100	\$121,000	\$151,400	\$195,700	\$157,600
12	\$92,700	\$124,600	\$155,500	\$200,900	\$162,200
13	\$95,300	\$127,700	\$159,100	\$206,000	\$164,800
14	\$98,400	\$130,800	\$163,300	---	\$167,900
15	\$100,900	\$133,900	\$167,400	---	\$170,000

Director Level 1	Director Level 2	Director Level 3
Director of School Support	Director of HR Development	Director of Special Education
Director of Testing	Director of IT	Deputy Executive Director
Director of Accounting	Director of Technology Systems	
Director of Student Support	Director of High School	
Director of Compliance	Director of Accountability	
Director of Achievement & Accr.		
Director of Enrichment		
Director of ChoicePlus Academy		
Director of Edgenuity		
Director of Vendors		

*Annualized salary includes 228 work days. The 228 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
 Certificated Support
 July 1, 2022-2023 – Salary Schedule

PROGRAM SPECIALIST

Year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Salary	\$87,000	\$89,200	\$91,400	\$93,700	\$96,100	\$98,500	\$100,900	\$103,500	\$106,000	\$108,700	\$111,400	\$114,200	\$117,100	\$120,000	\$123,000

SCHOOL PSYCHOLOGIST

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$85,200	\$88,300	\$92,800	\$97,400	\$102,300	\$107,400

SPEECH/LANGUAGE PATHOLOGIST

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$77,900	\$82,000	\$86,300	\$90,900	\$95,600	\$100,400

NURSE

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$74,100	\$77,800	\$81,200	\$85,300	\$89,600	\$94,100

OCCUPATIONAL THERAPIST & MENTAL HEALTH THERAPIST/SOCIAL WORKER

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$74,300	\$78,100	\$82,300	\$86,600	\$91,200	\$95,900

*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, 2022-2023 – Classified Pay Scales

Classified Pay Scale – 191

Pay Scale Group	A	B	C	D	E	F	G	H	I	J	K	L
Spec L1	\$15.78	\$16.16	\$16.54	\$17.05	\$17.55	\$18.18	\$18.69	\$19.19	\$20.46	\$21.68	\$22.35	\$22.64
Spec L2	\$18.94	\$19.45	\$20.08	\$20.58	\$21.09	\$21.72	\$22.35	\$22.98	\$23.60	\$24.24	\$30.26	\$25.76

New classified team members will be placed on this pay schedule based on:

- Experience in their field of expertise
- Education level, Degrees or Certificates
- Comparable Industry Standard Compensation

Annual pay advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school board.

Classified Pay Scale – 228

Pay Scale Group	A	B	C	D	E	F	G	H	I	J	K	L
Spec L1	\$15.78	\$16.16	\$16.54	\$17.05	\$17.55	\$18.18	\$18.69	\$19.19	\$20.46	\$21.68	\$22.35	\$22.64
Spec L2	\$18.94	\$19.45	\$20.08	\$20.58	\$21.09	\$21.72	\$22.35	\$22.98	\$23.60	\$24.24	\$25.00	\$25.76
Spec L3	\$20.20	\$20.84	\$21.47	\$22.10	\$22.73	\$23.42	\$24.12	\$24.88	\$25.63	\$26.39	\$27.05	\$27.58
Spec L4/Executive Assistant	\$25.25	\$26.01	\$26.77	\$27.65	\$28.41	\$29.30	\$30.18	\$31.06	\$31.95	\$32.83	\$33.46	\$34.14

New classified team members will be placed on this pay schedule based on:

- Experience in their field of expertise
- Education level, Degrees or Certificates
- Comparable Industry Standard Compensation

Annual pay 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

Counselor

July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$61,600**	\$61,600**	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700
B (+ 14 points)	\$61,600**	\$61,600**	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$67,500
C (+ 28 points)	\$61,700	\$ 61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$66,800	\$70,100
D (+ 42 points)	\$61,700	\$ 61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$66,000	\$69,300	\$72,800
E (+ 56 points)	\$61,700	\$ 61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$65,100	\$69,500	\$71,800	\$75,400
F (+ 70 points)	\$61,700	\$ 61,700	\$61,700	\$61,700	\$61,700	\$64,200	\$67,400	\$70,800	\$74,300	\$78,100
G (+ 84 points)	\$61,700	\$ 61,700	\$61,700	\$61,700	\$63,200	\$66,400	\$69,700	\$73,200	\$76,800	\$80,700
H (+ 98 points)	\$61,700	\$ 61,700	\$61,700	\$62,200	\$65,300	\$68,500	\$72,000	\$75,600	\$79,400	\$83,400

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$86,000	\$88,600	\$91,300	\$93,900

H15	H20	H25	H30
\$96,600	\$99,200	\$101,900	\$104,000

*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

**Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

***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
Highly Qualified Teacher (HQT)
July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP**PAY SCALE LEVEL**

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$61,600**	\$61,600**	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700
B (+ 14 points)	\$61,600**	\$61,600**	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$67,500
C (+ 28 points)	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$66,800	\$70,100
D (+ 42 points)	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$66,000	\$69,300	\$72,800
E (+ 56 points)	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$65,100	\$69,500	\$71,800	\$75,400
F (+ 70 points)	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$64,200	\$67,400	\$70,800	\$74,300	\$78,100
G (+ 84 points)	\$61,700	\$61,700	\$61,700	\$61,700	\$63,200	\$66,400	\$69,700	\$73,200	\$76,800	\$80,700
H (+ 98 points)	\$61,700	\$61,700	\$61,700	\$62,200	\$65,300	\$68,500	\$72,000	\$75,600	\$79,400	\$83,400

Additional Pay Scale Levels

	11	12	13	14
(continued)				
H (+ 98 points)	\$86,000	\$88,600	\$91,300	\$93,900

H15	H20	H25	H30
\$96,600	\$99,200	\$101,900	\$104,000

*Annualized salary includes 191 work days. The 191 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

**Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

***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
Homeschool Teacher (HST) – Middle and High School
July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$71,900**	\$71,900**	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900
B (+ 14 points)	\$71,900**	\$71,900**	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$74,300
C (+ 28 points)	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$73,600	\$76,900
D (+ 42 points)	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$72,800	\$76,100	\$79,600
E (+ 56 points)	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$72,800	\$76,300	\$78,600	\$82,200
F (+ 70 points)	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$72,000	\$74,200	\$77,600	\$81,100	\$84,900
G (+ 84 points)	\$71,900	\$71,900	\$71,900	\$71,900	\$72,000	\$74,200	\$76,500	\$80,000	\$83,600	\$87,500
H (+ 98 points)	\$71,900	\$71,900	\$71,900	\$72,000	\$74,200	\$76,300	\$78,800	\$82,400	\$86,200	\$90,100

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$92,800	\$95,400	\$98,100	\$100,700

H15	H20	H25	H30
\$103,400	\$106,000	\$108,700	\$110,800

*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

**Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

***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.

****Must maintain 28 students.

Pacific Coast Academy
Homeschool Teacher (HST)
July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$61,600**	\$61,600**	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600
B (+ 14 points)	\$61,600**	\$61,600**	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$64,000
C (+ 28 points)	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$63,300	\$66,600
D (+ 42 points)	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$62,500	\$65,800	\$69,300
E (+ 56 points)	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$62,500	\$66,000	\$68,300	\$71,900
F (+ 70 points)	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,700	\$63,900	\$67,300	\$70,800	\$74,600
G (+ 84 points)	\$61,600	\$61,600	\$61,600	\$61,600	\$61,700	\$63,900	\$66,200	\$69,700	\$73,300	\$77,200
H (+ 98 points)	\$61,600	\$61,600	\$61,600	\$61,700	\$63,900	\$66,000	\$68,500	\$72,100	\$75,900	\$79,800

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$82,500	\$85,100	\$87,800	\$90,400

H15	H20	H25	H30
\$93,100	\$95,700	\$98,400	\$100,500

*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

**Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

***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
Intervention Support Teacher/English Language Development Teacher
July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$81,600**	\$81,600**	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600
B (+ 14 points)	\$81,600**	\$81,600**	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$84,000
C (+ 28 points)	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$83,300	\$86,600
D (+ 42 points)	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$82,500	\$85,800	\$89,300
E (+ 56 points)	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$82,500	\$86,000	\$88,300	\$91,900
F (+ 70 points)	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,700	\$83,900	\$87,300	\$90,800	\$94,600
G (+ 84 points)	\$81,600	\$81,600	\$81,600	\$81,600	\$81,700	\$83,900	\$86,200	\$89,700	\$93,300	\$97,200
H (+ 98 points)	\$81,600	\$81,600	\$81,600	\$81,700	\$83,900	\$86,000	\$88,500	\$92,100	\$95,900	\$99,800

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$102,500	\$105,100	\$107,800	\$110,400

H15	H20	H25	H30
\$113,100	\$115,700	\$118,400	\$120,500

*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

**Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

***Must maintain a roster of 24 students.

***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
Regional Coordinator – Middle and High School
July 1, 2022-2023 – Salary Schedule

Year	1	2	3	4	5	6	7	8	9
Salary	\$97,300	\$99,500	\$101,700	\$104,000	\$106,400	\$108,800	\$111,200	\$113,800	\$116,300

*Regional Coordinators must hold a minimum of 10 students.

**Annualized salary includes 206 work days, and team members may need to work additional days beyond the work calendar.

***Annual salary advancements are not guaranteed and are subject to the charter's operational needs and/or budget approved by the school board.

Pacific Coast Academy
Regional Coordinator
July 1, 2022-2023 – Salary Schedule

Year	1	2	3	4	5	6	7	8	9
Salary	\$87,000	\$89,200	\$91,400	\$93,700	\$96,100	\$98,500	\$100,900	\$103,500	\$106,000

*Regional Coordinators must hold a minimum of 16 students.

**Annualized salary includes 206 work days, and team members may need to work additional days beyond the work calendar.

***Annual salary advancements are not guaranteed and are subject to the charter's operational needs and/or budget approved by the school board.

Pacific Coast Academy
Special Education (SPED) Teacher
July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$63,400**	\$63,400**	\$63,400	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200
B (+ 14 points)	\$63,400**	\$64,000**	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$71,700
C (+ 28 points)	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$71,000	\$74,700
D (+ 42 points)	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$70,100	\$73,800	\$77,700
E (+ 56 points)	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$69,100	\$74,000	\$76,600	\$80,600
F (+ 70 points)	\$65,200	\$65,200	\$65,200	\$65,20	\$65,200	\$68,100	\$71,700	\$75,500	\$79,400	\$83,600
G (+ 84 points)	\$65,200	\$65,200	\$65,200	\$65,200	\$67,000	\$70,500	\$74,200	\$78,100	\$82,200	\$86,600
H (+ 98 points)	\$65,200	\$65,200	\$65,200	\$65,800	\$69,200	\$72,900	\$76,800	\$80,800	\$85,100	\$89,500

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$92,500	\$95,500	\$98,400	\$101,400

H15	H20	H25	H30
\$104,300	\$107,300	\$110,300	\$112,600

*Annualized salary includes 191 work days. The 191 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

**Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

***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
Student Support Coordinator and 504 Coordinator
July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$77,000**	\$77,000**	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000
B (+ 14 points)	\$77,000**	\$77,000**	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$79,400
C (+ 28 points)	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$78,800	\$82,100
D (+ 42 points)	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$78,000	\$81,300	\$84,700
E (+ 56 points)	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$78,000	\$81,400	\$83,800	\$87,400
F (+ 70 points)	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,100	\$79,400	\$82,800	\$86,300	\$90,000
G (+ 84 points)	\$77,000	\$77,000	\$77,000	\$77,000	\$77,100	\$79,400	\$81,700	\$85,100	\$88,800	\$92,700
H (+ 98 points)	\$77,000	\$77,000	\$77,000	\$77,100	\$79,400	\$81,400	\$83,900	\$87,500	\$91,300	\$95,300

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$97,900	\$100,600	\$103,200	\$105,900

H15	H20	H25	H30
\$108,500	\$111,200	\$113,800	\$115,900

*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.

**Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

***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 - Regular Scheduled Board Meeting - Agenda - Thursday June 30, 2022 at 5:00 PM																	
Pacific Coast Academy																	
Technology Department																	
July 1, 2022-2023 – Classified Pay Scales																	
Job Title		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
IT Tech (ITT) or Order Fulfillment Specialist (OFS)	Hourly	\$20.60	\$21.22	\$21.86	\$22.51	\$23.19	\$23.81	\$24.46	\$25.10	\$25.75	\$26.40	\$27.05	\$27.69	\$28.34	\$28.98	\$29.63	\$30.27
	Annual																
IT Tech II or Order Fulfillment Specialist 2 or IT Administrative Assistant (ITAA)	Hourly	\$22.66	\$23.34	\$24.04	\$24.76	\$25.50	\$26.19	\$26.90	\$27.61	\$28.33	\$29.04	\$29.75	\$30.46	\$31.17	\$31.88	\$32.59	\$33.30
	Annual																
IT Support Specialist (ITSS)	Hourly	\$24.72	\$25.46	\$26.22	\$27.02	\$27.82	\$28.57	\$29.36	\$30.13	\$30.90	\$31.67	\$32.46	\$33.23	\$34.00	\$34.78	\$35.56	\$36.33
	Annual																
IT Support Specialist II or Tech Coordinator (TC) or IT Provisioning Manager	Hourly	\$26.78	\$27.58	\$28.41	\$29.26	\$30.14	\$30.95	\$31.80	\$32.64	\$33.48	\$34.32	\$35.15	\$36.00	\$36.83	\$37.69	\$38.51	\$39.38
	Annual																
IT Support Specialist III or Data Analyst Tech Coordinator 2 or DevOps Engineer 1 (DO1)	Hourly	\$28.84	\$29.71	\$30.60	\$31.52	\$32.46	\$33.34	\$34.25	\$35.14	\$36.05	\$36.96	\$37.88	\$38.75	\$39.66	\$40.58	\$41.49	\$42.40
	Annual																
IT Administrator (ITA) or DevOps Engineer 2 (DO2)	Hourly	\$32.96	\$33.95	\$34.97	\$36.02	\$37.10	\$38.08	\$39.13	\$40.19	\$41.20	\$42.26	\$43.26	\$44.28	\$45.33	\$46.39	\$47.40	\$48.46
	Annual																
IT Manager (ITM)	Hourly	\$39.23	\$40.29	\$41.35	\$42.36	\$43.41	\$44.47	\$45.53	\$46.59	\$47.64	\$48.65	\$49.71					
	Annual												\$105,600.00	\$108,200.00	\$111,200.00	\$113,800.00	\$115,400.00
<div>New classified team members will be placed on this pay schedule based on:<ul style="list-style-type: none">• Experience in their field of expertise• Education level, Degrees or Certificates• Comparable Industry Standard CompensationAnnual pay advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school board.</div>																	

Pacific Coast Academy
Part-Time Homeschool Teacher (HST)
July 1, 2022-2023 – Hourly Schedule

Number of Regularly Enrolled Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Number of Approved Hours Per Week	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29

Part-Time Highly Qualified Teacher (HQT)
July 1, 2022-2023 – Hourly Schedule

Number of Sections Covered	1	2	3	4
Number of Approved Hours Per Week	15	20	25	30

Please Note:

- No more than your max approved hours should be worked in one calendar week without prior approval.
- No more than 8 hours can be worked in one day.
- Any time over 5 hours in a day must include scheduled lunch.
- No hours may be worked on Holidays.
- No hours are approved over school breaks: (ex. Thanksgiving Break, Winter Break, Presidents' Break, Spring Break)

Coversheet

Approve Minutes:5-19-22 Board Meeting

Section:	IV. Consent Agenda
Item:	F. Approve Minutes:5-19-22 Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Scheduled Board Meeting on May 19, 2022



Pacific Coast Academy

Minutes

Regular Scheduled Board Meeting

Date and Time

Thursday May 19, 2022 at 5:00 PM

Location

13915 Danielson St. #200, Poway, CA 92064

Teleconference Zoom Link

<https://pacificcoastacademy-org.zoom.us/j/83354321617>

Meeting ID: 833 5432 1617

Join by Phone (669) 900-6833

Directors Present

Benjamin Fung (remote), Jessica Ackermann (remote), Johnny Tran (remote), Kelly Durso

Directors Absent

None

Guests Present

Jennifer Faber, Krystin Demofonte (remote), Shari Erlendson

I. Opening Items

A. Call the Meeting to Order

Kelly Durso called a meeting of the board of directors of Pacific Coast Academy to order on Thursday May 19, 2022 at 5:02 PM.

B. Roll Call of Board Members

C. Approval of Agenda

Johnny Tran made a motion to approve the agenda.

Benjamin Fung seconded the motion.

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

D. Resolution for Continuing School Board Authority to Hold Virtual Meetings Pursuant to AB361

Benjamin Fung made a motion to Approve the Resolution for Continuing School Board Authority to Hold Virtual Meetings Pursuant to AB361.

Johnny Tran seconded the motion.

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

E. Public Hearing of Suicide Prevention Policy

The public hearing regarding the Suicided Prevention Policy was opened at 5:04pm.

Suggestion to provide multiple trainings available for parents beginning next year.

The public hearing closed at 5:07pm.

F. Public Hearing of LCAP and Federal Addendum

The Public Hearing for the LCAP and Federal Addendum opened at 5:07pm.

Input has been given by staff and various departments through various meetings.

Feedback which balances the needs of our families and the state mandates. The staff has done a fabulous job contributing the the growth.

The dashboard has been suspended for the last 2 years but will begin again next year.

Schools not meeting 95% in student testing participation will be panelized on the dashboard indicators

The public is welcome to make any comment and provide input via the public hearing or by sending an email to the board. Comments will be reviewed and the LCAP will be brought back to the board for approval.

The public hearing was closed at 5:22pm.

G. Public Comments

No public comment was made.

H. Executive Director's Report

The Executive Director shared the following updates:

- Current New Hires
- 91% testing participation from students
- Spending Updates
- Updates to planning amounts and use of funds

II. Operations

A. Amendment to the Facilities Agreement for Records

Johnny Tran made a motion to Approve the Amendment to the Facilities Agreement for Records.

Jessica Ackermann seconded the motion.

Extension of current facilities with Dehesa. Part of our charter agreement says we must have facilities within the boundaries of our authorizer. This is an amendment to the MOU for facilities rentals for additional space.

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

III. Other Business

A. Executive Director Contract

Johnny Tran made a motion to Approve the Executive Director Contract.

Benjamin Fung seconded the motion.

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

B. Resignation of Board Member

C. Discussion of Board Vacancy

Recommendation is to vote in Rose for 2 years.

D. Recommendation and Nomination of New Board Member

Jessica Ackermann made a motion to recommendation is to appoint Rose Arevalo for a two year term beginning July 1.

Benjamin Fung seconded the motion.

Recommendation is to vote in Rose Arevalo for a two year term.

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

IV. Consent Agenda

A. Disposal of Unneeded Books, Equipment and Supplies Policy

B. Invoices Over \$100,000

C. 2022-2023 Master Agreement

D. Independent Study Policy

E. Non-Compliance and Withdrawal Policy and Procedures

F. Compensation Policy

G. 2022-2023 Employee Handbook

H. Form 990

I. Approve Minutes:4-28-22 Board Meeting

Motion to approve the minutes from Regular Scheduled Board Meeting on 04-28-22.

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

J. Approve Consent Agenda

Jessica Ackermann made a motion to Approve the Consent Agenda.

Johnny Tran seconded the motion.

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

K. 2022-2023 Master Agreement

V. Closing Items

A. Announcement of Next Scheduled Meeting June 30 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 6:15 PM.

Respectfully Submitted,
Kelly Durso

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)).