



Pacific Coast Academy

Regular Scheduled Board Meeting

Date and Time

Thursday May 19, 2022 at 5:00 PM PDT

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

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. Resolution for Continuing School Board Authority to Hold Virtual Meetings Pursuant to AB361	Vote	Kelly Durso	1 m
E. Public Hearing of Suicide Prevention Policy	Discuss	Rex Sheridan	10 m
F. Public Hearing of LCAP and Federal Addendum	Discuss	Rupi Boyd	10 m
G. Public Comments		Kelly Durso	5 m
H. Executive Director's Report		Krystin Demofonte	5 m
II. Finance			5:34 PM
A. April financial package, including the April check register	FYI	Jason Sitomer	10 m

	Purpose	Presenter	Time
III. Operations			5:44 PM
A. Amendment to the Facilities Agreement for Records	Vote	Shari Erlendson	5 m
IV. Other Business			5:49 PM
A. Executive Director Contract	Vote	Kelly Durso	10 m
B. Resignation of Board Member	FYI		
C. Discussion of Board Vacancy	Discuss		5 m
D. Recommendation and Nomination of New Board Member	Vote	Kelly Durso	5 m
V. Consent Agenda			6:09 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. 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			5 m
H. Form 990			
I. Approve Minutes:4-28-22 Board Meeting	Approve Minutes		
J. Approve Consent Agenda	Vote		1 m
This Is The Vote To Approve The Consent Agenda Items.			
K. 2022-2023 Master Agreement			
VI. Closing Items			6:15 PM
A. Announcement of Next Scheduled Meeting June 30 at 5:00pm	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)).

Cover Sheet

Resolution for Continuing School Board Authority to Hold Virtual Meetings Pursuant to AB361

Section: I. Opening Items
Item: D. Resolution for Continuing School Board Authority to Hold
Virtual Meetings Pursuant to AB361
Purpose: Vote
Submitted by:
Related Material:
PCA Resolution 2022-16 for Continuing School Board Authority to Hold Virtual Meetings
Pursuant to AB 361_Redlined 5.13.22.pdf



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

**Resolution of Pacific Coast Academy Board of Directors
2022-16**

**RESOLUTION REGARDING CONTINUING SCHOOL BOARD AUTHORITY TO HOLD
VIRTUAL MEETINGS PURSUANT TO AB 361**

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

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

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

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

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

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

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

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

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

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

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

- (i) The state of emergency continues to directly impact the ability of the members to meet safely in person.
- (ii) State or local officials continue to impose or recommend measures to promote social distancing.

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

BE IT FURTHER RESOLVED, the Board of Directors of Pacific Coast Academy finds that due to the state of emergency meeting in person would present imminent risks to the health or safety of some attendees and/or the state of emergency continues to directly impact the ability of some members to meet safely in person due to the prevalence of the various variants of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of contagious individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of board members, staff, and the public. Some members of the Board of Directors may decide to attend in-person and some may decide to attend remotely given the risks to their health and/or safety due to COVID-19. The Board of Directors intends to continue to provide the public and members of the Board of Directors to participate remotely or in-person in their own discretion due to these risks.

SECRETARY'S CERTIFICATE

I, Johnny Tran, 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 on May 19, 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

Cover Sheet

Public Hearing of Suicide Prevention Policy

Section: I. Opening Items
Item: E. Public Hearing of Suicide Prevention Policy
Purpose: Discuss
Submitted by:
Related Material: PCA Suicide Prevention Policy DRAFT.docx

BACKGROUND:

This is an update to the Suicide Prevention Policy, as advised by the Student Support and Intervention Department. In light of the fact that Pacific Coast Academy has established a new mental health team within the Student Support and Intervention Department in 2021-2022 and the impact of COVID on the social emotional wellness and mental health of our students and families, the Student Support and Intervention Department is recommending the Board update the Suicide Prevention Policy. The Student Support and Intervention Department has held two stakeholder input meetings in May to garner feedback on the recommended policy.

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

Parents, staff, and other educational partners in the community are invited to review the policy and submit comments at the meeting or by contacting Rex Sheridan at rex.sheridan@pacificcoastacademy.org or 760-237-8131.

Suicide Prevention Policy

Pacific Coast Academy is committed to protecting the health and well-being of all Pacific Coast Academy students, including vulnerable youth populations¹, 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:

1. Explain the Purpose and Requirements of the Suicide Prevention Policy
 2. Outline Requirements of Coordination and Consultation with County Health Plan
 3. Outline Staff Training on Suicide Awareness and Prevention
 4. Establish Restrictions on Employee Authorization and Scope
 5. Outline Measures and Strategies for Suicide Prevention, Intervention, and Postvention
 6. Outline the Process for Implementing the Suicide Prevention Policy
 7. Outline Requirements of Policy Review
1. **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.

2. **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.

¹ *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.*

3. **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.
4. **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.
5. **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:
 - a. 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.
 - b. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school.
 - c. 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.
 - d. 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.
 - e. Counseling, consultation, debriefing and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide.
6. **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.

7. **Policy Review:** The Board shall review, and update as necessary, this policy at least every five years.

Cover Sheet

Public Hearing of LCAP and Federal Addendum

Section: I. Opening Items
Item: F. Public Hearing of LCAP and Federal Addendum
Purpose: Discuss
Submitted by:
Related Material: 2022-23 PCA LCAP.pdf

BACKGROUND:

BACKGROUND INFORMATION:

Local Education Agencies (LEA) must annually hold a public hearing for its Local Control Accountability Plan (LCAP) before the Board takes action during a subsequent public meeting.

CURRENT CONSIDERATIONS:

The purpose of the hearing is to consider comments and recommendations and address questions

from families, staff, students, and members of the public related to the LCAP, including those

specific to a particular action or expenditure. 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.

Expert: Rupi Boyd and Jose Iniguez

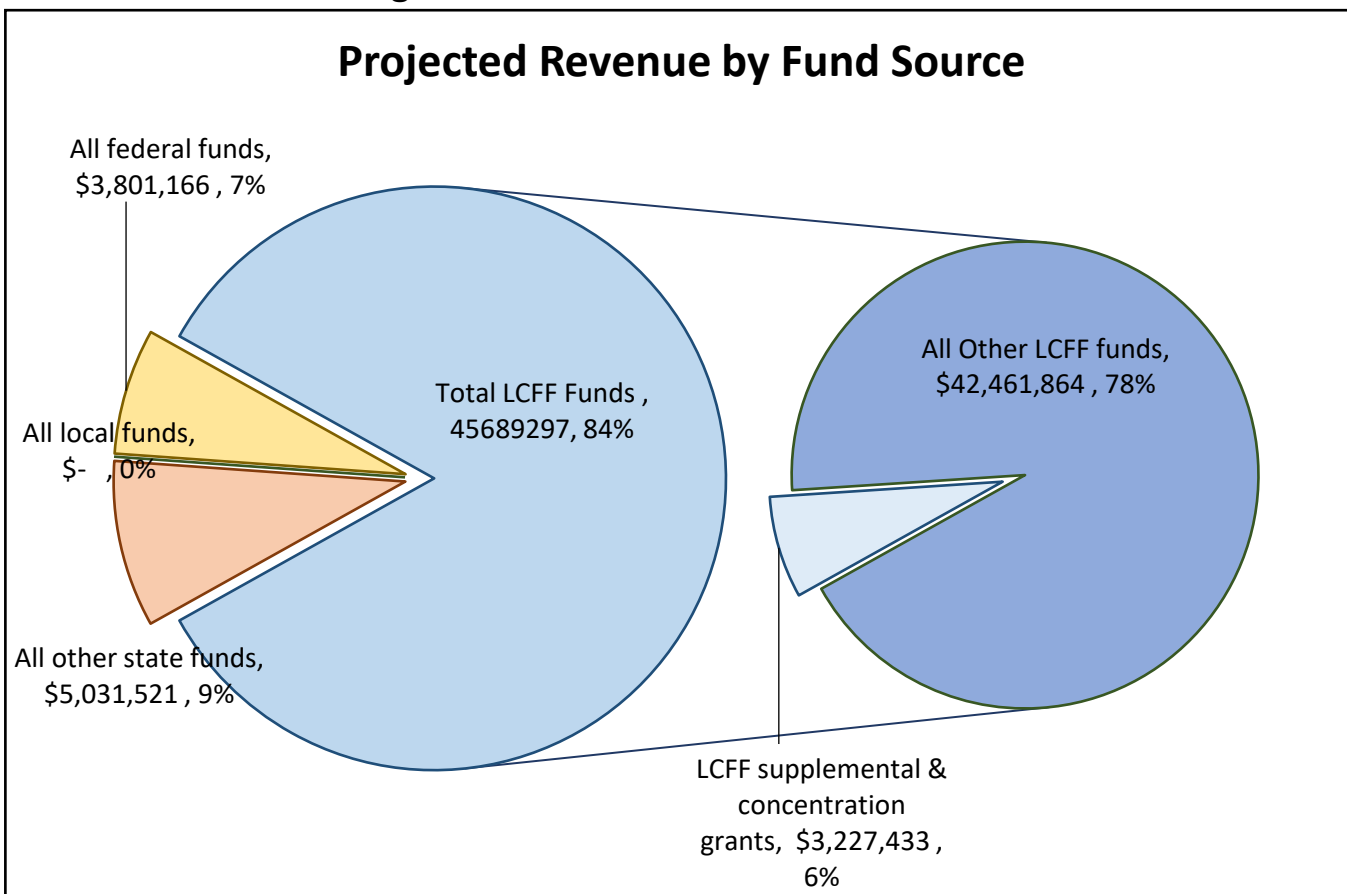
LCFF Budget Overview for Parents

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

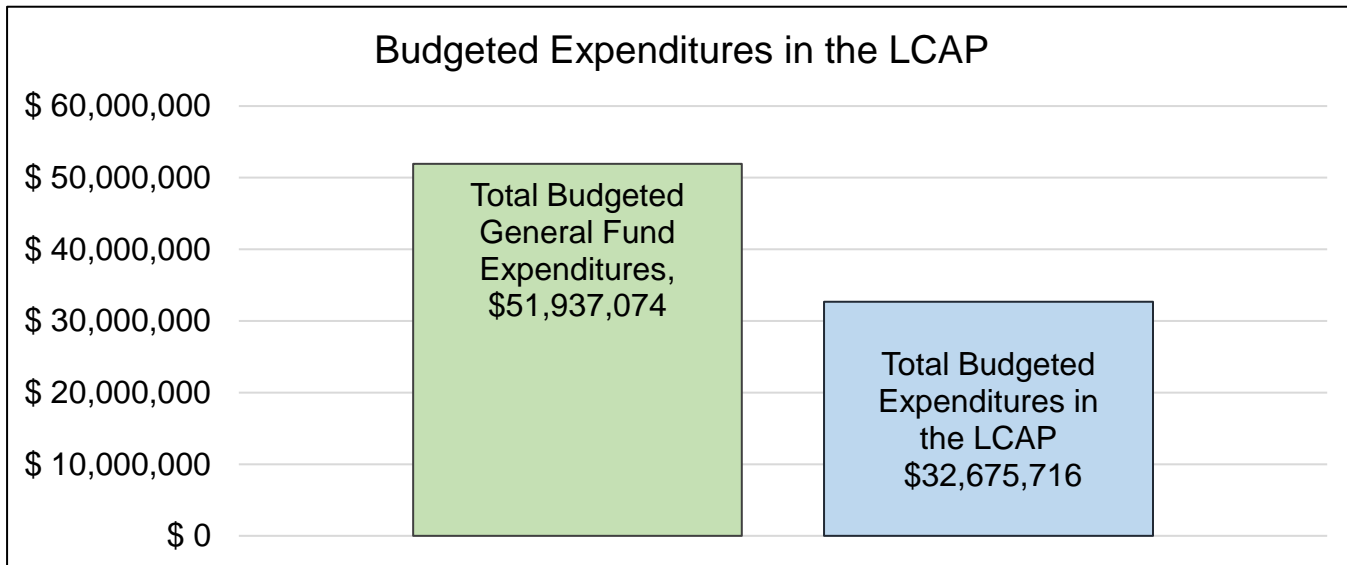


This chart shows the total general purpose revenue Pacific Coast Academy expects to receive in the coming year from all sources.

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:

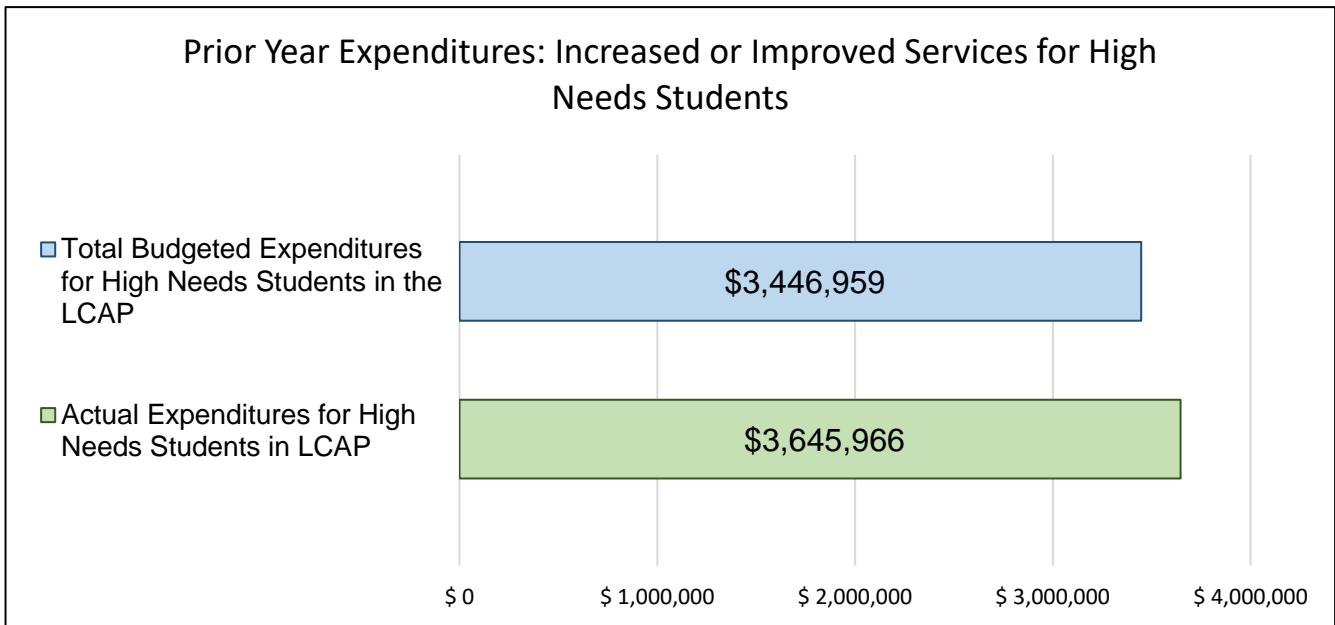
Non-certificated staffing and related benefits, special education services and instructional services, professional services, rent and facility costs, and other general operational costs.

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

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

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-Sec	Exceptional Needs	\$ -	\$ -	\$ -	\$ -	\$ -
3	7	Special Programs Lead Position	English Learners	\$ 36,000	\$ -	\$ -	\$ -	\$ 36,000
3	8	Professional Learning Related to English L	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 E	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

Cover Sheet

April financial package, including the April check register

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



Pacific Coast Academy

Monthly Financial Presentation – April 2022

Highlights

Highlights

- Revenue projection decreased by \$405K
- Expenses decreased by \$961K
- Projected surplus for year-end is \$3.9M
- No outstanding factoring or projected future factoring
- P2 ADA is 4,390

Compliance and Reporting

- 25:1 PTR is well above the requirement minimum

Pupil:Teacher Ratio	
21.21	:1

- 80% Instructional spending requirement has fallen out of compliance

Cert.	Instr.
50.5%	77.4%
5,424,825	(1,331,668)

Spending Plan

Total = \$1.55M

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

Changes

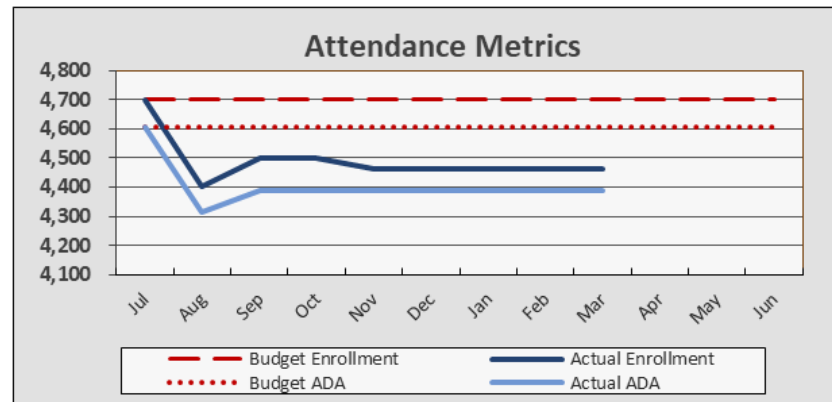
- Will increase total expenses from \$47.8M to \$49.3M
- Will reduce surplus from \$3.9M to \$2.4M
- Will put 80% spending requirement into compliance

Compliance and Reporting

Cert.	Instr.
50.5%	80.4%
5,424,825	222,523

Attendance

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
<i>Enrollment</i>	4489	4500	4700
<i>ADA</i>	4390	4390	4606
<i>Attendance Rate</i>	97.8%	98.0%	98.0%
<i>Unduplicated %</i>	38.8%	38.8%	39.9%
<i>Revenue per ADA</i>		\$11,781	\$10,715
<i>Expenses per ADA</i>		\$10,884	\$10,561



- P2 ADA = 4,390

Revenue

- Revenue projections decreased by \$405K
 - **EEBG**: \$590K strategically removed and placed in future years
 - These funds can be spent through 6/30/2026
 - **SPED**: \$113K in SPED “low incident” anticipated revenue added; \$75K in SPED Mental Health anticipated revenue added

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	\$ 33,302,011	\$ 32,668,359	\$ 633,652	\$ 41,744,149	\$ 44,131,513	\$ (2,387,364)
Federal Revenue	4,345,398	982,177	3,363,222	5,414,524	1,168,211	4,246,313
Other State Revenue	3,315,814	2,703,694	612,120	4,554,760	4,053,198	501,562
Other Local Revenue	10,089	-	10,089	10,089	-	10,089
Total Revenue	\$ 40,973,313	\$ 36,354,230	\$ 4,619,082	\$ 51,723,522	\$ 49,352,921	\$ 2,370,600

Expenses

- Salaries and Benefits were as projected; \$18K (decrease) variance
- Supplies and Sub-agreements decreased by \$865K
 - This was driven by unspent student allowance
- All other expenses decreased by \$114K

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 16,163,719	\$ 15,451,270	\$ (712,448)	\$ 20,677,518	\$ 18,541,524	\$ (2,135,994)
Classified Salaries	2,750,169	3,035,888	285,719	3,660,901	3,643,065	(17,836)
Benefits	5,866,228	5,830,524	(35,704)	7,046,349	6,984,370	(61,979)
Books and Supplies	5,070,386	7,254,056	2,183,670	7,096,345	8,657,840	1,561,494
Subagreement Services	5,488,007	6,046,592	558,585	5,668,786	7,228,465	1,559,679
Operations	403,769	391,167	(12,603)	483,759	469,400	(14,359)
Facilities	308,452	170,333	(138,118)	368,831	204,400	(164,431)
Professional Services	2,370,641	2,079,986	(290,654)	2,744,500	2,542,119	(202,381)
Depreciation	-	25,000	25,000	-	30,000	30,000
Interest	36,135	342,638	306,503	36,135	342,638	306,503
Total Expenses	\$ 38,457,505	\$ 40,627,454	\$ 2,169,949	\$ 47,783,124	\$ 48,643,821	\$ 860,698

Fund Balance

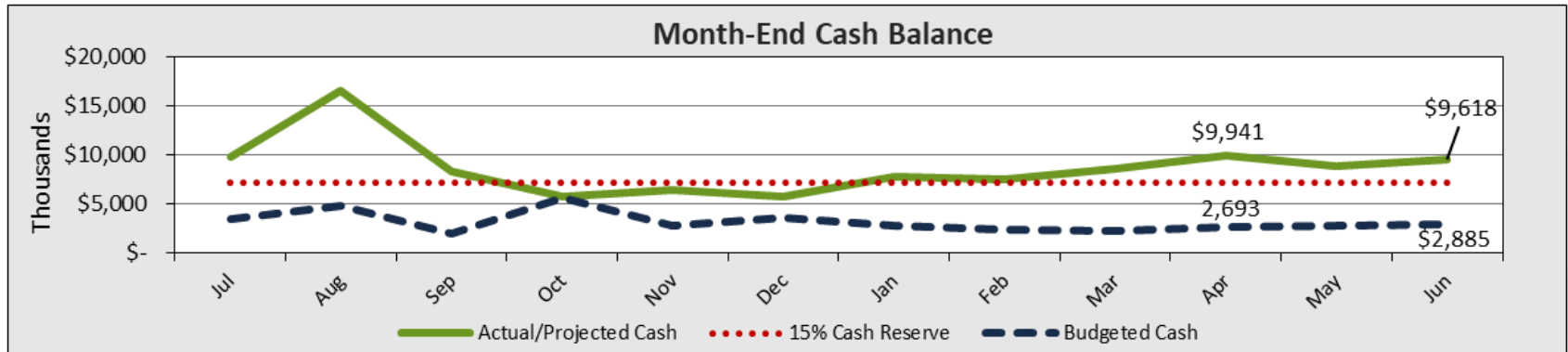
- Year-end surplus forecast increased by 555K to \$3.9M
- Projected end of year fund balance exceeds State requirements of 3% and Authorizer requirement of 5%.

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 2,515,808	\$ (4,273,224)	\$ 6,789,032
Beginning Fund Balance	<u>4,544,833</u>	<u>8,506,897</u>	
Ending Fund Balance	<u>\$ 7,060,640</u>	<u>\$ 4,233,673</u>	
<i>As a % of Annual Expenses</i>	14.8%	8.7%	

	<i>Annual/Full Year</i>		
	Forecast	Budget	Fav/(Unf)
	\$ 3,940,398	\$ 709,100	\$ 3,231,298
	<u>4,544,833</u>	<u>8,506,897</u>	
	<u>\$ 8,485,230</u>	<u>\$ 9,215,997</u>	
	17.8%	18.9%	

Cash Balance

- 4/30 cash balance: **\$9.9M**
- 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 05/13/2022

ADA = 4390.25



	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.)
ADA = 4606.00																
Revenues																
State Aid - Revenue Limit																
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	3,939,883	-	39,825,214	42,198,697	(2,373,484)
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	109,322	221,513	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	3,950,853	4,048,009	443,275	41,744,149	44,131,513	(2,387,364)
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	265,425	266,892	532,318	558,478	(26,160)
8290 Title I, Part A - Basic Low Income	-	-	-	100,023	-	-	56,804	-	-	-	-	-	470,479	627,306	506,480	120,826
8291 Title II, Part A - Teacher Quality	-	-	-	26,725	-	-	26,751	-	-	-	-	-	53,526	107,002	89,297	17,705
8293 Title III - Limited English	-	-	-	1,847	-	-	1,847	-	-	-	-	12,803	-	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)	-	-	-	-	136,589	-	136,589
	3,678	22,608	842,627	258,379	-	-	143,862	3,678	3,070,566	-	-	278,228	790,897	5,414,524	1,168,211	4,246,313
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	247,677	247,677	120,254	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	-	-	434,819	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)	-	-	188,520	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	247,677	247,677	743,592	4,554,760	4,053,198	501,562
Other Local Revenue																
8660 Interest Revenue	1,778	142	-	5,658	-	-	2,234	-	-	-	-	-	-	9,812	-	9,812
8699 School Fundraising	-	-	-	-	-	-	-	53	-	-	-	-	-	53	-	53
8980 Contributions, Unrestricted	-	79	1,710	1,607	(3,209)	-	-	-	37	-	-	-	-	223	-	223
	1,778	221	1,710	7,265	(3,209)	-	2,234	53	37	-	-	-	-	10,089	-	10,089
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	4,198,530	4,573,914	1,977,765	51,723,522	49,352,921	2,370,600
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	2,164,490	1,204,490	-	14,551,407	12,737,806	(1,813,601)
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	135,697	135,697	-	1,653,569	1,489,368	(164,200)
1200 Pupil Support Salaries	72,067	113,647	112,500	111,768	117,114	117,931	109,861	97,948	102,798	100,065	182,722	107,722	-	1,346,144	1,407,042	60,898
1300 Administrators' Salaries	180,861	204,851	194,790	198,540	200,390	201,680	199,325	200,884	232,741	188,241	266,674	186,674	-	2,455,654	2,230,500	(225,154)
1900 Other Certificated Salaries	32,041	66,287	49,374	53,564	53,306	57,613	58,084	54,982	55,464	60,396	82,316	47,316	-	670,744	676,808	6,063
	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	2,831,900	1,681,900	-	20,677,518	18,541,524	(2,135,994)
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	65,005	25,005	-	364,296	361,663	(2,634)
2200 Support Salaries	84,157	99,546	108,934	105,080	106,114	112,842	100,275	98,953	101,342	94,152	262,478	107,478	-	1,381,351	1,462,038	80,688
2300 Classified Administrators' Salaries	47,800	54,172	44,011	40,597	37,931	38,056	37,658	43,800	44,356	44,010	81,337	46,337	-	560,066	810,502	250,436
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	186,278	86,278	-	1,140,321	900,486	(239,835)
2900 Other Classified Salaries	9,825	11,155	13,322	12,424	21,685	22,275	20,975	20,906	18,110	13,655	37,767	12,767	-	214,867	108,376	(106,491)
	246,090	283,165	277,902	265,858	291,079	299,003	278,031	271,942	265,240	271,861	632,866	277,866	-	3,660,901	3,643,065	(17,836)
Benefits																
3101 STRS	227,917	266,985	270,478	252,988	271,784	275,804	271,764	278,301	273,399	269,926	277,772	277,772	-	3,214,889	2,970,390	(244,500)
3301 OASDI	14,928	17,281	16,779	15,927	16,941	16,875	15,871	15,758	17,181	16,238	35,739	15,692	-	215,210	225,875	10,665
3311 Medicare	22,786	27,075	27,232	27,276	27,380	27,894	27,180	27,761	28,246	27,050	48,544	27,458	-	345,880	321,677	(24,203)
3401 Health and Welfare	175,167	188,702	197,567	202,243	230,371	242,869	436,180	43,321	250,437	247,273	219,792	219,792	-	2,653,713	2,448,000	(205,713)
3501 State Unemployment	3,037	7,178	2,051	1,593	434	27,839	28,430	2,764	457	401	5,194	5,194	-	84,573	153,230	68,657
3601 Workers' Compensation	14,120	31,009	15,029	22,429	15,173	14,902	14,845	14,902	14,902	14,903	30,131	17,043	-	219,388	199,661	(19,726)
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	617,171	562,950	-	7,046,349	6,984,370	(61,979)

Pacific Coast Academy
Monthly Cash Flow/Forecast FY21-22

Revised 05/13/2022

ADA = 4390.25



	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	1,601	2,071	-	19,107	-	(19,107)
4302 School Supplies	148,753	551,991	523,442	235,436	201,077	241,204	249,172	263,707	348,515	493,025	892,311	988,654	-	5,137,287	6,476,682	1,339,395
4305 Software	50,035	183,981	40,769	143,628	30,923	32,477	32,978	35,709	35,521	115,139	64,840	64,840	-	830,840	810,978	(19,862)
4310 Office Expense	1,930	12,641	7,610	32,024	4,142	9,108	14,661	2,545	8,284	6,751	3,417	3,417	-	106,530	43,100	(63,430)
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	2,281	2,527	-	1,001,664	1,327,080	325,416
	205,189	850,205	1,103,663	434,926	258,336	304,783	410,353	307,046	398,833	797,054	964,450	1,061,509	-	7,096,345	8,657,840	1,561,494
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	212,217	212,217	213,175	2,190,715	2,671,700	480,985
5105 Security	-	-	-	-	107	917	-	-	592	346	-	-	-	1,962	-	(1,962)
5106 Other Educational Consultants	4,256	47,967	451,256	507,866	470,325	292,243	375,351	640,013	619,939	523,722	(216,715)	(240,114)	-	3,476,109	4,554,265	1,078,155
	9,653	121,709	480,372	786,765	631,560	503,905	600,854	765,721	811,009	776,458	(4,499)	(27,898)	213,175	5,668,786	7,228,465	1,559,679
Operations and Housekeeping																
5201 Auto and Travel	-	285	2,008	3,654	4,335	5,934	1,160	4,696	4,328	7,901	2,975	2,975	-	40,252	12,300	(27,952)
5300 Dues & Memberships	-	17,370	183	-	-	3,770	-	-	-	-	150	150	-	21,623	1,900	(19,723)
5400 Insurance	27,841	29,359	31,635	27,083	30,275	28,442	29,358	29,358	29,359	29,359	33,933	33,933	-	359,936	427,200	67,264
5501 Utilities	222	1,360	4,895	812	1,648	2,697	-	1,514	2,719	298	417	417	-	16,998	5,200	(11,798)
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	500	500
5900 Communications	100	203	2,764	872	1,282	3,126	1,419	4,425	5,925	4,936	800	800	-	26,651	10,100	(16,551)
5901 Postage and Shipping	1,577	1,829	1,151	2,274	2,464	378	1,691	786	2,354	355	1,720	1,720	-	18,298	12,200	(6,098)
	29,740	50,406	42,635	34,695	40,005	44,347	33,629	40,779	44,686	42,849	39,995	39,995	-	483,759	469,400	(14,359)
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	29,182	29,182	-	356,106	204,400	(151,706)
5604 Other Leases	3,095	1,008	-	-	-	622	510	3,507	-	-	1,008	1,008	-	10,758	-	(10,758)
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	30,190	30,190	-	368,831	204,400	(164,431)
Professional/Consulting Services																
5801 IT	472	3,062	78,979	10,352	4,513	4,239	90,478	(58,180)	22,531	(142,689)	4,237	4,237	-	22,231	592,840	570,609
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	14,758	14,758	11,117	188,076	185,800	(2,276)
5804 Professional Development	4,345	4,045	1,769	560	2,295	3,528	4,422	1,714	799	1,045	11,078	11,078	-	46,677	115,251	68,574
5805 General Consulting	-	406	379	-	-	(3,464)	200	1,719	255	(320)	3,550	3,550	-	6,276	44,700	38,425
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	(22,142)	(24,533)	-	136,428	54,637	(81,791)
5807 Bank Charges	2,036	1,034	1,160	1,152	1,589	1,464	1,330	1,445	1,479	1,505	1,942	1,942	-	18,077	24,400	6,323
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	4,325	4,325	-	23,836	54,400	30,564
5810 Payroll Service Fee	947	3,241	2,615	2,119	2,439	5,392	3,528	5,489	4,116	6,366	2,567	2,567	-	41,386	32,300	(9,086)
5811 Management Fee	77,612	83,184	78,862	76,297	67,267	66,067	66,817	123,822	66,734	66,584	84,365	154,770	-	1,012,382	976,476	(35,906)
5812 District Oversight Fee	18,649	18,649	35,606	33,569	33,569	35,606	33,569	38,427	46,924	38,427	39,509	40,480	4,457	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	144,188	213,173	16,498	2,744,500	2,542,119	(202,381)
Depreciation																
6900 Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30,000	30,000
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30,000	30,000
Interest																
7438 Interest Expense	36,135	-	-	-	-	-	-	-	-	-	-	-	-	36,135	342,638	306,503
	36,135	-	-	-	-	-	-	-	-	-	-	-	-	36,135	342,638	306,503
Total Expenses	2,503,596	3,646,346	4,349,603	3,918,397	3,906,126	3,632,319	4,054,135	3,664,863	4,611,673	4,170,446	5,256,260	3,839,685	229,673	47,783,124	48,643,821	860,698
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)	(1,057,730)	734,230	1,748,092	3,940,398	709,100	3,231,298

Pacific Coast Academy
Monthly Cash Flow/Forecast FY21-22

Revised 05/13/2022

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.)
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)	(1,057,730)	734,230	1,748,092	3,940,398		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	3,345,520	9,497,937	(665,719)	808,663	-	-	783,211	(226,112)	252,863	24,860	-	-	(1,977,765)	11,843,457		
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	-	-	-	(147,836)		
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	-	-	229,673	(421,693)		
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	-	-	-	(1,578,367)		
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	(1,057,730)	734,230				
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	8,883,624				
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	8,883,624	9,617,854				

Cert.	Instr.
50.5%	77.4%
5,424,825	(1,331,668)

Pupil:Teacher Ratio
21.21 :1

Pacific Coast Academy

Budget vs Actual

For the period ended April 30, 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	\$ 32,042,601	\$ 31,212,171	\$ 830,430	\$ 42,198,697
Education Protection Account	-	230,300	(230,300)	656,288	690,900	(34,612)	921,200
State Aid - Prior Year	(1,198)	-	(1,198)	2,394	-	2,394	-
In Lieu of Property Taxes	-	82,109	(82,109)	600,728	765,288	(164,560)	1,011,616
Total State Aid - Revenue Limit	3,841,531	3,974,686	(133,155)	33,302,011	32,668,359	633,652	44,131,513
Federal Revenue							
Special Education - Entitlement	-	57,359	(57,359)	-	386,400	(386,400)	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	-	-	-	3,694	-	3,694	13,956
Other Federal Revenue	-	-	-	3,994,812	-	3,994,812	-
Prior Year Federal Revenue	-	-	-	136,589	-	136,589	-
Total Federal Revenue	-	57,359	(57,359)	4,345,398	982,177	3,363,222	1,168,211
Other State Revenue							
State Special Education	294,677	272,572	22,105	2,429,251	1,836,171	593,080	2,653,885
Mandated Cost	-	-	-	89,715	87,893	1,822	87,893
State Lottery	265,165	210,826	54,338	566,158	421,653	144,505	953,442
Prior Year Revenue	-	-	-	23,393	-	23,393	-
Other State Revenue	(461,441)	-	(461,441)	207,297	357,978	(150,681)	357,978
Total Other State Revenue	98,401	483,398	(384,997)	3,315,814	2,703,694	612,120	4,053,198
Other Local Revenue							
Interest Revenue	-	-	-	9,812	-	9,812	-
School Fundraising	-	-	-	53	-	53	-
Contributions, Unrestricted	-	-	-	223	-	223	-
Total Other Local Revenue	-	-	-	10,089	-	10,089	-
Total Revenues	\$ 3,939,932	\$ 4,515,443	\$ (575,512)	\$ 40,973,313	\$ 36,354,230	\$ 4,619,082	\$ 49,352,921
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 1,112,558	\$ 1,061,484	\$ (51,074)	\$ 11,182,427	\$ 10,614,839	\$ (567,589)	\$ 12,737,806
Teachers' Extra Duty/Stipends	194,179	124,114	(70,065)	1,382,174	1,241,140	(141,034)	1,489,368
Pupil Support Salaries	100,065	117,254	17,189	1,055,701	1,172,535	116,835	1,407,042
Administrators' Salaries	188,241	185,875	(2,366)	2,002,306	1,858,750	(143,556)	2,230,500
Other Certificated Salaries	60,396	56,401	(3,996)	541,112	564,006	22,895	676,808
Total Certificated Salaries	1,655,440	1,545,127	(110,313)	16,163,719	15,451,271	(712,448)	18,541,525
Classified Salaries							
Instructional Salaries	29,410	30,139	728	274,287	301,386	27,099	361,663
Support Salaries	94,152	121,837	27,685	1,011,394	1,218,365	206,971	1,462,038
Supervisors' and Administrators' Salaries	44,010	67,542	23,531	432,391	675,419	243,027	810,502
Clerical and Office Staff Salaries	90,634	75,041	(15,593)	867,765	750,405	(117,360)	900,486
Other Classified Salaries	13,655	9,031	(4,624)	164,332	90,313	(74,019)	108,376
Total Classified Salaries	271,861	303,589	31,728	2,750,169	3,035,888	285,719	3,643,065
Benefits							
State Teachers' Retirement System, certificatec	269,926	247,532	(22,393)	2,659,345	2,475,325	(184,021)	2,970,390
OASDI/Medicare/Alternative, certificated posit	16,238	18,823	2,585	163,779	188,229	24,450	225,875
Medicare/Alternative, certificated positions	27,050	26,806	(243)	269,878	268,064	(1,814)	321,677
Health and Welfare Benefits, certificated positi	247,273	204,000	(43,273)	2,214,130	2,040,000	(174,130)	2,448,000
State Unemployment Insurance, certificated pc	401	7,662	7,260	74,185	137,907	63,722	153,230
Workers' Compensation Insurance, certificated	14,903	16,638	1,735	172,214	166,384	(5,830)	199,661
Other Benefits, certificated positions	-	55,461	55,461	312,697	554,615	241,918	665,538
Total Benefits	575,790	576,923	1,133	5,866,228	5,830,524	(35,704)	6,984,370
Books & Supplies							
Textbooks and Core Materials	2,541	-	(2,541)	15,435	-	(15,435)	-
School Supplies	493,025	558,587	65,561	3,256,322	5,429,760	2,173,439	6,476,682
Software	115,139	67,582	(47,557)	701,161	675,815	(25,346)	810,978
Office Expense	6,751	3,592	(3,159)	99,696	35,917	(63,779)	43,100
Business Meals	385	-	(385)	918	-	(918)	-
Noncapitalized Equipment	179,212	114,455	(64,757)	996,856	1,112,564	115,709	1,327,080
Total Books & Supplies	797,054	744,215	(52,839)	5,070,386	7,254,056	2,183,670	8,657,840
Subagreement Services							
Nursing	-	108	108	-	1,083	1,083	1,300

Pacific Coast Academy**Budget vs Actual**

For the period ended April 30, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Special Education	252,391	222,642	(29,749)	1,553,106	2,226,417	673,310	2,671,700
Transportation	-	100	100	-	1,000	1,000	1,200
Security	346	-	(346)	1,962	-	(1,962)	-
Other Educational Consultants	523,722	392,786	(130,936)	3,932,939	3,818,092	(114,847)	4,554,265
Total Subagreement Services	776,458	615,636	(160,822)	5,488,007	6,046,592	558,585	7,228,465
Operations & Housekeeping							
Auto and Travel	7,901	1,025	(6,876)	34,302	10,250	(24,052)	12,300
Dues & Memberships	-	158	158	21,323	1,583	(19,739)	1,900
Insurance	29,359	35,600	6,241	292,069	356,000	63,931	427,200
Utilities	298	433	135	16,165	4,333	(11,832)	5,200
Janitorial Services	-	42	42	-	417	417	500
Communications	4,936	842	(4,094)	25,051	8,417	(16,634)	10,100
Postage and Shipping	355	1,017	662	14,859	10,167	(4,692)	12,200
Total Operations & Housekeeping	42,849	39,117	(3,732)	403,769	391,167	(12,603)	469,400
Facilities, Repairs & Other Leases							
Rent	32,275	17,033	(15,241)	297,742	170,333	(127,409)	204,400
Other Leases	-	-	-	8,742	-	(8,742)	-
Repairs and Maintenance	330	-	(330)	1,967	-	(1,967)	-
Total Facilities, Repairs & Other Leases	32,605	17,033	(15,571)	308,452	170,333	(138,118)	204,400
Professional/Consulting Services							
IT	(142,689)	49,403	192,092	13,757	494,033	480,276	592,840
Audit & Taxes	-	-	-	8,400	16,100	7,700	16,100
Legal	2,830	15,483	12,653	147,443	154,833	7,390	185,800
Professional Development	1,045	9,604	8,559	24,522	96,043	71,521	115,251
General Consulting	(320)	3,725	4,045	(825)	37,250	38,075	44,700
Special Activities/Field Trips	45,708	4,712	(40,996)	183,104	45,805	(137,298)	54,637
Bank Charges	1,505	2,033	528	14,193	20,333	6,140	24,400
Printing	(1,391)	-	1,391	500	-	(500)	-
Other Taxes and Fees	325	4,533	4,209	15,186	45,333	30,147	54,400
Payroll Service Fee	6,366	2,692	(3,674)	36,252	26,917	(9,336)	32,300
Management Fee	66,584	81,373	14,789	773,246	813,730	40,484	976,476
District Oversight Fee	38,427	39,747	1,320	332,996	326,684	(6,313)	441,315
County Fees	-	975	975	1,994	2,925	931	3,900
Bad Debt Expense	-	-	-	819,871	-	(819,871)	-
Total Professional/Consulting Services	18,390	214,281	195,891	2,370,641	2,079,986	(290,654)	2,542,119
Depreciation							
Depreciation Expense	-	2,500	2,500	-	25,000	25,000	30,000
Total Depreciation	-	2,500	2,500	-	25,000	25,000	30,000
Interest							
Interest Expense	-	-	-	36,135	342,638	306,503	342,638
Total Interest	-	-	-	36,135	342,638	306,503	342,638
Total Expenses	\$ 4,170,446	\$ 4,058,422	\$ (112,025)	\$ 38,457,505	\$ 40,627,454	\$ 2,169,949	\$ 48,643,821
Change in Net Assets	(230,515)	457,022	(687,537)	2,515,808	(4,273,224)	6,789,032	709,100
Net Assets, Beginning of Period	7,291,155			4,544,833			
Net Assets, End of Period	\$ 7,060,640			\$ 7,060,640			

Pacific Coast Academy

Statement of Financial Position

April 30, 2022

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 8,906,044	\$ 5,335,027	\$ 3,571,017	\$ 1
Restricted Cash	1,035,311	-	1,035,311	0%
Total Cash & Cash Equivalents	9,941,355	5,335,027	4,606,328	86%
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	357,033	209,196	147,836	71%
Total Current Assets	10,824,627	13,174,420	(2,349,793)	-18%
Long-Term Assets				
Deposits	7,629	6,630	999	15%
Total Long Term Assets	7,629	6,630	999	15%
Total Assets	\$ 10,832,256	\$ 13,181,050	\$ (2,348,794)	-18%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 945,581	\$ 1,596,948	\$ (651,367)	-41%
Accrued Liabilities	1,790,724	1,331,866	458,857	34%
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	3,771,616	8,636,218	(4,864,602)	-56%
Total Liabilities	3,771,616	8,636,218	(4,864,602)	-56%
Total Net Assets	7,060,640	4,544,833	2,515,808	55%
Total Liabilities and Net Assets	\$ 10,832,256	\$ 13,181,050	\$ (2,348,794)	-18%

Pacific Coast Academy

Statement of Cash Flows

For the period ended April 30, 2022

	Month Ended 04/30/22	YTD Ended 04/30/22
Cash Flows from Operating Activities		
Change in Net Assets	\$ (230,515)	\$ 2,515,808
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	24,860	13,821,221
Grants, Contributions & Pledges Receivable	-	(7,254,174)
Due from Related Parties	-	536,911
Prepaid Expenses	421,394	(147,836)
Other Assets	-	(999)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	390,272	(651,367)
Accrued Expenses	(156,024)	458,857
Deferred Revenue	908,733	(1,578,367)
Total Cash Flows from Operating Activities	<u>1,358,720</u>	<u>7,700,053</u>
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	-	(3,093,725)
Total Cash Flows from Financing Activities	<u>-</u>	<u>(3,093,725)</u>
Change in Cash & Cash Equivalents	1,358,720	4,606,328
Cash & Cash Equivalents, Beginning of Period	8,582,635	5,335,027
Cash and Cash Equivalents, End of Period	<u>\$ 9,941,355</u>	<u>\$ 9,941,355</u>

Pacific Coast Academy

Check Register

For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
20945	Deborah Kohl	4/4/2022	\$ 2,174.16
20946	Cheryl Moeller	4/4/2022	1,595.77
20947	ACES	4/8/2022	5,312.50
20948	Aja Lee	4/8/2022	888.00
20949	Alliance Jiu Jitsu San Diego	4/8/2022	390.00
20950	Art & Soul LLC	4/8/2022	44.00
20951	Big Little Ones, LLC	4/8/2022	311.55
20952	BookShark	4/8/2022	1,254.12
20953	Brave Writer, LLC	4/8/2022	463.00
20954	Caroline Murphy	4/8/2022	835.00
20955	Champion Gymnastics	4/8/2022	2,068.25
20956	Cherie Peacock	4/8/2022	480.00
20957	Christine Stein	4/8/2022	2,160.00
20958	Coastal Sage Montessori	4/8/2022	700.00
20959	Copley - Price Family YMCA	4/8/2022	604.00
20960	Cortica	4/8/2022	472.80
20961	Crafty School Crates	4/8/2022	1,044.03
20962	Discount School Supply	4/8/2022	831.54
20963	E-Therapy LLC	4/8/2022	4,251.50
20964	Educational Development Corporation	4/8/2022	479.97
20965	Encinitas Karate INC	4/8/2022	795.00
20966	Ereflect Pty Ltd	4/8/2022	67.00
20967	Evan-Moor	4/8/2022	460.44
20968	Faction Martial Arts LLC	4/8/2022	137.00
20969	Fidelity Security Life Insurance Co.	4/8/2022	1,995.62
20970	Film School 4 Teens	4/8/2022	490.00
20971	Floaties Swim School	4/8/2022	286.00
20972	Floaties Swim School	4/8/2022	793.60
20973	Gathered Oak	4/8/2022	1,864.00
20974	H4B TEAM, LLC	4/8/2022	403.97
20975	Home Science Tools	4/8/2022	830.65
20976	Honest History Co.	4/8/2022	214.14
20977	Icetown	4/8/2022	370.00
20978	InSand Inc.	4/8/2022	200.00
20979	Inspire School of Ballet	4/8/2022	43.00
20980	JacKris Publishing, LLC	4/8/2022	43.68
20981	Kaiser Foundation Health Plan Inc.	4/8/2022	111,692.11
20982	Kaiser Foundation Health Plan Inc.	4/8/2022	78,662.72
20983	Kaiser Foundation Health Plan Inc.	4/8/2022	4,403.80
20984	Kaiser Foundation Health Plan Inc.	4/8/2022	4,954.27
20985	Kaiser Foundation Health Plan Inc.	4/8/2022	93,889.69

Pacific Coast Academy**Check Register**

For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
20986	Kaiser Foundation Health Plan Inc.	4/8/2022	11,119.56
20987	Kaitlin Homa	4/8/2022	85.00
20988	Kelly Hilton	4/8/2022	225.00
20989	Key Martial Arts	4/8/2022	875.00
20990	Kidwings Nature School	4/8/2022	520.00
20991	Lakeshore	4/8/2022	3,610.12
20992	Learning Journeys Forum	4/8/2022	350.00
20993	Learning Without Tears	4/8/2022	28.52
20994	Linda Hamby	4/8/2022	3,000.00
20995	Mad Dog Math	4/8/2022	72.99
20996	Marisa Donnelly	4/8/2022	350.00
20997	Mathnasium of Poway	4/8/2022	1,412.03
20998	Mathnasium of Temecula	4/8/2022	709.19
20999	Meet the Masters, Inc.	4/8/2022	44.95
21000	MEL Science U.S., LLC	4/8/2022	515.26
21001	Mercurius	4/8/2022	144.06
21002	Monart	4/8/2022	335.00
21003	Moving Beyond the Page	4/8/2022	623.85
21004	MoxieBox Art, Inc.	4/8/2022	434.03
21005	Noonan Family Swim School, Inc	4/8/2022	201.00
21006	Oak Meadow Inc	4/8/2022	71.65
21007	Othentik Gym	4/8/2022	150.00
21008	Outschool, Inc.	4/8/2022	218.00
21009	Ramona Brazilian Jiu-Jitsu/ MMA	4/8/2022	6,371.00
21010	Rebecca Droigk	4/8/2022	137.50
21011	Reshma Solbach	4/8/2022	115.00
21012	Rock Creek Enrichment Center	4/8/2022	2,205.00
21013	Russian School of Mathematics	4/8/2022	288.00
21014	San Diego Horse Rentals LLC	4/8/2022	225.00
21015	Sarah Lowery Piano Studio	4/8/2022	475.00
21016	Sew O'side	4/8/2022	1,610.00
21017	Sew Outside The Box	4/8/2022	105.70
21018	Singapore Math Inc.	4/8/2022	647.15
21019	Sonya Rosenberg	4/8/2022	140.00
21020	Specialized Therapy Services, Inc.	4/8/2022	63,588.75
21021	Studies Weekly	4/8/2022	129.68
21022	Teaching Textbooks	4/8/2022	110.16
21023	Total Education Solutions	4/8/2022	691.50
21024	Whitney Dickinson	4/8/2022	672.00
21025	YMCA of San Diego County	4/8/2022	214.00
21026	Voya Financial FBO CalSTRS Pension2	4/8/2022	32,411.50

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For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
21027	Academy of Wrestling, Inc.	4/14/2022	500.00
21028	Aja Lee	4/14/2022	884.00
21029	Alison Breidenstein	4/14/2022	300.00
21030	Amanda Stubbs	4/14/2022	275.89
21031	Amber E Schreckengaust	4/14/2022	30,742.00
21032	Angela Aymin	4/14/2022	490.00
21033	Apex School of Movement San Diego	4/14/2022	5,062.00
21034	April and Brent Enderson	4/14/2022	212.00
21035	Aqua Tots Costa Mesa	4/14/2022	248.00
21036	Archery Champs	4/14/2022	1,640.00
21037	Archi Kapoor	4/14/2022	280.00
21038	Archi Kapoor	4/14/2022	523.00
21039	Art Smarts Inc	4/14/2022	20.00
21040	Art Studio Pillar	4/14/2022	100.00
21041	Art With Larisse	4/14/2022	4,086.00
21042	Artskiddoo	4/14/2022	72.00
21043	ASU Preparatory Academy	4/14/2022	1,500.00
21044	At Play Occupational Therapy Services Inc	4/14/2022	2,995.00
21045	Barbara Ernst Ankele	4/14/2022	200.00
21046	Barbara Mulvany	4/14/2022	150.00
21047	Big Little Ones, LLC	4/14/2022	351.50
21048	Bigfoot Graphics	4/14/2022	100.00
21049	Bitsbox	4/14/2022	386.80
21050	BookShark	4/14/2022	2,564.88
21051	Brain and Body Music Studio	4/14/2022	400.00
21052	Brandi Hartdegen	4/14/2022	1,870.00
21053	Brave Writer, LLC	4/14/2022	542.75
21054	Burned Oak Farm LLC	4/14/2022	400.00
21055	California Music Studios	4/14/2022	2,819.50
21056	Caroline Murphy	4/14/2022	1,680.00
21057	Catherine Carella	4/14/2022	30.00
21058	Champion Gymnastics	4/14/2022	200.00
21059	Champion Rhythmics	4/14/2022	350.00
21060	C Warner's Piano & Music	4/14/2022	600.00
21061	Classical Education Inc.	4/14/2022	500.00
21062	Deven Herman PE	4/14/2022	1,062.50
21063	Discount School Supply	4/14/2022	280.44
21064	EDMC	4/14/2022	1,173.40
21065	EMH Sports USA, Inc.	4/14/2022	802.00
21066	Endeavor Gymnastics	4/14/2022	95.00
21067	Erin MacNabb	4/14/2022	175.42

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For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
21068	Escondido Center for Martial Arts	4/14/2022	510.00
21069	Faction Martial Arts LLC	4/14/2022	137.00
21070	Family Karate	4/14/2022	160.00
21071	Floaties Swim School	4/14/2022	2,287.00
21072	Floaties Swim School	4/14/2022	3,165.10
21073	Gail Shafer	4/14/2022	240.00
21074	Gracie Jiu Jitsu San Marcos LLC	4/14/2022	1,099.00
21075	Green Acres Ranch Inc	4/14/2022	227.00
21076	Heather Brinson	4/14/2022	55.00
21077	Hollywood Music	4/14/2022	1,085.00
21078	Home Science Tools	4/14/2022	321.10
21079	Homeschool Enrichment Centers	4/14/2022	225.00
21080	Homeschool Enrichment Services LLC	4/14/2022	396.00
21081	Huntington Music	4/14/2022	725.00
21082	Imagine Learning LLC	4/14/2022	36,050.00
21083	Inspire School of Ballet	4/14/2022	486.00
21084	Jeniece Harris	4/14/2022	44.00
21085	JKWInnovations	4/14/2022	5,227.00
21086	Judlyn Weesner	4/14/2022	1,035.00
21087	Key Martial Arts	4/14/2022	537.00
21088	Kidwings Nature School	4/14/2022	1,090.00
21089	Lakeshore	4/14/2022	777.87
21090	Lanterns Global	4/14/2022	550.00
21091	Le Cirque, Inc.	4/14/2022	70.00
21092	Leading Edge Learning Center, LLC	4/14/2022	240.00
21093	Learning Journeys Forum	4/14/2022	220.00
21094	Learning Without Tears	4/14/2022	69.81
21095	Lil' Chef School	4/14/2022	150.00
21096	Little Passports	4/14/2022	591.38
21097	Lucy Conway	4/14/2022	2,878.00
21098	Maria Tenery	4/14/2022	615.99
21099	Marnie Cooper School of Acting	4/14/2022	350.00
21100	Master Sports	4/14/2022	765.00
21101	McGraw Hill LLC	4/14/2022	120.15
21102	MEL Science U.S., LLC	4/14/2022	703.27
21103	Michael Kiyoshi Lim	4/14/2022	125.00
21104	Momentum Tutoring	4/14/2022	476.00
21105	Moving Beyond the Page	4/14/2022	2,849.89
21106	MoxieBox Art, Inc.	4/14/2022	161.93
21107	Ms. Ree Math, LLC	4/14/2022	1,075.00
21108	Murrieta Dance Project	4/14/2022	1,284.00

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For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
21109	Natalie Braun	4/14/2022	2,610.00
21110	Nessy Learning LLC	4/14/2022	155.00
21111	Nicole the Math Lady, LLC.	4/14/2022	118.00
21112	Noonan Family Swim School, Inc	4/14/2022	1,677.00
21113	Noonan Family Swim School, Inc.	4/14/2022	407.75
21114	Oak Meadow Inc	4/14/2022	1,821.63
21115	Ocean First Education	4/14/2022	39.90
21116	Old Town Artisan Studios	4/14/2022	240.00
21117	Outschool, Inc.	4/14/2022	88.00
21118	Paul Ciolek	4/14/2022	120.00
21119	Peter and Sherri Mellos	4/14/2022	4,821.37
21120	Professional Tutors of America	4/14/2022	1,865.00
21121	Project Performer LLC	4/14/2022	690.00
21122	Rachael Kone	4/14/2022	620.00
21123	Rachel Fitzgerald	4/14/2022	7,245.00
21124	Ramona Music Center	4/14/2022	3,010.00
21125	Riverside County Office of Education	4/14/2022	100.00
21126	Samantha Fuentes	4/14/2022	454.55
21127	San Diego Danceworks	4/14/2022	1,090.00
21128	San Diego Horse Rentals LLC	4/14/2022	880.00
21129	San Diego Liberal Arts Academy	4/14/2022	550.00
21130	Sara Musick	4/14/2022	530.00
21131	SCEGA Gymnastics	4/14/2022	145.00
21132	Science 2 U	4/14/2022	80.00
21133	Scott Carr	4/14/2022	1,985.00
21134	Sebesta's Rocking K Ranch	4/14/2022	3,610.00
21135	Seven Spears Martial Arts Academy	4/14/2022	827.00
21136	Shanna Llewellyn	4/14/2022	89.86
21138	Shirley Stafford	4/14/2022	4,125.00
21139	Shree LLC	4/14/2022	1,237.00
21140	Signing Online	4/14/2022	75.00
21141	Singapore Math Inc.	4/14/2022	265.03
21142	Small Talk OC	4/14/2022	1,600.00
21143	SNAPOLOGY	4/14/2022	3,312.70
21144	SoCal Krav Maga	4/14/2022	1,279.00
21145	Sonya Rosenberg	4/14/2022	870.00
21146	Southern California Music Academy	4/14/2022	2,778.00
21147	Staump Productions	4/14/2022	1,555.00
21148	Studies Weekly	4/14/2022	161.35
21149	Susan Lory	4/14/2022	100.00
21150	The Coder School - Irvine	4/14/2022	299.00

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For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
21151	The LaunchPad Therapy for Kids	4/14/2022	600.00
21152	The Music School	4/14/2022	77.00
21153	Time4Learning.com	4/14/2022	758.60
21154	TRC South Gymnastics	4/14/2022	1,480.40
21155	VIP School of Music	4/14/2022	450.00
21156	White Dragon Martial Arts	4/14/2022	232.25
21157	Whitebrook Farm	4/14/2022	570.00
21158	Playground Players Productions	4/21/2022	185.00
21159	Achieve, Inc.	4/21/2022	96.00
21160	Agility Kids, LLC	4/21/2022	507.00
21161	Al Zamora	4/21/2022	897.00
21162	Alison Breidenstein	4/21/2022	495.00
21163	Alliance Jiu Jitsu San Diego	4/21/2022	1,429.00
21164	Amaris Kiefner	4/21/2022	645.00
21165	Anastasia Campbell	4/21/2022	250.00
21166	Angela Aymin	4/21/2022	7,850.00
21167	April Lipsky	4/21/2022	384.00
21168	Apt 4 Music	4/21/2022	2,590.00
21169	Archi Kapoor	4/21/2022	560.00
21170	Artskiddoo	4/21/2022	744.00
21171	Baby Swim Float Swim, LLC.	4/21/2022	230.00
21172	Barbara Mulvany	4/21/2022	60.00
21173	Basir Ahad	4/21/2022	930.00
21174	Beautiful Feet Books, Inc.	4/21/2022	1,370.98
21175	BookShark	4/21/2022	3,250.40
21176	Brain and Body Music Studio	4/21/2022	300.00
21177	Brain Builders STEM Education	4/21/2022	360.00
21178	Brave Writer, LLC	4/21/2022	129.00
21179	Burned Oak Farm LLC	4/21/2022	800.00
21180	BYU Independent Study	4/21/2022	170.00
21181	CA Productions	4/21/2022	1,700.00
21182	Cadenza School of Music	4/21/2022	145.00
21183	California Music Studios	4/21/2022	350.00
21184	Cameron Family YMCA	4/21/2022	1,503.00
21185	Caroline Murphy	4/21/2022	45.00
21186	Champion Rhythmics	4/21/2022	595.00
21187	Charlotte Littlehales	4/21/2022	1,132.50
21188	Cherie Peacock	4/21/2022	710.00
21189	Clark Gracie Jiu-Jitsu Academy	4/21/2022	360.00
21190	Cortica	4/21/2022	2,712.70
21191	CourseStorm	4/21/2022	9,950.00

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For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
21192	Danica Prohaszka	4/21/2022	1,040.00
21193	De Angelo's Music	4/21/2022	240.00
21194	Drew's Art Box LLC	4/21/2022	120.00
21195	Dunamix Dance Project	4/21/2022	285.00
21196	Edna Vazquez	4/21/2022	373.64
21197	Educational Development Corporation	4/21/2022	450.23
21198	Elemental Science	4/21/2022	201.70
21199	Elizabeth Blackmore	4/21/2022	24,135.47
21200	eLuma	4/21/2022	9,000.00
21201	Emil Luxemburg	4/21/2022	165.00
21202	Encinitas Karate INC	4/21/2022	339.00
21203	Evan-Moor	4/21/2022	74.64
21204	Faction Martial Arts LLC	4/21/2022	2,074.00
21205	Final Strike Martial Arts	4/21/2022	165.00
21206	Firestorm Galaxy - Moreno Valley	4/21/2022	550.00
21207	Gracie Jiu Jitsu San Marcos LLC	4/21/2022	157.00
21208	Gracie South Bay	4/21/2022	1,512.00
21209	Hollywood Music	4/21/2022	402.50
21210	Hollywood Music	4/21/2022	120.00
21211	Home Science Tools	4/21/2022	605.54
21212	HopSkipDrive, Inc.	4/21/2022	1,244.19
21213	Icetown Carlsbad	4/21/2022	447.00
21214	Image IV Systems	4/21/2022	409.56
21215	Ivey Ranch Park	4/21/2022	360.00
21216	JackKris Publishing, LLC	4/21/2022	318.44
21217	Jerry DeMink	4/21/2022	1,472.00
21218	Kaitlin Homa	4/21/2022	85.00
21219	KB Music	4/21/2022	1,480.00
21220	Kim Turner	4/21/2022	1,400.00
21221	Kumon of Lemon Grove	4/21/2022	810.00
21222	LaChrisha Randle	4/21/2022	144.00
21223	Lakeshore	4/21/2022	2,449.02
21224	Laura Lisak	4/21/2022	338.00
21225	Lauren Pennock	4/21/2022	660.00
21226	Le Cirque, Inc.	4/21/2022	253.00
21227	Learning Without Tears	4/21/2022	184.44
21228	Legion American Jiu-Jitsu, LLC	4/21/2022	894.00
21229	Linda Hamby	4/21/2022	2,600.00
21230	Main Street Optometry	4/21/2022	360.00
21231	Marcelle Stokes Caratti	4/21/2022	350.00
21232	Margaret Morghen	4/21/2022	1,295.00

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For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
21233	Marina Hayes	4/21/2022	3,255.00
21234	Marisa Donnelly	4/21/2022	1,112.00
21235	Marnie Cooper School of Acting	4/21/2022	390.00
21236	Mathnasium of Temecula	4/21/2022	559.00
21237	Mathnasium of Vista	4/21/2022	1,356.00
21238	McGrath Family YMCA	4/21/2022	1,462.75
21239	MEL Science U.S., LLC	4/21/2022	113.02
21240	Meredith Barr	4/21/2022	125.00
21241	Mojalet Dance Collective	4/21/2022	925.00
21242	Moving Beyond the Page	4/21/2022	1,166.65
21243	MoxieBox Art, Inc.	4/21/2022	80.97
21244	Murrieta Academy of Music	4/21/2022	420.00
21245	Murrieta Dance Project	4/21/2022	1,008.00
21246	Mystic Equine	4/21/2022	1,950.00
21247	Natasha Jaksch	4/21/2022	427.81
21248	Noonan Family Swim School, Inc	4/21/2022	344.00
21249	North County Academy of Dance	4/21/2022	3,027.50
21250	Oak Meadow Inc	4/21/2022	1,287.44
21251	Ocean First Education	4/21/2022	99.95
21252	Oceanside Gymnastics	4/21/2022	2,180.00
21253	ODP Business Solutions LLC	4/21/2022	2,436.60
21254	Orange County Surf Coaching	4/21/2022	640.00
21255	Oscar Azucena	4/21/2022	700.00
21256	Outschool, Inc.	4/21/2022	335.00
21257	Paper Moon Music	4/21/2022	540.00
21258	Portal Languages - Mission Viejo	4/21/2022	650.00
21259	Randall Brinton	4/21/2022	1,200.00
21260	Rebecca Droigk	4/21/2022	50.00
21261	Rebecca Zimmer Huber	4/21/2022	600.00
21262	Redline Athletics 4S Ranch	4/21/2022	1,935.50
21263	Riffs Music	4/21/2022	325.00
21264	Rock Fitness Gym	4/21/2022	200.00
21265	Rubke-Foxworth Music Studio	4/21/2022	240.00
21266	Ruth Opilas	4/21/2022	1,740.00
21267	San Diego Harp Academy	4/21/2022	820.00
21268	San Diego Horse Rentals LLC	4/21/2022	350.00
21269	San Diego Surfing School, Inc.	4/21/2022	1,192.68
21270	SCEGA Gymnastics	4/21/2022	941.25
21271	Sebesta's Rocking K Ranch	4/21/2022	1,660.00
21272	Selene Gomez	4/21/2022	450.00
21273	Shari Eriendson	4/21/2022	1,583.09

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For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
21274	Shuebox Educational Services- Rebecca Shue	4/21/2022	1,011.78
21275	Singapore Math Inc.	4/21/2022	316.34
21276	Sonya Rosenberg	4/21/2022	2,905.00
21277	Sonya Sweeney	4/21/2022	356.97
21278	Supercharged Science	4/21/2022	282.00
21279	Susan Harris	4/21/2022	6,740.00
21280	Suzanne Miller	4/21/2022	780.00
21281	Taylor Pence	4/21/2022	360.00
21282	Teaching Textbooks	4/21/2022	98.16
21283	The San Diego Music and Art Cooperative	4/21/2022	1,420.00
21284	The Writtenburg Door	4/21/2022	13,659.83
21285	Tim Hart	4/21/2022	350.00
21286	Tomoko Yoda-Compilati	4/21/2022	130.00
21287	Toni Brooks	4/21/2022	825.00
21288	Total Raptor eXperience	4/21/2022	154.00
21289	Trigger Memory Co., LLC	4/21/2022	90.75
21290	Tune My Music	4/21/2022	1,200.00
21291	Tutoring Club of Fallbrook	4/21/2022	484.00
21292	Veronica Anne Richards	4/21/2022	736.00
21293	Visago LLC	4/21/2022	422.00
21294	Wagner's School of Music, LLC	4/21/2022	1,300.20
21295	Wagner's School of Music, LLC	4/21/2022	116.00
21296	Wagner's School of Music, LLC	4/21/2022	449.94
21297	West Coast Krav Maga Temecula	4/21/2022	518.00
21298	White Dragon Martial Arts	4/21/2022	539.25
21299	White Dragon of East County	4/21/2022	1,471.00
21300	Woodbridge Tennis Academy	4/21/2022	4,740.00
21301	YMCA of San Diego County	4/21/2022	1,555.00
21302	YMCA of San Diego County	4/21/2022	1,057.00
21303	YMCA of San Diego County	4/21/2022	895.00
21304	Voya Financial FBO CalSTRS Pension2	4/27/2022	32,286.50
21308	Amazon Capital Services	4/28/2022	81,170.09
PCA220405-01	Amazon Capital Services	4/5/2022	189.43
PCA220405-02	Amazon Capital Services	4/5/2022	306.13
PCA220405-03	Amazon Capital Services	4/5/2022	83,975.42
PCA220405-04	Amazon Capital Services	4/5/2022	19.64
PCA220405-05	Amazon Capital Services	4/5/2022	20.35
PCA220405-06	Amazon Capital Services	4/5/2022	81.00
PCA220405-07	Amazon Capital Services	4/5/2022	9.16
PCA220405-08	Amazon Capital Services	4/5/2022	182.11
PCA220405-09	Amazon Capital Services	4/5/2022	22.64

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Check Number	Vendor Name	Check Date	Check Amount
PCA220407-01	Amazon Capital Services	4/7/2022	25.85
PCA220407-02	Amazon Capital Services	4/7/2022	69,653.49
PCA220408-01	1802 Jiu-Jitsu	4/8/2022	305.00
PCA220408-02	1802 Jiu-Jitsu	4/8/2022	150.00
PCA220408-03	Activities for Learning, Inc.	4/8/2022	107.25
PCA220408-04	All About Learning Press, Inc.	4/8/2022	54.23
PCA220408-05	All About Learning Press, Inc.	4/8/2022	54.23
PCA220408-06	All About Learning Press, Inc.	4/8/2022	54.23
PCA220408-07	All About Learning Press, Inc.	4/8/2022	182.30
PCA220408-08	All About Learning Press, Inc.	4/8/2022	25.37
PCA220408-09	All About Learning Press, Inc.	4/8/2022	88.50
PCA220408-10	All About Learning Press, Inc.	4/8/2022	183.10
PCA220408-100	Rainbow Resource Center	4/8/2022	128.35
PCA220408-101	Rainbow Resource Center	4/8/2022	64.63
PCA220408-102	Rainbow Resource Center	4/8/2022	335.33
PCA220408-103	Rainbow Resource Center	4/8/2022	33.31
PCA220408-104	Rainbow Resource Center	4/8/2022	18.44
PCA220408-105	Rainbow Resource Center	4/8/2022	170.15
PCA220408-106	Rainbow Resource Center	4/8/2022	153.02
PCA220408-107	Rainbow Resource Center	4/8/2022	142.20
PCA220408-108	Rainbow Resource Center	4/8/2022	224.62
PCA220408-109	Rainbow Resource Center	4/8/2022	321.79
PCA220408-11	All About Learning Press, Inc.	4/8/2022	236.97
PCA220408-110	Rainbow Resource Center	4/8/2022	78.56
PCA220408-111	Rainbow Resource Center	4/8/2022	138.30
PCA220408-112	Rainbow Resource Center	4/8/2022	360.25
PCA220408-113	Rainbow Resource Center	4/8/2022	85.06
PCA220408-114	Rainbow Resource Center	4/8/2022	61.63
PCA220408-115	Rainbow Resource Center	4/8/2022	93.66
PCA220408-116	Rainbow Resource Center	4/8/2022	26.36
PCA220408-117	Rainbow Resource Center	4/8/2022	120.60
PCA220408-118	Rainbow Resource Center	4/8/2022	95.75
PCA220408-119	Rainbow Resource Center	4/8/2022	95.75
PCA220408-12	Andrey Chuguev	4/8/2022	180.00
PCA220408-120	Rainbow Resource Center	4/8/2022	41.04
PCA220408-121	Rainbow Resource Center	4/8/2022	21.45
PCA220408-122	Rainbow Resource Center	4/8/2022	216.49
PCA220408-123	Rainbow Resource Center	4/8/2022	36.54
PCA220408-124	Rainbow Resource Center	4/8/2022	69.89
PCA220408-125	Rainbow Resource Center	4/8/2022	49.20
PCA220408-126	Rainbow Resource Center	4/8/2022	105.37

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PCA220408-127	Rainbow Resource Center	4/8/2022	64.38
PCA220408-128	Rainbow Resource Center	4/8/2022	194.64
PCA220408-129	Randall Music School	4/8/2022	114.58
PCA220408-13	Apple Inc.	4/8/2022	49.00
PCA220408-130	Rock n Tumble Gymnastics	4/8/2022	350.00
PCA220408-131	Teacher Synergy, LLC	4/8/2022	13.80
PCA220408-132	Teacher Synergy, LLC	4/8/2022	15.00
PCA220408-133	Teacher Synergy, LLC	4/8/2022	11.44
PCA220408-134	Teacher Synergy, LLC	4/8/2022	30.48
PCA220408-135	Teacher Synergy, LLC	4/8/2022	30.00
PCA220408-136	Teacher Synergy, LLC	4/8/2022	26.99
PCA220408-137	Teacher Synergy, LLC	4/8/2022	17.00
PCA220408-138	Teacher Synergy, LLC	4/8/2022	5.00
PCA220408-139	Teacher Synergy, LLC	4/8/2022	12.00
PCA220408-14	Ashley Collins	4/8/2022	160.00
PCA220408-140	Teacher Synergy, LLC	4/8/2022	11.25
PCA220408-141	Teacher Synergy, LLC	4/8/2022	31.00
PCA220408-142	Teacher Synergy, LLC	4/8/2022	9.50
PCA220408-143	Teacher Synergy, LLC	4/8/2022	54.85
PCA220408-144	Teacher Synergy, LLC	4/8/2022	13.99
PCA220408-145	Teacher Synergy, LLC	4/8/2022	14.99
PCA220408-146	Teacher Synergy, LLC	4/8/2022	3.00
PCA220408-147	Teacher Synergy, LLC	4/8/2022	54.00
PCA220408-148	Teacher Synergy, LLC	4/8/2022	48.00
PCA220408-149	Teacher Synergy, LLC	4/8/2022	41.00
PCA220408-15	Ashley Collins	4/8/2022	160.00
PCA220408-150	Teacher Synergy, LLC	4/8/2022	10.27
PCA220408-151	Teacher Synergy, LLC	4/8/2022	12.60
PCA220408-152	Teacher Synergy, LLC	4/8/2022	7.00
PCA220408-153	Teacher Synergy, LLC	4/8/2022	5.00
PCA220408-154	Teacher Synergy, LLC	4/8/2022	19.00
PCA220408-155	Teacher Synergy, LLC	4/8/2022	6.99
PCA220408-156	Teacher Synergy, LLC	4/8/2022	26.50
PCA220408-157	The Critical Thinking Co.	4/8/2022	36.48
PCA220408-158	The Critical Thinking Co.	4/8/2022	10.99
PCA220408-159	The Critical Thinking Co.	4/8/2022	35.48
PCA220408-16	Ashley Collins	4/8/2022	160.00
PCA220408-160	The Critical Thinking Co.	4/8/2022	35.48
PCA220408-161	U.S. Music Lessons	4/8/2022	137.00
PCA220408-162	U.S. Music Lessons	4/8/2022	137.00
PCA220408-163	U.S. Music Lessons	4/8/2022	144.00

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Check Number	Vendor Name	Check Date	Check Amount
PCA220408-164	U.S. Music Lessons	4/8/2022	144.00
PCA220408-165	U.S. Music Lessons	4/8/2022	137.00
PCA220408-166	U.S. Music Lessons	4/8/2022	144.00
PCA220408-167	U.S. Music Lessons	4/8/2022	265.00
PCA220408-168	U.S. Music Lessons	4/8/2022	265.00
PCA220408-169	U.S. Music Lessons	4/8/2022	102.00
PCA220408-17	Ashley Collins	4/8/2022	160.00
PCA220408-170	U.S. Music Lessons	4/8/2022	102.00
PCA220408-171	William Wilson	4/8/2022	480.00
PCA220408-18	ATG Inc DBA Urban Workshop	4/8/2022	2,400.00
PCA220408-19	Blake Litschke	4/8/2022	74.00
PCA220408-20	Blake Litschke	4/8/2022	104.00
PCA220408-21	Braille Abilities, LLC	4/8/2022	1,800.00
PCA220408-22	Cabrillo Point Academy	4/8/2022	339.97
PCA220408-23	Cabrillo Point Academy	4/8/2022	30,690.77
PCA220408-24	Charter Impact, Inc.	4/8/2022	100.00
PCA220408-25	DS Arts Studio & Gallery-Debi Smerdon	4/8/2022	690.00
PCA220408-26	Golden State Ballet & Pilates	4/8/2022	260.00
PCA220408-27	Golden State Ballet & Pilates	4/8/2022	100.00
PCA220408-28	Gracie Barra Encinitas	4/8/2022	200.00
PCA220408-29	Gracie Barra Encinitas	4/8/2022	100.00
PCA220408-30	Holly Hull	4/8/2022	350.00
PCA220408-31	Holly Hull	4/8/2022	90.00
PCA220408-32	Holly Hull	4/8/2022	350.00
PCA220408-33	Holly Hull	4/8/2022	180.00
PCA220408-34	Holly Hull	4/8/2022	90.00
PCA220408-35	Holly Hull	4/8/2022	180.00
PCA220408-36	Holly Hull	4/8/2022	180.00
PCA220408-37	Holly Hull	4/8/2022	135.00
PCA220408-38	Holly Hull	4/8/2022	225.00
PCA220408-39	Holly Hull	4/8/2022	180.00
PCA220408-40	Holly Hull	4/8/2022	135.00
PCA220408-41	Holly Hull	4/8/2022	350.00
PCA220408-42	Hooked on Phonics	4/8/2022	328.63
PCA220408-43	Horse Savvy Training	4/8/2022	115.00
PCA220408-44	Horse Savvy Training	4/8/2022	115.00
PCA220408-45	Horse Savvy Training	4/8/2022	200.00
PCA220408-46	Horse Savvy Training	4/8/2022	200.00
PCA220408-47	Horse Savvy Training	4/8/2022	325.00
PCA220408-48	Horse Savvy Training	4/8/2022	220.00
PCA220408-49	Horse Savvy Training	4/8/2022	220.00

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Check Number	Vendor Name	Check Date	Check Amount
PCA220408-50	Horse Savvy Training	4/8/2022	220.00
PCA220408-51	Horse Savvy Training	4/8/2022	220.00
PCA220408-52	Horse Savvy Training	4/8/2022	220.00
PCA220408-53	Horse Savvy Training	4/8/2022	115.00
PCA220408-54	Horse Savvy Training	4/8/2022	220.00
PCA220408-55	Horse Savvy Training	4/8/2022	195.00
PCA220408-56	Institute for Excellence in Writing	4/8/2022	37.25
PCA220408-57	Institute for Excellence in Writing	4/8/2022	26.66
PCA220408-58	Institute for Excellence in Writing	4/8/2022	26.14
PCA220408-59	Institute for Excellence in Writing	4/8/2022	26.14
PCA220408-60	Institute for Excellence in Writing	4/8/2022	26.14
PCA220408-61	Institute for Excellence in Writing	4/8/2022	26.14
PCA220408-62	Institute for Excellence in Writing	4/8/2022	105.98
PCA220408-63	JAMF Software, LLC	4/8/2022	799.00
PCA220408-64	Kelly Saldivar	4/8/2022	200.00
PCA220408-65	Kelly Saldivar	4/8/2022	200.00
PCA220408-66	Kelly Saldivar	4/8/2022	200.00
PCA220408-67	Law Office of Jennifer McQuarrie	4/8/2022	1,231.99
PCA220408-68	Logic of English	4/8/2022	204.85
PCA220408-69	Logic of English	4/8/2022	138.14
PCA220408-70	Logic of English	4/8/2022	33.16
PCA220408-71	Logic of English	4/8/2022	33.16
PCA220408-72	Math-U-See, Inc.	4/8/2022	231.00
PCA220408-73	Math-U-See, Inc.	4/8/2022	61.00
PCA220408-74	Math-U-See, Inc.	4/8/2022	61.00
PCA220408-75	Math-U-See, Inc.	4/8/2022	112.00
PCA220408-76	Math-U-See, Inc.	4/8/2022	58.00
PCA220408-77	Math-U-See, Inc.	4/8/2022	58.00
PCA220408-78	Math-U-See, Inc.	4/8/2022	153.00
PCA220408-79	Math-U-See, Inc.	4/8/2022	153.00
PCA220408-80	Math-U-See, Inc.	4/8/2022	34.00
PCA220408-81	Mathnasium of Lemon Grove	4/8/2022	1,575.00
PCA220408-82	ODP Business Solutions LLC	4/8/2022	54.22
PCA220408-83	ODP Business Solutions LLC	4/8/2022	75.00
PCA220408-84	ODP Business Solutions LLC	4/8/2022	381.54
PCA220408-85	ODP Business Solutions LLC	4/8/2022	323.24
PCA220408-86	ODP Business Solutions LLC	4/8/2022	226.17
PCA220408-87	PowerKids Center	4/8/2022	856.00
PCA220408-88	Procopio, Cory, Hargreaves & Savitch LLP	4/8/2022	9,374.40
PCA220408-89	Rachel Robinson	4/8/2022	450.00
PCA220408-90	Rachel Urbina	4/8/2022	35.00

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PCA220408-91	Rainbow Resource Center	4/8/2022	65.06
PCA220408-92	Rainbow Resource Center	4/8/2022	58.14
PCA220408-93	Rainbow Resource Center	4/8/2022	58.14
PCA220408-94	Rainbow Resource Center	4/8/2022	330.73
PCA220408-95	Rainbow Resource Center	4/8/2022	23.50
PCA220408-96	Rainbow Resource Center	4/8/2022	58.14
PCA220408-97	Rainbow Resource Center	4/8/2022	45.21
PCA220408-98	Rainbow Resource Center	4/8/2022	58.14
PCA220408-99	Rainbow Resource Center	4/8/2022	44.03
PCA220412-01	Amazon Capital Services	4/12/2022	53.86
PCA220412-02	Amazon Capital Services	4/12/2022	55.92
PCA220412-03	Amazon Capital Services	4/12/2022	4,495.78
PCA220412-04	Amazon Capital Services	4/12/2022	83,649.56
PCA220412-05	Amazon Capital Services	4/12/2022	27.59
PCA220414-01	Activities for Learning, Inc.	4/14/2022	58.85
PCA220414-02	Activities for Learning, Inc.	4/14/2022	146.58
PCA220414-03	Aerial Theory	4/14/2022	1,232.00
PCA220414-04	Alena Berg Music Studio	4/14/2022	990.00
PCA220414-05	All About Learning Press, Inc.	4/14/2022	47.76
PCA220414-06	All About Learning Press, Inc.	4/14/2022	61.62
PCA220414-07	All About Learning Press, Inc.	4/14/2022	31.83
PCA220414-08	All About Learning Press, Inc.	4/14/2022	61.62
PCA220414-09	All About Learning Press, Inc.	4/14/2022	55.25
PCA220414-10	All About Learning Press, Inc.	4/14/2022	182.30
PCA220414-100	Rainbow Resource Center	4/14/2022	53.24
PCA220414-101	Rainbow Resource Center	4/14/2022	67.33
PCA220414-102	Rainbow Resource Center	4/14/2022	131.53
PCA220414-103	Rainbow Resource Center	4/14/2022	141.25
PCA220414-104	Rainbow Resource Center	4/14/2022	29.58
PCA220414-105	Rainbow Resource Center	4/14/2022	33.36
PCA220414-106	Randall Music School	4/14/2022	468.75
PCA220414-107	Randall Music School	4/14/2022	171.88
PCA220414-108	Rock n Tumble Gymnastics	4/14/2022	147.00
PCA220414-109	Schumacher Tutoring	4/14/2022	1,224.75
PCA220414-11	Alvin Tutoring/ Educational Services	4/14/2022	1,285.00
PCA220414-110	South Shore Jiu Jitsu, LLC	4/14/2022	850.00
PCA220414-111	Spanish Time 123	4/14/2022	270.00
PCA220414-112	Steffani Clark-Jijon	4/14/2022	650.00
PCA220414-113	Stephanie Reyes	4/14/2022	125.00
PCA220414-114	Stephanie Reyes	4/14/2022	150.00
PCA220414-115	Swiftkick Martial Arts	4/14/2022	413.00

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Check Number	Vendor Name	Check Date	Check Amount
PCA220414-116	Swiftkick Martial Arts	4/14/2022	556.00
PCA220414-117	Swiftkick Martial Arts	4/14/2022	756.00
PCA220414-118	Teacher Synergy, LLC	4/14/2022	246.99
PCA220414-119	Teacher Synergy, LLC	4/14/2022	27.00
PCA220414-12	Art of Problem Solving	4/14/2022	31.40
PCA220414-120	Teacher Synergy, LLC	4/14/2022	4.72
PCA220414-121	Teacher Synergy, LLC	4/14/2022	67.50
PCA220414-122	Teacher Synergy, LLC	4/14/2022	54.14
PCA220414-123	Teacher Synergy, LLC	4/14/2022	12.55
PCA220414-124	Teacher Synergy, LLC	4/14/2022	50.00
PCA220414-125	Teacher Synergy, LLC	4/14/2022	5.00
PCA220414-126	Teacher Synergy, LLC	4/14/2022	71.27
PCA220414-127	Teacher Synergy, LLC	4/14/2022	21.99
PCA220414-128	Teacher Synergy, LLC	4/14/2022	9.99
PCA220414-129	Teacher Synergy, LLC	4/14/2022	6.00
PCA220414-13	Ballet Arte	4/14/2022	1,100.00
PCA220414-130	Teacher Synergy, LLC	4/14/2022	36.95
PCA220414-131	Teacher Synergy, LLC	4/14/2022	79.00
PCA220414-132	Teacher Synergy, LLC	4/14/2022	23.50
PCA220414-133	Teacher Synergy, LLC	4/14/2022	10.00
PCA220414-134	Teacher Synergy, LLC	4/14/2022	21.00
PCA220414-135	Teacher Synergy, LLC	4/14/2022	5.00
PCA220414-136	Teacher Synergy, LLC	4/14/2022	9.00
PCA220414-137	Teacher Synergy, LLC	4/14/2022	95.90
PCA220414-138	Teacher Synergy, LLC	4/14/2022	4.50
PCA220414-139	Teacher Synergy, LLC	4/14/2022	27.99
PCA220414-14	Barbara Martin	4/14/2022	60.00
PCA220414-140	Teacher Synergy, LLC	4/14/2022	4.29
PCA220414-141	Teacher Synergy, LLC	4/14/2022	3.50
PCA220414-142	Teacher Synergy, LLC	4/14/2022	6.97
PCA220414-143	Teacher Synergy, LLC	4/14/2022	24.00
PCA220414-144	Teacher Synergy, LLC	4/14/2022	3.95
PCA220414-145	Teacher Synergy, LLC	4/14/2022	14.99
PCA220414-146	Teacher Synergy, LLC	4/14/2022	85.53
PCA220414-147	The Coder School La Jolla	4/14/2022	149.00
PCA220414-148	Timberdoodle.com	4/14/2022	1,504.67
PCA220414-149	Timberdoodle.com	4/14/2022	1,562.56
PCA220414-15	Breakthrough Sports	4/14/2022	210.00
PCA220414-150	Timberdoodle.com	4/14/2022	1,408.17
PCA220414-151	Timberdoodle.com	4/14/2022	260.36
PCA220414-152	Timberdoodle.com	4/14/2022	297.91

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Check Number	Vendor Name	Check Date	Check Amount
PCA220414-153	Timberdoodle.com	4/14/2022	112.05
PCA220414-154	Timberdoodle.com	4/14/2022	897.53
PCA220414-155	Timberdoodle.com	4/14/2022	232.16
PCA220414-156	Timberdoodle.com	4/14/2022	89.82
PCA220414-157	Timberdoodle.com	4/14/2022	152.06
PCA220414-158	United Studios of Self Defense	4/14/2022	215.00
PCA220414-159	VM Studio	4/14/2022	360.00
PCA220414-16	Breakthrough Sports	4/14/2022	70.00
PCA220414-160	West Coast Martial Arts Academy	4/14/2022	567.00
PCA220414-161	Wexplore LLC	4/14/2022	240.00
PCA220414-162	Wonder Crate	4/14/2022	93.80
PCA220414-17	Cabrillo Point Academy	4/14/2022	298.41
PCA220414-18	Charter Impact, Inc.	4/14/2022	70,600.00
PCA220414-19	Christine Alexander	4/14/2022	650.00
PCA220414-20	Christine Alexander	4/14/2022	325.00
PCA220414-21	eat2explore	4/14/2022	142.25
PCA220414-22	eat2explore	4/14/2022	202.15
PCA220414-23	Georgia Phipps	4/14/2022	720.00
PCA220414-24	Gracie Barra Encinitas	4/14/2022	220.00
PCA220414-25	Hooked on Phonics	4/14/2022	43.49
PCA220414-26	Institute for Excellence in Writing	4/14/2022	46.95
PCA220414-27	Institute for Excellence in Writing	4/14/2022	37.25
PCA220414-28	Institute for Excellence in Writing	4/14/2022	321.24
PCA220414-29	Institute for Excellence in Writing	4/14/2022	65.54
PCA220414-30	Institute for Excellence in Writing	4/14/2022	43.89
PCA220414-31	Institute for Excellence in Writing	4/14/2022	65.26
PCA220414-32	Institute for Excellence in Writing	4/14/2022	43.71
PCA220414-33	Institute for Excellence in Writing	4/14/2022	105.98
PCA220414-34	Institute for Excellence in Writing	4/14/2022	124.64
PCA220414-35	Joann Henrickle Horsemanship	4/14/2022	55.00
PCA220414-36	Joann Henrickle Horsemanship	4/14/2022	275.00
PCA220414-37	Kimberly Nash	4/14/2022	220.00
PCA220414-38	Kimberly Nash	4/14/2022	300.00
PCA220414-39	Kimberly Nash	4/14/2022	200.00
PCA220414-40	Kimberly Nash	4/14/2022	388.00
PCA220414-41	Liliana Harris	4/14/2022	240.00
PCA220414-42	Liliana Harris	4/14/2022	240.00
PCA220414-43	Liliana Harris	4/14/2022	300.00
PCA220414-44	Logic of English	4/14/2022	138.45
PCA220414-45	Logic of English	4/14/2022	68.41
PCA220414-46	Lori Guerrero	4/14/2022	150.00

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Check Number	Vendor Name	Check Date	Check Amount
PCA220414-47	Marianne R. Hill	4/14/2022	670.00
PCA220414-48	Marianne R. Hill	4/14/2022	1,206.00
PCA220414-49	Math-U-See, Inc.	4/14/2022	99.00
PCA220414-50	Math-U-See, Inc.	4/14/2022	58.00
PCA220414-51	Math-U-See, Inc.	4/14/2022	119.00
PCA220414-52	Math-U-See, Inc.	4/14/2022	58.00
PCA220414-53	Math-U-See, Inc.	4/14/2022	220.00
PCA220414-54	Mission Vista Academy	4/14/2022	375.00
PCA220414-55	Ms Mariah's Music	4/14/2022	520.00
PCA220414-56	Ms Mariah's Music	4/14/2022	384.00
PCA220414-57	ODP Business Solutions LLC	4/14/2022	96.95
PCA220414-58	ODP Business Solutions LLC	4/14/2022	28.27
PCA220414-59	ODP Business Solutions LLC	4/14/2022	7.10
PCA220414-60	ODP Business Solutions LLC	4/14/2022	60.35
PCA220414-61	ODP Business Solutions LLC	4/14/2022	29.22
PCA220414-62	ODP Business Solutions LLC	4/14/2022	8.06
PCA220414-63	ODP Business Solutions LLC	4/14/2022	48.42
PCA220414-64	ODP Business Solutions LLC	4/14/2022	237.09
PCA220414-65	ODP Business Solutions LLC	4/14/2022	72.95
PCA220414-66	Peace Hill Press, Inc dba Well Trained Mind Press	4/14/2022	30.23
PCA220414-67	Peace Hill Press, Inc dba Well Trained Mind Press	4/14/2022	29.03
PCA220414-68	Peace Hill Press, Inc dba Well Trained Mind Press	4/14/2022	111.48
PCA220414-69	Pich Music Studio	4/14/2022	924.00
PCA220414-70	PowerSchool Group LLC	4/14/2022	5,339.10
PCA220414-71	PowerSchool Group LLC	4/14/2022	1,750.30
PCA220414-72	Rachel Urbina	4/14/2022	35.00
PCA220414-73	Rainbow Resource Center	4/14/2022	26.30
PCA220414-74	Rainbow Resource Center	4/14/2022	52.20
PCA220414-75	Rainbow Resource Center	4/14/2022	38.08
PCA220414-76	Rainbow Resource Center	4/14/2022	34.22
PCA220414-77	Rainbow Resource Center	4/14/2022	89.18
PCA220414-78	Rainbow Resource Center	4/14/2022	93.72
PCA220414-79	Rainbow Resource Center	4/14/2022	230.44
PCA220414-80	Rainbow Resource Center	4/14/2022	270.74
PCA220414-81	Rainbow Resource Center	4/14/2022	155.96
PCA220414-82	Rainbow Resource Center	4/14/2022	128.70
PCA220414-83	Rainbow Resource Center	4/14/2022	53.72
PCA220414-84	Rainbow Resource Center	4/14/2022	26.36
PCA220414-85	Rainbow Resource Center	4/14/2022	59.49
PCA220414-86	Rainbow Resource Center	4/14/2022	21.50
PCA220414-87	Rainbow Resource Center	4/14/2022	39.37

Pacific Coast Academy

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For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
PCA220414-88	Rainbow Resource Center	4/14/2022	90.03
PCA220414-89	Rainbow Resource Center	4/14/2022	130.70
PCA220414-90	Rainbow Resource Center	4/14/2022	273.60
PCA220414-91	Rainbow Resource Center	4/14/2022	114.09
PCA220414-92	Rainbow Resource Center	4/14/2022	190.23
PCA220414-93	Rainbow Resource Center	4/14/2022	26.63
PCA220414-94	Rainbow Resource Center	4/14/2022	135.18
PCA220414-95	Rainbow Resource Center	4/14/2022	127.35
PCA220414-96	Rainbow Resource Center	4/14/2022	38.42
PCA220414-97	Rainbow Resource Center	4/14/2022	21.09
PCA220414-98	Rainbow Resource Center	4/14/2022	147.19
PCA220414-99	Rainbow Resource Center	4/14/2022	106.60
PCA220421-01	Amazon Capital Services	4/21/2022	18.98
PCA220421-02	Amazon Capital Services	4/21/2022	23.10
PCA220421-03	Amazon Capital Services	4/21/2022	41.94
PCA220421-04	Amazon Capital Services	4/21/2022	23.59
PCA220421-05	Amazon Capital Services	4/21/2022	12.92
PCA220421-06	1802 Jiu-Jitsu	4/21/2022	165.00
PCA220421-07	Activities for Learning, Inc.	4/21/2022	22.75
PCA220421-08	All About Learning Press, Inc.	4/21/2022	182.30
PCA220421-09	All About Learning Press, Inc.	4/21/2022	54.23
PCA220421-10	All About Learning Press, Inc.	4/21/2022	88.50
PCA220421-100	Mathnasium of South Escondido	4/21/2022	265.00
PCA220421-101	Mathnasium of South Escondido	4/21/2022	255.00
PCA220421-102	Mathnasium of South Escondido	4/21/2022	295.00
PCA220421-103	Mathnasium of South Escondido	4/21/2022	55.00
PCA220421-104	Mathnasium of South Escondido	4/21/2022	55.00
PCA220421-105	Mathnasium of South Escondido	4/21/2022	55.00
PCA220421-106	Melissa Allen	4/21/2022	675.00
PCA220421-107	Michael Bottomley	4/21/2022	900.00
PCA220421-108	Mr. D Math	4/21/2022	491.00
PCA220421-109	Ms Mariah's Music	4/21/2022	192.00
PCA220421-11	All About Learning Press, Inc.	4/21/2022	54.23
PCA220421-110	Ms Mariah's Music	4/21/2022	768.00
PCA220421-111	Music Speaks Studio	4/21/2022	120.00
PCA220421-112	Music Speaks Studio	4/21/2022	120.00
PCA220421-113	Music Speaks Studio	4/21/2022	120.00
PCA220421-114	Music Speaks Studio	4/21/2022	120.00
PCA220421-115	Music Speaks Studio	4/21/2022	135.00
PCA220421-116	Peace Hill Press, Inc dba Well Trained Mind Press	4/21/2022	26.70
PCA220421-117	Peace Hill Press, Inc dba Well Trained Mind Press	4/21/2022	18.70

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Check Number	Vendor Name	Check Date	Check Amount
PCA220421-118	Peace Hill Press, Inc dba Well Trained Mind Press	4/21/2022	25.00
PCA220421-119	Peace Hill Press, Inc dba Well Trained Mind Press	4/21/2022	34.85
PCA220421-12	Almadayo Academic Services	4/21/2022	1,050.00
PCA220421-120	Peace Hill Press, Inc dba Well Trained Mind Press	4/21/2022	145.90
PCA220421-121	Piano Plus More	4/21/2022	520.00
PCA220421-122	Rainbow Resource Center	4/21/2022	48.38
PCA220421-123	Rainbow Resource Center	4/21/2022	25.76
PCA220421-124	Rainbow Resource Center	4/21/2022	25.76
PCA220421-125	Rainbow Resource Center	4/21/2022	45.16
PCA220421-126	Rainbow Resource Center	4/21/2022	95.68
PCA220421-127	Rainbow Resource Center	4/21/2022	63.83
PCA220421-128	Rainbow Resource Center	4/21/2022	54.86
PCA220421-129	Rainbow Resource Center	4/21/2022	39.72
PCA220421-13	Almadayo Academic Services	4/21/2022	80.00
PCA220421-130	Rainbow Resource Center	4/21/2022	54.84
PCA220421-131	Rainbow Resource Center	4/21/2022	165.82
PCA220421-132	Rainbow Resource Center	4/21/2022	131.71
PCA220421-133	Rainbow Resource Center	4/21/2022	41.92
PCA220421-134	Rainbow Resource Center	4/21/2022	59.81
PCA220421-135	Rainbow Resource Center	4/21/2022	38.42
PCA220421-136	Rainbow Resource Center	4/21/2022	61.32
PCA220421-137	Rainbow Resource Center	4/21/2022	61.32
PCA220421-138	Rainbow Resource Center	4/21/2022	325.61
PCA220421-139	Rainbow Resource Center	4/21/2022	147.19
PCA220421-14	Almadayo Academic Services	4/21/2022	300.00
PCA220421-140	Rainbow Resource Center	4/21/2022	64.92
PCA220421-141	Rainbow Resource Center	4/21/2022	121.52
PCA220421-142	Rainbow Resource Center	4/21/2022	116.54
PCA220421-143	Rainbow Resource Center	4/21/2022	160.17
PCA220421-144	Rainbow Resource Center	4/21/2022	18.66
PCA220421-145	Rainbow Resource Center	4/21/2022	18.66
PCA220421-146	Rainbow Resource Center	4/21/2022	224.62
PCA220421-147	Rainbow Resource Center	4/21/2022	168.09
PCA220421-148	Rainbow Resource Center	4/21/2022	173.39
PCA220421-149	Rainbow Resource Center	4/21/2022	29.10
PCA220421-15	Almadayo Academic Services	4/21/2022	950.00
PCA220421-150	Rainbow Resource Center	4/21/2022	57.02
PCA220421-151	Rainbow Resource Center	4/21/2022	110.41
PCA220421-152	Rainbow Resource Center	4/21/2022	96.12
PCA220421-153	Rainbow Resource Center	4/21/2022	153.02
PCA220421-154	Rainbow Resource Center	4/21/2022	153.02

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Check Number	Vendor Name	Check Date	Check Amount
PCA220421-155	Rainbow Resource Center	4/21/2022	73.59
PCA220421-156	Rainbow Resource Center	4/21/2022	32.55
PCA220421-157	Rainbow Resource Center	4/21/2022	23.07
PCA220421-158	Rainbow Resource Center	4/21/2022	38.98
PCA220421-159	Rainbow Resource Center	4/21/2022	336.83
PCA220421-16	Art of Problem Solving	4/21/2022	96.00
PCA220421-160	Rainbow Resource Center	4/21/2022	189.81
PCA220421-161	Rainbow Resource Center	4/21/2022	203.71
PCA220421-162	Rainbow Resource Center	4/21/2022	94.12
PCA220421-163	Rainbow Resource Center	4/21/2022	180.65
PCA220421-164	Rainbow Resource Center	4/21/2022	117.03
PCA220421-165	Rainbow Resource Center	4/21/2022	78.50
PCA220421-166	Rainbow Resource Center	4/21/2022	50.01
PCA220421-167	Randall Music School	4/21/2022	312.50
PCA220421-168	Randall Music School	4/21/2022	625.00
PCA220421-169	Randall Music School	4/21/2022	156.25
PCA220421-17	Barbara Martin	4/21/2022	120.00
PCA220421-170	Randall Music School	4/21/2022	312.50
PCA220421-171	Roberta Lenert	4/21/2022	50.00
PCA220421-172	Sara Burdge	4/21/2022	120.00
PCA220421-173	Schaumann Studios	4/21/2022	2,164.00
PCA220421-174	Soaring Minds Education, LLC	4/21/2022	13,180.00
PCA220421-175	Soccer Saints & Ryan Beard	4/21/2022	56.00
PCA220421-176	Swiftkick Martial Arts	4/21/2022	378.00
PCA220421-177	Teacher Synergy, LLC	4/21/2022	71.95
PCA220421-178	Teacher Synergy, LLC	4/21/2022	5.10
PCA220421-179	Teacher Synergy, LLC	4/21/2022	401.00
PCA220421-18	Barbara Martin	4/21/2022	120.00
PCA220421-180	Teacher Synergy, LLC	4/21/2022	33.20
PCA220421-181	Teacher Synergy, LLC	4/21/2022	4.00
PCA220421-182	Teacher Synergy, LLC	4/21/2022	15.70
PCA220421-183	Teacher Synergy, LLC	4/21/2022	11.16
PCA220421-184	Teacher Synergy, LLC	4/21/2022	11.96
PCA220421-185	Teacher Synergy, LLC	4/21/2022	3.80
PCA220421-186	Teacher Synergy, LLC	4/21/2022	19.05
PCA220421-187	Teacher Synergy, LLC	4/21/2022	59.40
PCA220421-188	Teacher Synergy, LLC	4/21/2022	39.96
PCA220421-189	Teacher Synergy, LLC	4/21/2022	7.40
PCA220421-19	Blake Litschke	4/21/2022	90.00
PCA220421-190	Teacher Synergy, LLC	4/21/2022	28.80
PCA220421-191	Teacher Synergy, LLC	4/21/2022	107.40

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For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
PCA220421-192	Teacher Synergy, LLC	4/21/2022	59.99
PCA220421-193	Teacher Synergy, LLC	4/21/2022	2.80
PCA220421-194	Teacher Synergy, LLC	4/21/2022	29.23
PCA220421-195	Teacher Synergy, LLC	4/21/2022	52.00
PCA220421-196	Teacher Synergy, LLC	4/21/2022	4.00
PCA220421-197	Teacher Synergy, LLC	4/21/2022	2.80
PCA220421-198	Teacher Synergy, LLC	4/21/2022	1.60
PCA220421-199	Teacher Synergy, LLC	4/21/2022	17.99
PCA220421-20	Blake Litschke	4/21/2022	90.00
PCA220421-200	Teacher Synergy, LLC	4/21/2022	135.00
PCA220421-201	Teacher Synergy, LLC	4/21/2022	137.60
PCA220421-202	Teacher Synergy, LLC	4/21/2022	3.50
PCA220421-203	Teacher Synergy, LLC	4/21/2022	13.09
PCA220421-204	Teacher Synergy, LLC	4/21/2022	80.00
PCA220421-205	Teacher Synergy, LLC	4/21/2022	56.89
PCA220421-206	Teacher Synergy, LLC	4/21/2022	151.00
PCA220421-207	The Critical Thinking Co.	4/21/2022	120.93
PCA220421-208	Timberdoodle.com	4/21/2022	641.05
PCA220421-209	Timberdoodle.com	4/21/2022	190.95
PCA220421-21	Blake Litschke	4/21/2022	330.00
PCA220421-210	Timberdoodle.com	4/21/2022	923.59
PCA220421-211	Timberdoodle.com	4/21/2022	1,349.14
PCA220421-212	Timberdoodle.com	4/21/2022	379.08
PCA220421-213	TouchMath Acquisition LLC	4/21/2022	119.88
PCA220421-214	U.S. Music Lessons	4/21/2022	144.00
PCA220421-215	U.S. Music Lessons	4/21/2022	144.00
PCA220421-216	U.S. Music Lessons	4/21/2022	144.00
PCA220421-217	U.S. Music Lessons	4/21/2022	102.00
PCA220421-218	United Studios of Self Defense	4/21/2022	215.00
PCA220421-219	Valery King	4/21/2022	250.00
PCA220421-22	Charles Jones	4/21/2022	137.50
PCA220421-220	Vista Music	4/21/2022	980.00
PCA220421-23	Coastal Music Studios	4/21/2022	9,960.00
PCA220421-24	Cruz Language Academy	4/21/2022	250.00
PCA220421-25	Cruz Language Academy	4/21/2022	250.00
PCA220421-26	Earthroots Field School, Inc.	4/21/2022	32.00
PCA220421-27	Earthroots Field School, Inc.	4/21/2022	32.00
PCA220421-28	Effectual Educational Consulting Services	4/21/2022	2,675.00
PCA220421-29	Erika Williams	4/21/2022	1,540.00
PCA220421-30	Galina Eroshkina	4/21/2022	450.00
PCA220421-31	Grappling Dynamics, LLC	4/21/2022	1,637.15

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For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
PCA220421-32	Grappling Dynamics, LLC	4/21/2022	358.00
PCA220421-33	Gryphon Fitness Studio, LLC	4/21/2022	330.00
PCA220421-34	History Unboxed LLC	4/21/2022	65.41
PCA220421-35	Holly Hull	4/21/2022	225.00
PCA220421-36	Holly Hull	4/21/2022	180.00
PCA220421-37	Holly Hull	4/21/2022	225.00
PCA220421-38	Holly Hull	4/21/2022	225.00
PCA220421-39	Holly Hull	4/21/2022	180.00
PCA220421-40	Horse Savvy Training	4/21/2022	65.00
PCA220421-41	Horse Savvy Training	4/21/2022	65.00
PCA220421-42	Institute for Excellence in Writing	4/21/2022	75.36
PCA220421-43	Institute for Excellence in Writing	4/21/2022	82.43
PCA220421-44	Institute for Excellence in Writing	4/21/2022	43.71
PCA220421-45	Institute for Excellence in Writing	4/21/2022	43.71
PCA220421-46	Institute for Excellence in Writing	4/21/2022	43.71
PCA220421-47	Institute for Excellence in Writing	4/21/2022	116.57
PCA220421-48	Institute for Excellence in Writing	4/21/2022	198.41
PCA220421-49	Institute for Excellence in Writing	4/21/2022	376.20
PCA220421-50	Institute for Excellence in Writing	4/21/2022	43.71
PCA220421-51	Institute for Excellence in Writing	4/21/2022	216.59
PCA220421-52	Janelle Wilson	4/21/2022	5,597.50
PCA220421-53	Joobilo LLC	4/21/2022	321.50
PCA220421-54	Joobilo LLC	4/21/2022	285.00
PCA220421-55	Joobilo LLC	4/21/2022	175.00
PCA220421-56	Joobilo LLC	4/21/2022	175.00
PCA220421-57	Joobilo LLC	4/21/2022	155.00
PCA220421-58	Joobilo LLC	4/21/2022	175.00
PCA220421-59	Joobilo LLC	4/21/2022	175.00
PCA220421-60	Joobilo LLC	4/21/2022	174.00
PCA220421-61	Joobilo LLC	4/21/2022	175.00
PCA220421-62	Kelly Saldivar	4/21/2022	200.00
PCA220421-63	Kelly Saldivar	4/21/2022	200.00
PCA220421-64	Kimberly Nash	4/21/2022	350.00
PCA220421-65	Krystin Demofonte	4/21/2022	271.56
PCA220421-66	Larry White	4/21/2022	480.00
PCA220421-67	Leading Note Studios	4/21/2022	157.00
PCA220421-68	Leading Note Studios	4/21/2022	157.00
PCA220421-69	Leading Note Studios	4/21/2022	157.00
PCA220421-70	Leading Note Studios	4/21/2022	157.00
PCA220421-71	Leading Note Studios	4/21/2022	157.00
PCA220421-72	Leading Note Studios	4/21/2022	339.00

Pacific Coast Academy**Check Register**

For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
PCA220421-73	Leading Note Studios	4/21/2022	157.00
PCA220421-74	Leading Note Studios	4/21/2022	95.00
PCA220421-75	Leading Note Studios	4/21/2022	95.00
PCA220421-76	Leading Note Studios	4/21/2022	95.00
PCA220421-77	Leading Note Studios	4/21/2022	157.00
PCA220421-78	Leading Note Studios	4/21/2022	157.00
PCA220421-79	Lenore Johnson	4/21/2022	1,060.95
PCA220421-80	Liliya Sannino	4/21/2022	350.00
PCA220421-81	Liliya Sannino	4/21/2022	277.00
PCA220421-82	Liliya Sannino	4/21/2022	305.00
PCA220421-83	Liliya Sannino	4/21/2022	320.00
PCA220421-84	Liliya Sannino	4/21/2022	300.00
PCA220421-85	Liliya Sannino	4/21/2022	350.00
PCA220421-86	Liliya Sannino	4/21/2022	350.00
PCA220421-87	Little Global Citizens LLC	4/21/2022	115.95
PCA220421-88	Little Global Citizens LLC	4/21/2022	53.95
PCA220421-89	Little Global Citizens LLC	4/21/2022	53.95
PCA220421-90	Little Global Citizens LLC	4/21/2022	270.95
PCA220421-91	Logic of English	4/21/2022	176.09
PCA220421-92	Logic of English	4/21/2022	23.18
PCA220421-93	Logic of English	4/21/2022	213.87
PCA220421-94	Mary Longbottom	4/21/2022	653.00
PCA220421-95	Mary Longbottom	4/21/2022	330.00
PCA220421-96	Mathnasium of San Marcos	4/21/2022	2,100.00
PCA220421-97	Mathnasium of South Escondido	4/21/2022	255.00
PCA220421-98	Mathnasium of South Escondido	4/21/2022	255.00
PCA220421-99	Mathnasium of South Escondido	4/21/2022	<u>295.00</u>

Total Disbursement in April **\$ 1,461,791.78**

Pacific Coast Academy

Accounts Payable Aging

April 30, 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
A Dawn Of Music Studios	ADOMS0029	4/21/2022	5/21/2022	\$ 960	\$ -	\$ -	\$ -	\$ -	\$ 960
A Dawn Of Music Studios	ADOMS0030	4/21/2022	5/21/2022	960	-	-	-	-	960
A Dawn Of Music Studios	ADOMS0031	4/21/2022	5/21/2022	800	-	-	-	-	800
Academy of Wrestling, Inc.	3374	4/13/2022	4/13/2022	-	350	-	-	-	350
ACES	4676997	4/12/2022	4/26/2022	-	413	-	-	-	413
ACES	4676998	4/12/2022	4/26/2022	-	150	-	-	-	150
ACES	4676999	4/12/2022	4/26/2022	-	300	-	-	-	300
ACES	4677001	4/12/2022	4/26/2022	-	150	-	-	-	150
ACES	4677002	4/12/2022	4/26/2022	-	450	-	-	-	450
ACES	4677005	4/12/2022	4/26/2022	-	450	-	-	-	450
ACES	4677006	4/12/2022	4/26/2022	-	1,650	-	-	-	1,650
ACES	4677007	4/12/2022	4/26/2022	-	300	-	-	-	300
ACES	4677008	4/12/2022	4/26/2022	-	600	-	-	-	600
ACES	4677009	4/12/2022	4/26/2022	-	1,100	-	-	-	1,100
ACES	4677010	4/12/2022	4/26/2022	-	75	-	-	-	75
ACES	4677011	4/12/2022	4/26/2022	-	338	-	-	-	338
ACES	4677012	4/12/2022	4/26/2022	-	300	-	-	-	300
ACES	4677013	4/12/2022	4/26/2022	-	225	-	-	-	225
Adel Olahne-Szabo	22	4/15/2022	5/15/2022	90	-	-	-	-	90
Adel Olahne-Szabo	23	4/15/2022	5/15/2022	90	-	-	-	-	90
Adel Olahne-Szabo	24	4/15/2022	5/15/2022	90	-	-	-	-	90
Adel Olahne-Szabo	25	4/15/2022	5/15/2022	90	-	-	-	-	90
Airshine Music School	1049	4/11/2022	5/11/2022	1,030	-	-	-	-	1,030
All About Learning Press, Inc.	910921	4/11/2022	5/11/2022	183	-	-	-	-	183
All About Learning Press, Inc.	910999	4/19/2022	5/19/2022	56	-	-	-	-	56
All About Learning Press, Inc.	911000	4/19/2022	5/19/2022	84	-	-	-	-	84
Alliance Jiu Jitsu San Diego	INV0163	4/1/2022	4/30/2022	260	-	-	-	-	260
Alliance Jiu Jitsu San Diego	INV0164	4/1/2022	4/30/2022	260	-	-	-	-	260
Alliance Jiu Jitsu San Diego	INV0165	4/1/2022	4/30/2022	260	-	-	-	-	260
Alliance Jiu Jitsu San Diego	INV0166	4/1/2022	4/30/2022	260	-	-	-	-	260
Alliance Jiu Jitsu San Diego	INV0167	4/1/2022	4/30/2022	159	-	-	-	-	159
Almadayo Academic Services	1032	4/10/2022	5/10/2022	600	-	-	-	-	600
Anchor Counseling & Education Soluti	March 2022	4/19/2022	5/19/2022	2,485	-	-	-	-	2,485
Andrey Chuguev	8 revised	4/21/2022	4/30/2022	240	-	-	-	-	240
Angela Aymin	040622	4/19/2022	5/19/2022	2,406	-	-	-	-	2,406
Anna Matuszczak	03	4/12/2022	5/12/2022	80	-	-	-	-	80
Apex School of Movement San Diego	208	4/10/2022	5/10/2022	7,966	-	-	-	-	7,966
Archi Kapoor	125	4/1/2022	5/1/2022	330	-	-	-	-	330
Art of Problem Solving	INV225349	4/22/2022	5/22/2022	57	-	-	-	-	57

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Art of Problem Solving	INV225350	4/22/2022	5/22/2022	57	-	-	-	-	57
Art of Problem Solving	INV225351	4/22/2022	5/22/2022	68	-	-	-	-	68
Art of Problem Solving	INV225352	4/22/2022	5/22/2022	156	-	-	-	-	156
Art of Problem Solving	INV225353	4/22/2022	5/22/2022	156	-	-	-	-	156
ASC - Orange County	032022DA23301	4/4/2022	5/4/2022	60	-	-	-	-	60
ASC - Orange County	032022SD23300	4/4/2022	5/4/2022	4,301	-	-	-	-	4,301
Ascend Music Studios	PCA2022-04-001	4/8/2022	4/8/2022	-	240	-	-	-	240
Ashley Collins	158	4/12/2022	5/12/2022	160	-	-	-	-	160
Ashley Collins	159	4/12/2022	5/12/2022	160	-	-	-	-	160
Ashley Collins	160	4/12/2022	5/12/2022	160	-	-	-	-	160
Ashley Collins	161	4/12/2022	5/12/2022	160	-	-	-	-	160
Ashley Collins	162	4/12/2022	5/12/2022	160	-	-	-	-	160
Bach To Rock	2221	4/11/2022	5/12/2022	38	-	-	-	-	38
Bach To Rock	2223	4/11/2022	5/12/2022	336	-	-	-	-	336
Bach To Rock	2224	4/11/2022	5/12/2022	336	-	-	-	-	336
Barbara Martin	Fandey #15	4/19/2022	5/19/2022	120	-	-	-	-	120
Barbara Mulvany	AS422	4/1/2022	5/1/2022	250	-	-	-	-	250
Barbara Mulvany	GD422	4/1/2022	5/1/2022	30	-	-	-	-	30
Beautiful Feet Books, Inc.	16707	4/7/2022	5/7/2022	344	-	-	-	-	344
Beautiful Feet Books, Inc.	16710	4/11/2022	5/11/2022	22	-	-	-	-	22
Beautiful Feet Books, Inc.	16741	4/19/2022	5/19/2022	257	-	-	-	-	257
Big Little Ones, LLC	00038	4/8/2022	4/8/2022	-	40	-	-	-	40
Bitsbox	4673	4/18/2022	5/18/2022	99	-	-	-	-	99
Blake Litschke	348	4/20/2022	5/20/2022	30	-	-	-	-	30
BookShark	BI0002894	4/8/2022	5/8/2022	60	-	-	-	-	60
BookShark	BI0002943	4/11/2022	5/11/2022	266	-	-	-	-	266
BookShark	BI0003246	4/19/2022	5/19/2022	587	-	-	-	-	587
BookShark	BI0003284	4/21/2022	5/21/2022	553	-	-	-	-	553
BookShark	BI0003290	4/21/2022	5/21/2022	357	-	-	-	-	357
BookShark	BI0002872	4/8/2022	5/8/2022	920	-	-	-	-	920
BookShark	BI0002893	4/8/2022	5/8/2022	506	-	-	-	-	506
Brain Builders STEM Education	1831	4/9/2022	5/9/2022	206	-	-	-	-	206
Brave Writer, LLC	PAC-103362	4/6/2022	4/6/2022	-	129	-	-	-	129
Brave Writer, LLC	PAC-28934	4/4/2022	4/4/2022	-	30	-	-	-	30
Brave Writer, LLC	PAC-70116	4/7/2022	4/7/2022	-	45	-	-	-	45
Brave Writer, LLC	PAC-95270	4/6/2022	4/6/2022	-	25	-	-	-	25
Cabrillo Point Academy	PCA-DIGITOCLEAN042022	4/18/2022	5/18/2022	355	-	-	-	-	355
Cadence Dance Project Inc	0055	4/13/2022	5/13/2022	560	-	-	-	-	560
Catherine Carella	004-L	4/20/2022	5/20/2022	120	-	-	-	-	120
Cengage Learning Inc	72746871	12/16/2020	1/15/2021	-	-	-	-	(72)	(72)

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Cengage Learning Inc	77579233	4/6/2022	5/6/2022	52	-	-	-	-	52
Champion Gymnastics	111588-R	1/1/2022	1/31/2022	-	-	-	290	-	290
Champion Gymnastics	111750	3/1/2022	3/31/2022	-	285	-	-	-	285
Champion Gymnastics	111753	3/1/2022	3/31/2022	-	196	-	-	-	196
Champion Gymnastics	111754	3/1/2022	3/31/2022	-	185	-	-	-	185
Champion Gymnastics	111778	4/1/2022	5/1/2022	125	-	-	-	-	125
Champion Gymnastics	111779	4/1/2022	5/1/2022	125	-	-	-	-	125
Champion Gymnastics	111780	4/1/2022	5/1/2022	54	-	-	-	-	54
Champion Gymnastics	111782	4/1/2022	5/1/2022	200	-	-	-	-	200
Champion Gymnastics	111783	4/1/2022	5/1/2022	185	-	-	-	-	185
Champion Gymnastics	111784	4/1/2022	5/1/2022	196	-	-	-	-	196
Champion Gymnastics	111785	4/1/2022	5/1/2022	285	-	-	-	-	285
Champion Gymnastics	111787	4/1/2022	5/1/2022	160	-	-	-	-	160
Champion Gymnastics	111790	4/1/2022	5/1/2022	99	-	-	-	-	99
Champion Gymnastics	111791	4/1/2022	5/1/2022	135	-	-	-	-	135
Champion Gymnastics	111794	4/1/2022	5/1/2022	245	-	-	-	-	245
Champion Gymnastics	111795	4/1/2022	5/1/2022	115	-	-	-	-	115
Champion Gymnastics	111796	4/1/2022	5/1/2022	113	-	-	-	-	113
Champion Gymnastics	111801	4/1/2022	5/1/2022	125	-	-	-	-	125
Champion Gymnastics	111804	4/1/2022	5/1/2022	200	-	-	-	-	200
Champion Gymnastics	111809	4/1/2022	5/1/2022	125	-	-	-	-	125
Champion Gymnastics	111810	4/1/2022	5/1/2022	113	-	-	-	-	113
Champion Gymnastics	111811	4/1/2022	5/1/2022	146	-	-	-	-	146
Champion Gymnastics	111820	4/1/2022	5/1/2022	135	-	-	-	-	135
Champion Gymnastics	111826	4/1/2022	5/1/2022	119	-	-	-	-	119
Champion Gymnastics	111827	4/1/2022	5/1/2022	297	-	-	-	-	297
Champion Gymnastics	111840	4/1/2022	5/1/2022	249	-	-	-	-	249
Champion Gymnastics	111844	4/1/2022	5/1/2022	176	-	-	-	-	176
Champion Gymnastics	111864	4/1/2022	5/1/2022	201	-	-	-	-	201
Champion Gymnastics	111868	4/1/2022	5/1/2022	85	-	-	-	-	85
Champion Gymnastics	111869	4/1/2022	5/1/2022	200	-	-	-	-	200
Champion Gymnastics	111870	4/1/2022	5/1/2022	200	-	-	-	-	200
Charter Impact, Inc.	12535	3/31/2022	4/30/2022	100	-	-	-	-	100
Charter Impact, Inc.	12586	4/22/2022	5/22/2022	2,250	-	-	-	-	2,250
Checkmat Fallbrook Brazilian Jiu Jitsu	220401	4/1/2022	4/1/2022	-	2,005	-	-	-	2,005
Clever	INV012464	4/1/2022	5/1/2022	4,700	-	-	-	-	4,700
Coastal Sage Montessori	11	4/11/2022	5/11/2022	310	-	-	-	-	310
Copley - Price Family YMCA	CPY07	4/19/2022	5/19/2022	256	-	-	-	-	256
CoVerified	4284QPRC-0008	4/1/2022	5/1/2022	1,000	-	-	-	-	1,000
Crafty School Crates	21298	4/15/2022	5/15/2022	221	-	-	-	-	221

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Crafty School Crates	21325	4/15/2022	5/15/2022	251	-	-	-	-	251
Crafty School Crates	21370	4/20/2022	5/20/2022	155	-	-	-	-	155
Crafty School Crates	21396	4/22/2022	5/22/2022	55	-	-	-	-	55
Creative Creatures & Co.	PCA-April-22	4/10/2022	5/10/2022	829	-	-	-	-	829
Danielle MacAdams	MACA033122	3/31/2022	3/31/2022	-	86	-	-	-	86
Denise Buskirk	041922	4/19/2022	5/19/2022	1,054	-	-	-	-	1,054
Discount School Supply	P41267680101	4/20/2022	5/20/2022	56	-	-	-	-	56
Discount School Supply	P41268180101	4/20/2022	5/20/2022	226	-	-	-	-	226
Drawn2Art	PCA032022	4/12/2022	5/12/2022	1,009	-	-	-	-	1,009
Drawn2Art	PCA042022	4/18/2022	5/18/2022	830	-	-	-	-	830
Dustin Callahan	016	4/3/2022	5/3/2022	500	-	-	-	-	500
eat2explore	101253	4/8/2022	5/8/2022	142	-	-	-	-	142
eat2explore	101254	4/8/2022	5/8/2022	142	-	-	-	-	142
eat2explore	101264	4/18/2022	5/18/2022	31	-	-	-	-	31
EDMC	PCA 2022-02	1/31/2022	3/2/2022	-	-	530	-	-	530
Educational Development Corporati	DIR10000131	4/11/2022	5/11/2022	60	-	-	-	-	60
Educational Development Corporati	DIR10007356	4/12/2022	5/12/2022	196	-	-	-	-	196
Educational Development Corporati	DIR10007357	4/12/2022	5/12/2022	100	-	-	-	-	100
Educational Development Corporati	DIR10007361	4/12/2022	5/12/2022	89	-	-	-	-	89
Educational Development Corporati	DIR10007362	4/12/2022	5/12/2022	44	-	-	-	-	44
Educational Development Corporati	DIR10007363	4/12/2022	5/12/2022	162	-	-	-	-	162
Educational Development Corporati	DIR10009972	4/13/2022	5/13/2022	164	-	-	-	-	164
Educational Development Corporati	DIR10009976	4/13/2022	5/13/2022	56	-	-	-	-	56
Educational Development Corporati	DIR10009977	4/13/2022	5/13/2022	76	-	-	-	-	76
Educational Development Corporati	DIR10012274	4/14/2022	5/14/2022	37	-	-	-	-	37
Educational Development Corporati	DIR10020525	4/19/2022	5/19/2022	40	-	-	-	-	40
Educational Development Corporati	DIR10020526	4/19/2022	5/19/2022	48	-	-	-	-	48
Educational Development Corporati	DIR10020527	4/19/2022	5/19/2022	59	-	-	-	-	59
Educational Development Corporati	DIR10020528	4/19/2022	5/19/2022	91	-	-	-	-	91
Educational Development Corporati	DIR10022282	4/20/2022	5/20/2022	508	-	-	-	-	508
Educational Development Corporati	DIR10022283	4/20/2022	5/20/2022	69	-	-	-	-	69
Elemental Science	IN-4292	4/7/2022	5/7/2022	75	-	-	-	-	75
Ereflect Pty Ltd	INV-22126	4/18/2022	5/18/2022	67	-	-	-	-	67
Ereflect Pty Ltd	INV-22127	4/18/2022	5/18/2022	67	-	-	-	-	67
Evan-Moor	INV342118	4/6/2022	5/6/2022	107	-	-	-	-	107
Floaties Swim School	405	4/8/2022	5/8/2022	104	-	-	-	-	104
Floaties Swim School	406	4/8/2022	5/8/2022	104	-	-	-	-	104
Floaties Swim School	408	4/8/2022	5/8/2022	193	-	-	-	-	193
Floaties Swim School	409	4/8/2022	5/8/2022	104	-	-	-	-	104
Floaties Swim School	410	4/8/2022	5/8/2022	104	-	-	-	-	104

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Floaties Swim School	411	4/8/2022	5/8/2022	104	-	-	-	-	104
Floaties Swim School	412	4/8/2022	5/8/2022	104	-	-	-	-	104
Floaties Swim School	609	4/8/2022	5/8/2022	350	-	-	-	-	350
Floaties Swim School	610	4/8/2022	5/8/2022	350	-	-	-	-	350
Floaties Swim School	613	4/8/2022	5/8/2022	350	-	-	-	-	350
Floaties Swim School	614	4/8/2022	5/8/2022	272	-	-	-	-	272
Floaties Swim School	615	4/8/2022	5/8/2022	272	-	-	-	-	272
Floaties Swim School	616	4/8/2022	5/8/2022	104	-	-	-	-	104
Floaties Swim School	617	4/8/2022	5/8/2022	104	-	-	-	-	104
Freedom in Motion	042022PCA	4/11/2022	5/11/2022	1,026	-	-	-	-	1,026
Friends of Willow Tree	7284	4/14/2022	5/14/2022	3,150	-	-	-	-	3,150
Gemstone Gymnastics LLC	1103	4/20/2022	5/20/2022	547	-	-	-	-	547
Georgia's School of Dance	42022	4/20/2022	5/20/2022	575	-	-	-	-	575
Gracie Barra Encinitas	41822	4/19/2022	5/19/2022	220	-	-	-	-	220
Gracie Barra San Clemente	ln2win	4/13/2022	5/13/2022	567	-	-	-	-	567
Gracie Barra San Diego	GB72-0422-A	4/1/2022	5/1/2022	1,188	-	-	-	-	1,188
Greene Music Education Center	41 Thomas PCA	4/14/2022	5/14/2022	207	-	-	-	-	207
Gym Trix, Inc.	35338	4/1/2022	4/1/2022	-	160	-	-	-	160
Gym Trix, Inc.	35339	4/1/2022	4/1/2022	-	80	-	-	-	80
Gym Trix, Inc.	35340	4/1/2022	4/1/2022	-	100	-	-	-	100
Gym Trix, Inc.	35341	4/1/2022	4/1/2022	-	200	-	-	-	200
Gymminny Kids	1148	4/20/2022	5/20/2022	6,434	-	-	-	-	6,434
H4B TEAM, LLC	3103	4/10/2022	5/10/2022	148	-	-	-	-	148
Harbottle Law Group	4640	4/11/2022	5/11/2022	473	-	-	-	-	473
Heart2art	04	4/17/2022	5/17/2022	175	-	-	-	-	175
Heather Wong	WONG041122	4/11/2022	4/11/2022	-	164	-	-	-	164
History Unboxed LLC	wc-13847HU	4/20/2022	5/20/2022	65	-	-	-	-	65
History Unboxed LLC	wc-13848HU	4/20/2022	5/20/2022	65	-	-	-	-	65
History Unboxed LLC	wc-13936HU	4/20/2022	5/20/2022	231	-	-	-	-	231
History Unboxed LLC	wc-13955HU	4/20/2022	5/20/2022	513	-	-	-	-	513
History Unboxed LLC	wc-13956HU	4/20/2022	5/20/2022	233	-	-	-	-	233
History Unboxed LLC	wc-13957HU	4/20/2022	5/20/2022	121	-	-	-	-	121
History Unboxed LLC	wc-13958HU	4/20/2022	5/20/2022	65	-	-	-	-	65
History Unboxed LLC	wc-13964HU	4/20/2022	5/20/2022	98	-	-	-	-	98
History Unboxed LLC	wc-13965HU	4/20/2022	5/20/2022	99	-	-	-	-	99
History Unboxed LLC	wc-14031HU	4/22/2022	5/22/2022	179	-	-	-	-	179
History Unboxed LLC	wc-14084HU	4/22/2022	5/22/2022	121	-	-	-	-	121
HM Systems Inc.	0322PCA	4/12/2022	5/12/2022	4,065	-	-	-	-	4,065
Holly Hull	111	4/7/2022	5/7/2022	260	-	-	-	-	260
Hollywood Music	0419SRUG	4/19/2022	5/19/2022	266	-	-	-	-	266

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Home Science Tools	000410436	4/11/2022	5/11/2022	173	-	-	-	-	173
Home Science Tools	000410437	4/11/2022	5/11/2022	152	-	-	-	-	152
Home Science Tools	000412689	4/20/2022	5/20/2022	93	-	-	-	-	93
Home Science Tools	000412690	4/20/2022	5/20/2022	45	-	-	-	-	45
Homeschool Enrichment Centers	PCA-2022-0011	4/19/2022	5/19/2022	45	-	-	-	-	45
Homeschool Enrichment Services LLC	PCA-2022-0010	4/19/2022	5/19/2022	261	-	-	-	-	261
Honest History Co.	9967	4/18/2022	5/18/2022	72	-	-	-	-	72
Hope Horse Ranch	2021584030	9/30/2021	10/30/2021	-	-	-	-	220	220
Hope Horse Ranch	2021584032	9/30/2021	10/30/2021	-	-	-	-	350	350
Hope Horse Ranch	2021584036	9/30/2021	10/30/2021	-	-	-	-	350	350
Hope Horse Ranch	20216214	11/30/2021	12/30/2021	-	-	-	-	150	150
Hope Horse Ranch	202186977	10/31/2021	11/30/2021	-	-	-	-	150	150
Hope Horse Ranch	202195478	11/30/2021	12/30/2021	-	-	-	-	200	200
Hope Horse Ranch	2021974312	10/31/2021	11/30/2021	-	-	-	-	55	55
Hope Horse Ranch	202258654	2/24/2022	3/26/2022	-	-	150	-	-	150
Hope Horse Ranch	202258699832	2/24/2022	3/26/2022	-	-	55	-	-	55
Hope Horse Ranch	202258914	2/24/2022	3/26/2022	-	-	150	-	-	150
Horse Savvy Training	AB042022	4/8/2022	5/8/2022	260	-	-	-	-	260
Horse Savvy Training	AJ0-42022	4/10/2022	5/10/2022	70	-	-	-	-	70
Horse Savvy Training	AJ042022	4/10/2022	5/10/2022	195	-	-	-	-	195
Horse Savvy Training	AO042022	4/1/2022	5/1/2022	70	-	-	-	-	70
Horse Savvy Training	EIM042022	4/10/2022	5/10/2022	200	-	-	-	-	200
Horse Savvy Training	EM042022	4/10/2022	5/10/2022	200	-	-	-	-	200
Horse Savvy Training	ES042022	4/10/2022	5/10/2022	200	-	-	-	-	200
Horse Savvy Training	EW042022	4/10/2022	5/10/2022	265	-	-	-	-	265
Horse Savvy Training	FS032022	3/14/2022	4/13/2022	-	200	-	-	-	200
Horse Savvy Training	FS042022	4/10/2022	5/10/2022	200	-	-	-	-	200
Horse Savvy Training	HS042022	4/10/2022	5/10/2022	200	-	-	-	-	200
Horse Savvy Training	JaceJ0-42022	4/10/2022	5/10/2022	70	-	-	-	-	70
Horse Savvy Training	JaceJ042022	4/10/2022	5/10/2022	195	-	-	-	-	195
Horse Savvy Training	JZ042022	4/8/2022	5/8/2022	220	-	-	-	-	220
Horse Savvy Training	LW042022	4/10/2022	5/10/2022	265	-	-	-	-	265
Horse Savvy Training	MG042022	4/8/2022	5/8/2022	325	-	-	-	-	325
Horse Savvy Training	SD042022	4/10/2022	5/10/2022	260	-	-	-	-	260
iCreate Art Studio	04192022-01	4/19/2022	5/19/2022	270	-	-	-	-	270
Inspire School of Ballet	267	4/19/2022	5/19/2022	195	-	-	-	-	195
Inspire School of Ballet	269	4/19/2022	5/19/2022	72	-	-	-	-	72
Inspire School of Ballet	271	4/19/2022	5/19/2022	137	-	-	-	-	137
Institute for Excellence in Writing	887186	4/22/2022	5/18/2022	225	-	-	-	-	225
Institute for Excellence in Writing	887211	4/22/2022	5/18/2022	177	-	-	-	-	177

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Institute for Excellence in Writing	887250	4/22/2022	5/18/2022	26	-	-	-	-	26
Institute for Excellence in Writing	887394	4/22/2022	5/19/2022	304	-	-	-	-	304
Institute for Excellence in Writing	887418	4/22/2022	5/19/2022	258	-	-	-	-	258
Institute for Excellence in Writing	887479	4/22/2022	5/19/2022	26	-	-	-	-	26
Institute for Excellence in Writing	887480	4/22/2022	5/19/2022	37	-	-	-	-	37
Institute for Excellence in Writing	887481	4/22/2022	5/19/2022	37	-	-	-	-	37
Institute for Excellence in Writing	887483	4/22/2022	5/19/2022	37	-	-	-	-	37
ISHARY CORP DBA Kumon of Murrieta	042022PCA	4/18/2022	5/18/2022	754	-	-	-	-	754
Jeniece Harris	80	4/20/2022	5/20/2022	42	-	-	-	-	42
Jeniece Harris	81	4/20/2022	5/20/2022	42	-	-	-	-	42
Jeniece Harris	83	4/20/2022	5/20/2022	150	-	-	-	-	150
Jeniece Harris	84	4/20/2022	5/20/2022	150	-	-	-	-	150
Jeniece Harris	86	4/20/2022	5/20/2022	150	-	-	-	-	150
Jennifer Amundsen	PCA-DOW-QUA 2-4-22	4/22/2022	5/22/2022	1,575	-	-	-	-	1,575
Joann Henrickle Horsemanship	INV2445	4/19/2022	5/19/2022	110	-	-	-	-	110
Joann Henrickle Horsemanship	INV2446	4/19/2022	5/19/2022	330	-	-	-	-	330
Joann Henrickle Horsemanship	INV2447	4/19/2022	5/19/2022	220	-	-	-	-	220
Joshua Matos	20222	4/8/2022	5/8/2022	380	-	-	-	-	380
K.I.D.S. Therapy Associates, Inc.	166915-OT	3/31/2022	4/30/2022	520	-	-	-	-	520
K.I.D.S. Therapy Associates, Inc.	166916-PT	3/31/2022	4/30/2022	285	-	-	-	-	285
K.I.D.S. Therapy Associates, Inc.	166917-SP	3/31/2022	4/30/2022	594	-	-	-	-	594
Karate for All	APRIL 22-117	4/1/2022	5/1/2022	198	-	-	-	-	198
Kari Behrendt	2022D-2	4/21/2022	5/21/2022	441	-	-	-	-	441
Kathy Ruiz	RUIZ021422-01	2/14/2022	2/14/2022	-	-	-	605	-	605
Kathy Shoemaker	10LolaMarca	4/1/2022	5/1/2022	230	-	-	-	-	230
Kathy Shoemaker	20	4/1/2022	5/1/2022	130	-	-	-	-	130
Kathy Shoemaker	41Asaro	4/3/2022	5/3/2022	870	-	-	-	-	870
Key Martial Arts	18	4/14/2022	5/14/2022	169	-	-	-	-	169
Kimberly Flatt	FLAT041822	4/18/2022	4/18/2022	-	980	-	-	-	980
Kimberly Sabiston	3	4/18/2022	5/18/2022	800	-	-	-	-	800
KiwiCo, Inc.	116	3/31/2022	5/15/2022	5,547	-	-	-	-	5,547
KiwiCo, Inc.	117	3/31/2022	5/15/2022	371	-	-	-	-	371
KiwiCo, Inc.	76	3/15/2022	4/29/2022	-	5,291	-	-	-	5,291
Kristen Tjio	84	4/15/2022	5/15/2022	1,386	-	-	-	-	1,386
Lakeshore	779852041522	4/15/2022	5/15/2022	16	-	-	-	-	16
Lakeshore	788402041322	4/13/2022	5/13/2022	89	-	-	-	-	89
Lakeshore	789588041122	4/11/2022	5/11/2022	1,132	-	-	-	-	1,132
Lakeshore	792291040822	4/8/2022	5/8/2022	221	-	-	-	-	221
Lakeshore	792294040822	4/8/2022	5/8/2022	113	-	-	-	-	113
Lakeshore	792297040822	4/8/2022	5/8/2022	183	-	-	-	-	183

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Lakeshore	794007040822	4/8/2022	5/8/2022	350	-	-	-	-	350
Lakeshore	795948041122	4/11/2022	5/11/2022	71	-	-	-	-	71
Lakeshore	796036041322	4/13/2022	5/13/2022	790	-	-	-	-	790
Lakeshore	796474041122	4/11/2022	5/11/2022	54	-	-	-	-	54
Lakeshore	796558041122	4/11/2022	5/11/2022	69	-	-	-	-	69
Lakeshore	796642041122	4/11/2022	5/11/2022	118	-	-	-	-	118
Lakeshore	796644041122	4/11/2022	5/11/2022	116	-	-	-	-	116
Lakeshore	797096041122	4/11/2022	5/11/2022	55	-	-	-	-	55
Lakeshore	797316041122	4/11/2022	5/11/2022	63	-	-	-	-	63
Lakeshore	797659041122	4/11/2022	5/11/2022	88	-	-	-	-	88
Lakeshore	829567042122	4/21/2022	5/21/2022	32	-	-	-	-	32
Lakeshore	829955042122	4/21/2022	5/21/2022	27	-	-	-	-	27
Lakeshore	830016042122	4/21/2022	5/21/2022	214	-	-	-	-	214
Lakeshore	830020042122	4/21/2022	5/21/2022	226	-	-	-	-	226
Lakeshore	830022042122	4/21/2022	5/21/2022	140	-	-	-	-	140
Lakeshore	830023042122	4/21/2022	5/21/2022	80	-	-	-	-	80
Lakeshore	830066042122	4/21/2022	5/21/2022	307	-	-	-	-	307
Lakeshore	830070042122	4/21/2022	5/21/2022	168	-	-	-	-	168
Lakeshore	830076042122	4/21/2022	5/21/2022	88	-	-	-	-	88
Lakeshore	830131042122	4/21/2022	5/21/2022	40	-	-	-	-	40
Lakeshore	830132042122	4/21/2022	5/21/2022	36	-	-	-	-	36
Lakeshore	830135042122	4/21/2022	5/21/2022	243	-	-	-	-	243
Lakeshore	830136042122	4/21/2022	5/21/2022	145	-	-	-	-	145
Lakeshore	830137042122	4/21/2022	5/21/2022	185	-	-	-	-	185
Lakeshore	830141042122	4/21/2022	5/21/2022	5	-	-	-	-	5
Lakeshore	830176042122	4/21/2022	5/21/2022	161	-	-	-	-	161
Lakeshore	830178042122	4/21/2022	5/21/2022	108	-	-	-	-	108
Lakeshore	830179042122	4/21/2022	5/21/2022	22	-	-	-	-	22
Lakeshore	830181042122	4/21/2022	5/21/2022	60	-	-	-	-	60
Lakeshore	830182042122	4/21/2022	5/21/2022	54	-	-	-	-	54
Lakeshore	830183042122	4/21/2022	5/21/2022	29	-	-	-	-	29
Lakeshore	830246042122	4/21/2022	5/21/2022	212	-	-	-	-	212
Lakeshore	830633042122	4/21/2022	5/21/2022	431	-	-	-	-	431
Lakeshore	830640042122	4/21/2022	5/21/2022	223	-	-	-	-	223
Lakeshore	830672042122	4/21/2022	5/21/2022	277	-	-	-	-	277
Lakeshore	830677042122	4/21/2022	5/21/2022	932	-	-	-	-	932
Lakeshore	830679042122	4/21/2022	5/21/2022	318	-	-	-	-	318
Lakeshore	830681042122	4/21/2022	5/21/2022	14	-	-	-	-	14
Lakeshore	830682042122	4/21/2022	5/21/2022	20	-	-	-	-	20
Lakeshore	830744042122	4/21/2022	5/21/2022	102	-	-	-	-	102

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Lakeshore	830747042122	4/21/2022	5/21/2022	54	-	-	-	-	54
Lakeshore	830807042122	4/21/2022	5/21/2022	233	-	-	-	-	233
Lakeshore	832738042122	4/21/2022	5/21/2022	22	-	-	-	-	22
Lakeshore	832739042122	4/21/2022	5/21/2022	5	-	-	-	-	5
Lakeshore	832792042122	4/21/2022	5/21/2022	62	-	-	-	-	62
Lakeshore	832793042122	4/21/2022	5/21/2022	180	-	-	-	-	180
Lakeshore	833048042122	4/21/2022	5/21/2022	236	-	-	-	-	236
Lakeshore	833106042122	4/21/2022	5/21/2022	144	-	-	-	-	144
Laurie Capalbo	04112022-PCA	4/11/2022	5/11/2022	360	-	-	-	-	360
Laurie Capalbo	04132022-PCA	4/13/2022	5/13/2022	180	-	-	-	-	180
Learn to Rip	142	2/26/2022	3/28/2022	-	-	100	-	-	100
Learn to Rip	143	2/26/2022	3/28/2022	-	-	100	-	-	100
Learn to Rip	151	4/5/2022	5/5/2022	100	-	-	-	-	100
Learn to Rip	153	4/5/2022	5/5/2022	260	-	-	-	-	260
Learn to Rip	154	4/5/2022	5/5/2022	260	-	-	-	-	260
Learn to Rip	156	4/5/2022	5/5/2022	175	-	-	-	-	175
Learn to Rip	157	4/5/2022	5/5/2022	175	-	-	-	-	175
Learn to Rip	159	4/5/2022	5/5/2022	60	-	-	-	-	60
Learn to Rip	160	4/5/2022	5/5/2022	120	-	-	-	-	120
Learn to Rip	167	4/19/2022	5/19/2022	150	-	-	-	-	150
Learn to Rip	168	4/19/2022	5/19/2022	150	-	-	-	-	150
Learn to Rip	172	4/21/2022	5/21/2022	150	-	-	-	-	150
Learn to Rip	173	4/21/2022	5/21/2022	100	-	-	-	-	100
Learn to Rip	174	4/21/2022	5/21/2022	175	-	-	-	-	175
Learning Journeys Forum	2022-13	4/18/2022	5/18/2022	100	-	-	-	-	100
Learning Without Tears	INV140715	4/8/2022	5/8/2022	10	-	-	-	-	10
Learning Without Tears	INV140809	4/12/2022	5/12/2022	10	-	-	-	-	10
Legion American Jiu-Jitsu, LLC	014	4/21/2022	5/21/2022	360	-	-	-	-	360
Lighthouse Therapy LLC	663	4/4/2022	5/19/2022	79,439	-	-	-	-	79,439
Liliya Sannino	BlaireApril	4/20/2022	5/20/2022	250	-	-	-	-	250
Liliya Sannino	FrankApril	4/20/2022	5/20/2022	350	-	-	-	-	350
Little Passports	118550643	4/15/2022	5/15/2022	152	-	-	-	-	152
Logic of English	SI-147833	4/8/2022	5/8/2022	241	-	-	-	-	241
Lynne-Marie Friedrichs	507	4/12/2022	5/12/2022	165	-	-	-	-	165
Lynne-Marie Friedrichs	607	4/12/2022	5/12/2022	165	-	-	-	-	165
Maestro Performance Products	04-22-RF	4/10/2022	5/10/2022	145	-	-	-	-	145
Manna's Martial Arts Inc.	11	4/5/2022	5/5/2022	160	-	-	-	-	160
Marianne R. Hill	78	4/18/2022	5/18/2022	215	-	-	-	-	215
Marnie Young	PCA0029	3/31/2022	4/30/2022	23,997	-	-	-	-	23,997
Mathnasium of Poway	249401694	3/1/2022	3/31/2022	-	329	-	-	-	329

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MEL Science U.S., LLC	BL2022041303	4/13/2022	5/13/2022	214	-	-	-	-	214
MEL Science U.S., LLC	RC2022041304	4/13/2022	5/13/2022	150	-	-	-	-	150
Melinda Call	12 Izzo	4/14/2022	5/14/2022	120	-	-	-	-	120
Melinda Call	6 Granados	4/14/2022	5/14/2022	210	-	-	-	-	210
Michael Bottomley	044	4/18/2022	5/18/2022	250	-	-	-	-	250
Michael Dvoskin	8042022	4/8/2022	5/8/2022	950	-	-	-	-	950
Mikala Aragon	6	4/18/2022	5/18/2022	675	-	-	-	-	675
Mike Slayen	2508	4/12/2022	4/12/2022	-	123	-	-	-	123
Momentum Tutoring	INV-4822	3/17/2022	3/24/2022	-	-	140	-	-	140
Momentum Tutoring	INV-4853	4/1/2022	4/1/2022	-	252	-	-	-	252
MoxieBox Art, Inc.	8695	4/16/2022	5/16/2022	81	-	-	-	-	81
MoxieBox Art, Inc.	8696	4/16/2022	5/16/2022	121	-	-	-	-	121
MoxieBox Art, Inc.	8697	4/16/2022	5/16/2022	121	-	-	-	-	121
MoxieBox Art, Inc.	8705	4/16/2022	5/16/2022	40	-	-	-	-	40
Ms. Ree Math, LLC	NFisher0322	4/16/2022	5/16/2022	315	-	-	-	-	315
Murrieta Dance Project	283	4/1/2022	5/1/2022	350	-	-	-	-	350
Murrieta Dance Project	284	4/1/2022	5/1/2022	164	-	-	-	-	164
Natalie Braun	1184	4/10/2022	4/10/2022	-	600	-	-	-	600
Nathan & Elizabeth Hileman	1137	3/30/2022	4/29/2022	-	1,800	-	-	-	1,800
New West Ballet School	92	4/18/2022	5/18/2022	200	-	-	-	-	200
New West Ballet School	93	4/18/2022	5/18/2022	100	-	-	-	-	100
New West Ballet School	94	4/20/2022	5/20/2022	200	-	-	-	-	200
Noonan Family Swim School, Inc	66998_7	4/1/2022	5/1/2022	120	-	-	-	-	120
Noonan Family Swim School, Inc	86113_3	4/1/2022	5/1/2022	112	-	-	-	-	112
Noonan Family Swim School, Inc	87673_1	4/1/2022	5/1/2022	142	-	-	-	-	142
Noonan Family Swim School, Inc.	55141_9	4/20/2022	5/20/2022	142	-	-	-	-	142
Noonan Family Swim School, Inc.	62559_3	4/20/2022	5/20/2022	180	-	-	-	-	180
Noonan Family Swim School, Inc.	65977_9	4/20/2022	5/20/2022	142	-	-	-	-	142
Noonan Family Swim School, Inc.	69450_9	4/12/2022	5/12/2022	99	-	-	-	-	99
Noonan Family Swim School, Inc.	69680_13	4/12/2022	5/12/2022	112	-	-	-	-	112
Noonan Family Swim School, Inc.	83532_6	4/12/2022	5/12/2022	184	-	-	-	-	184
Noonan Family Swim School, Inc.	85679_6	4/12/2022	5/12/2022	74	-	-	-	-	74
Noonan Family Swim School, Inc.	86214_2	4/12/2022	5/12/2022	224	-	-	-	-	224
Oak Meadow Inc	129936	4/11/2022	5/11/2022	51	-	-	-	-	51
Oak Meadow Inc	130071	4/20/2022	5/20/2022	211	-	-	-	-	211
ODP Business Solutions LLC	236295272002	4/5/2022	5/1/2022	7	-	-	-	-	7
ODP Business Solutions LLC	237497427001	4/5/2022	5/1/2022	24	-	-	-	-	24
ODP Business Solutions LLC	237505242001	4/5/2022	5/1/2022	40	-	-	-	-	40
ODP Business Solutions LLC	238703870001	4/11/2022	5/1/2022	325	-	-	-	-	325
ODP Business Solutions LLC	238706879001	4/8/2022	5/1/2022	42	-	-	-	-	42

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Otschool, Inc.	12345701630	3/28/2022	4/27/2022	-	60	-	-	-	60
Otschool, Inc.	12345702558	4/11/2022	5/11/2022	30	-	-	-	-	30
Otschool, Inc.	12345702559	4/11/2022	5/11/2022	16	-	-	-	-	16
Otschool, Inc.	12345702560	4/11/2022	5/11/2022	17	-	-	-	-	17
Otschool, Inc.	12345702561	4/11/2022	5/11/2022	18	-	-	-	-	18
Otschool, Inc.	12345702562	4/11/2022	5/11/2022	44	-	-	-	-	44
Otschool, Inc.	12345702563	4/11/2022	5/11/2022	60	-	-	-	-	60
Otschool, Inc.	12345702564	4/11/2022	5/11/2022	60	-	-	-	-	60
Otschool, Inc.	12345702565	4/11/2022	5/11/2022	40	-	-	-	-	40
Otschool, Inc.	12345702566	4/11/2022	5/11/2022	48	-	-	-	-	48
Otschool, Inc.	12345702567	4/11/2022	5/11/2022	60	-	-	-	-	60
Otschool, Inc.	12345702568	4/11/2022	5/11/2022	40	-	-	-	-	40
Otschool, Inc.	12345703138	4/18/2022	5/18/2022	112	-	-	-	-	112
Otschool, Inc.	12345703139	4/18/2022	5/18/2022	20	-	-	-	-	20
Otschool, Inc.	12345703140	4/18/2022	5/18/2022	18	-	-	-	-	18
Otschool, Inc.	12345703141	4/18/2022	5/18/2022	16	-	-	-	-	16
Otschool, Inc.	12345703142	4/18/2022	5/18/2022	19	-	-	-	-	19
Otschool, Inc.	12345703143	4/18/2022	5/18/2022	20	-	-	-	-	20
Otschool, Inc.	12345703144	4/18/2022	5/18/2022	10	-	-	-	-	10
Otschool, Inc.	12345703145	4/18/2022	5/18/2022	12	-	-	-	-	12
Otschool, Inc.	12345703146	4/18/2022	5/18/2022	50	-	-	-	-	50
Otschool, Inc.	12345703147	4/18/2022	5/18/2022	42	-	-	-	-	42
Otschool, Inc.	12345703148	4/18/2022	5/18/2022	30	-	-	-	-	30
Otschool, Inc.	12345703149	4/18/2022	5/18/2022	11	-	-	-	-	11
Otschool, Inc.	12345703150	4/18/2022	5/18/2022	36	-	-	-	-	36
Otschool, Inc.	12345703151	4/18/2022	5/18/2022	40	-	-	-	-	40
Otschool, Inc.	12345703152	4/18/2022	5/18/2022	48	-	-	-	-	48
Otschool, Inc.	12345703153	4/18/2022	5/18/2022	40	-	-	-	-	40
Otschool, Inc.	12345703154	4/18/2022	5/18/2022	36	-	-	-	-	36
Otschool, Inc.	12345703155	4/18/2022	5/18/2022	60	-	-	-	-	60
Otschool, Inc.	12345703156	4/18/2022	5/18/2022	30	-	-	-	-	30
Outside the Box Creation	3474	4/11/2022	5/11/2022	162	-	-	-	-	162
Oyster Inc.	137227	4/21/2022	5/21/2022	129	-	-	-	-	129
Paint Box Art Studio	1033	4/18/2022	4/21/2022	-	428	-	-	-	428
Peace Hill Press, Inc dba Well Trained	55051	3/15/2022	4/14/2022	-	133	-	-	-	133
Peace Hill Press, Inc dba Well Trained	55161	4/11/2022	5/11/2022	35	-	-	-	-	35
Peace Hill Press, Inc dba Well Trained	55171	4/18/2022	5/18/2022	31	-	-	-	-	31
Peace Hill Press, Inc dba Well Trained	55174	4/19/2022	5/19/2022	105	-	-	-	-	105
PianoMarvel, LLC.	11275	4/20/2022	4/20/2022	-	26	-	-	-	26
Playground Players Productions	172	4/18/2022	4/18/2022	-	480	-	-	-	480

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Pointwest Innovations Corporation	1447	4/12/2022	5/12/2022	26,600	-	-	-	-	26,600
Power of Leverage Brazilian Jiu Jitsu	132	4/15/2022	5/15/2022	150	-	-	-	-	150
Provenance	1436	4/1/2020	5/1/2020	-	-	-	-	3,301	3,301
Provenance	1646	5/19/2020	5/19/2020	-	-	-	-	44,660	44,660
Provenance	1782	6/11/2020	6/11/2020	-	-	-	-	24,280	24,280
Provenance	1873	6/24/2020	6/24/2020	-	-	-	-	14,004	14,004
Provenance	1901	6/25/2020	6/25/2020	-	-	-	-	56,532	56,532
Provenance	2694	6/15/2020	6/15/2020	-	-	-	-	15,250	15,250
Provenance	2705	6/15/2020	6/15/2020	-	-	-	-	15,629	15,629
Provenance	2907	7/1/2020	7/1/2020	-	-	-	-	80,307	80,307
Provenance	2955	7/2/2020	7/2/2020	-	-	-	-	7,350	7,350
Provenance	3062	7/15/2020	7/15/2020	-	-	-	-	43,607	43,607
Provenance	3109	7/30/2020	7/30/2020	-	-	-	-	2,800	2,800
Provenance	3550	9/22/2020	9/22/2020	-	-	-	-	1,141	1,141
Provenance	3627	10/7/2020	11/6/2020	-	-	-	-	1,600	1,600
Provenance	3692	10/21/2020	11/21/2020	-	-	-	-	130	130
Provenance	3784	10/27/2020	10/27/2020	-	-	-	-	10,710	10,710
Provenance	3812	10/30/2020	10/30/2020	-	-	-	-	12,236	12,236
Provenance	3830	11/9/2020	12/9/2020	-	-	-	-	5,418	5,418
Provenance	3905	11/16/2020	12/16/2020	-	-	-	-	100	100
Provenance	3919	11/16/2020	12/16/2020	-	-	-	-	49,172	49,172
Provenance	4149	12/16/2020	12/16/2020	-	-	-	-	500	500
Provenance	4159	11/30/2020	12/30/2020	-	-	-	-	275	275
Provenance	4162	12/18/2020	12/18/2020	-	-	-	-	504	504
Provenance	4176	12/18/2020	1/17/2021	-	-	-	-	12,566	12,566
Provenance	4317	1/19/2021	2/18/2021	-	-	-	-	400	400
Provenance	4329	1/19/2021	2/18/2021	-	-	-	-	673	673
Provenance	4344	1/19/2021	2/18/2021	-	-	-	-	10,374	10,374
Provenance	4356	1/20/2021	2/19/2021	-	-	-	-	1,250	1,250
Provenance	4366	1/20/2021	2/19/2021	-	-	-	-	1,316	1,316
Provenance	4372	1/20/2021	2/19/2021	-	-	-	-	6,148	6,148
Provenance	4417	1/28/2021	2/27/2021	-	-	-	-	4,706	4,706
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

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Provenance	4593	2/23/2021	3/25/2021	-	-	-	-	54	54
Provenance	4595	2/23/2021	3/25/2021	-	-	-	-	732	732
Provenance	4619	2/25/2021	3/27/2021	-	-	-	-	301	301
Provenance	4621	2/25/2021	3/27/2021	-	-	-	-	139	139
Provenance	4622	2/25/2021	3/27/2021	-	-	-	-	72	72
Provenance	4625	2/26/2021	3/28/2021	-	-	-	-	48	48
Provenance	4648	3/12/2021	4/11/2021	-	-	-	-	48	48
Provenance	4676	3/16/2021	4/15/2021	-	-	-	-	100	100
Provenance	4761	3/23/2021	4/22/2021	-	-	-	-	4,614	4,614
Provenance	4766	3/25/2021	4/24/2021	-	-	-	-	10,094	10,094
Provenance	4774	3/26/2021	4/25/2021	-	-	-	-	4,225	4,225
Provenance	4793	3/30/2021	4/29/2021	-	-	-	-	41	41
Provenance	4799	3/31/2021	4/30/2021	-	-	-	-	650	650
Provenance	4807	3/31/2021	4/30/2021	-	-	-	-	2,465	2,465
Provenance	4830	4/12/2021	5/12/2021	-	-	-	-	945	945
Provenance	4927	4/21/2021	5/21/2021	-	-	-	-	14	14
Provenance	5037	5/18/2021	6/17/2021	-	-	-	-	4,772	4,772
Provenance	PROV041321	4/13/2021	4/13/2021	-	-	-	-	3,650	3,650
Pyle Sims Duncan & Stevenson	35877	4/7/2022	5/7/2022	1,125	-	-	-	-	1,125
Rachel Fitzgerald	04112022	4/11/2022	5/11/2022	840	-	-	-	-	840
Rainbow Resource Center	3721515	4/11/2022	5/11/2022	104	-	-	-	-	104
Rainbow Resource Center	3721517	4/11/2022	5/11/2022	91	-	-	-	-	91
Rainbow Resource Center	3722091	4/11/2022	5/11/2022	370	-	-	-	-	370
Rainbow Resource Center	3728924	4/20/2022	5/20/2022	26	-	-	-	-	26
Rainbow Resource Center	3728925	4/20/2022	5/20/2022	26	-	-	-	-	26
Rainbow Resource Center	3729135	4/21/2022	5/21/2022	93	-	-	-	-	93
Rainbow Resource Center	3729355	4/21/2022	5/21/2022	48	-	-	-	-	48
Rainbow Resource Center	3729366	4/21/2022	5/21/2022	60	-	-	-	-	60
Rainbow Resource Center	3729544	4/21/2022	5/21/2022	46	-	-	-	-	46
Rainbow Resource Center	3729699	4/21/2022	5/21/2022	150	-	-	-	-	150
Rainbow Resource Center	3729758	4/21/2022	5/21/2022	174	-	-	-	-	174
Raising Golfers Golf Academy	2	4/20/2022	5/20/2022	399	-	-	-	-	399
Ramona Brazilian Jiu-Jitsu/ MMA	2022_AprPCA	4/21/2022	5/21/2022	1,923	-	-	-	-	1,923
Ramona Brazilian Jiu-Jitsu/ MMA	2022_PCAMarNo.2	4/21/2022	5/21/2022	789	-	-	-	-	789
Ramona Rebels Elite	51	4/11/2022	5/11/2022	700	-	-	-	-	700
Randall Music School	078	4/11/2022	5/11/2022	156	-	-	-	-	156
Renata Bezman	PCA202203	4/11/2022	5/11/2022	1,050	-	-	-	-	1,050
Ricardo Robledo	013	4/18/2022	5/18/2022	160	-	-	-	-	160
Rock Creek Enrichment Center	20221105	3/15/2022	4/14/2022	-	43	-	-	-	43
Rock Creek Enrichment Center	20221118	4/9/2022	5/9/2022	80	-	-	-	-	80

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Rock Creek Enrichment Center	20221121	4/9/2022	5/9/2022	650	-	-	-	-	650
Rock Creek Enrichment Center	20221122	4/9/2022	5/9/2022	825	-	-	-	-	825
Rock n Tumble Gymnastics	RnT021	4/14/2022	5/14/2022	297	-	-	-	-	297
Samantha Hoffman	18	3/31/2022	4/30/2022	1,980	-	-	-	-	1,980
San Diego Center for Vision Care - Opt	130	4/8/2022	5/8/2022	200	-	-	-	-	200
San Diego Center for Vision Care - Opt	131	4/8/2022	5/8/2022	140	-	-	-	-	140
San Diego Center for Vision Care - Opt	132	4/8/2022	5/8/2022	480	-	-	-	-	480
San Diego Center for Vision Care - Opt	133	4/8/2022	5/8/2022	338	-	-	-	-	338
San Diego Circus Center	482022	4/8/2022	5/8/2022	2,310	-	-	-	-	2,310
San Diego Dance Theater	2988	4/14/2022	4/30/2022	140	-	-	-	-	140
San Diego Dance Theater	2989	4/14/2022	4/30/2022	140	-	-	-	-	140
San Diego Ice Arena	14160	4/13/2022	5/13/2022	204	-	-	-	-	204
San Diego Ice Arena	14161	4/13/2022	5/13/2022	204	-	-	-	-	204
San Diego Ice Arena	14162	4/13/2022	5/13/2022	204	-	-	-	-	204
San Diego Ice Arena	14163	4/13/2022	5/13/2022	204	-	-	-	-	204
San Diego Ice Arena	14164	4/13/2022	5/13/2022	204	-	-	-	-	204
San Diego Ice Arena	14165	4/13/2022	5/13/2022	72	-	-	-	-	72
San Diego Ice Arena	14166	4/13/2022	5/13/2022	72	-	-	-	-	72
San Diego Ice Arena	14168	4/13/2022	5/13/2022	72	-	-	-	-	72
San Diego Ice Arena	14169	4/13/2022	5/13/2022	72	-	-	-	-	72
San Diego Royal Gymnastics	065	4/8/2022	5/8/2022	74	-	-	-	-	74
San Diego Royal Gymnastics	066	4/8/2022	5/8/2022	128	-	-	-	-	128
San Diego Royal Gymnastics	067	4/8/2022	5/8/2022	275	-	-	-	-	275
San Diego Royal Gymnastics	068	4/8/2022	5/8/2022	165	-	-	-	-	165
San Diego Royal Gymnastics	069	4/8/2022	5/8/2022	64	-	-	-	-	64
San Diego Royal Gymnastics	070	4/8/2022	5/8/2022	128	-	-	-	-	128
San Diego Royal Gymnastics	071	4/8/2022	5/8/2022	64	-	-	-	-	64
San Diego Royal Gymnastics	072	4/8/2022	5/8/2022	64	-	-	-	-	64
San Diego Royal Gymnastics	073	4/8/2022	5/8/2022	64	-	-	-	-	64
Sara Burdge	42	4/18/2022	5/18/2022	120	-	-	-	-	120
Sarah Lowery Piano Studio	61	4/20/2022	5/20/2022	200	-	-	-	-	200
Sarah Lowery Piano Studio	62	4/20/2022	5/20/2022	200	-	-	-	-	200
Sarah Lowery Piano Studio	64	4/21/2022	5/21/2022	100	-	-	-	-	100
Savvas Learning Company LLC	6001615868	12/9/2021	1/8/2022	-	-	-	-	(40)	(40)
Savvas Learning Company LLC	6001615949	12/9/2021	1/8/2022	-	-	-	-	(116)	(116)
Savvas Learning Company LLC	6001615950	12/9/2021	1/8/2022	-	-	-	-	(15)	(15)
Savvas Learning Company LLC	6001617749	1/7/2022	2/6/2022	-	-	-	(40)	-	(40)
SCEGA Gymnastics	2126	4/10/2022	5/10/2022	91	-	-	-	-	91
School of Rock Otay Ranch	54AR8	4/8/2022	5/8/2022	122	-	-	-	-	122
School of Rock Otay Ranch	55KVB7	4/8/2022	5/8/2022	60	-	-	-	-	60

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School of Rock Otay Ranch	56AS6	4/8/2022	5/8/2022	61	-	-	-	-	61
School of Rock Otay Ranch	61HR6	4/19/2022	5/19/2022	326	-	-	-	-	326
School of Rock Otay Ranch	62ES5	4/19/2022	5/19/2022	332	-	-	-	-	332
School of Rock Otay Ranch	63AS7	4/21/2022	5/21/2022	119	-	-	-	-	119
School of Rock Otay Ranch	64KVB8	4/21/2022	5/21/2022	329	-	-	-	-	329
School Pathways, LLC	140-INV3274	4/12/2022	5/12/2022	18,193	-	-	-	-	18,193
Sebesta's Rocking K Ranch	1103	4/20/2022	5/20/2022	720	-	-	-	-	720
Seven Spears Martial Arts Academy	309	4/1/2022	5/1/2022	169	-	-	-	-	169
SHI International Corp	B15092745	4/18/2022	5/18/2022	43,524	-	-	-	-	43,524
Shree LLC	58	4/21/2022	5/21/2022	1,885	-	-	-	-	1,885
Shuebox Educational Services- Rebecc	2022-APR-Z	4/19/2022	5/19/2022	126	-	-	-	-	126
Singapore Math Inc.	S213409	1/26/2022	2/25/2022	-	-	-	57	-	57
Singapore Math Inc.	S213464	1/14/2022	2/13/2022	-	-	-	115	-	115
Singapore Math Inc.	S213605	1/17/2022	2/16/2022	-	-	-	70	-	70
Singapore Math Inc.	S213619	1/17/2022	2/16/2022	-	-	-	28	-	28
Singapore Math Inc.	S214050	1/20/2022	2/19/2022	-	-	-	94	-	94
Singapore Math Inc.	S214132	1/20/2022	2/19/2022	-	-	-	158	-	158
Singapore Math Inc.	S214399	1/21/2022	2/20/2022	-	-	-	29	-	29
Singapore Math Inc.	S214401	1/21/2022	2/20/2022	-	-	-	158	-	158
Singapore Math Inc.	S214402	1/21/2022	2/20/2022	-	-	-	72	-	72
Singapore Math Inc.	S214433	1/24/2022	2/23/2022	-	-	-	56	-	56
Singapore Math Inc.	S214826	1/26/2022	2/25/2022	-	-	-	73	-	73
Singapore Math Inc.	S214832	1/25/2022	2/24/2022	-	-	-	76	-	76
Singapore Math Inc.	S215073	1/26/2022	2/25/2022	-	-	-	43	-	43
Singapore Math Inc.	S215150	1/27/2022	2/26/2022	-	-	-	31	-	31
Singapore Math Inc.	S215154	1/27/2022	2/26/2022	-	-	-	89	-	89
Singapore Math Inc.	S215162	1/27/2022	2/26/2022	-	-	-	145	-	145
Singapore Math Inc.	S215208	1/27/2022	2/26/2022	-	-	-	84	-	84
Singapore Math Inc.	S215512	2/1/2022	3/3/2022	-	-	148	-	-	148
Singapore Math Inc.	S215516	2/1/2022	3/3/2022	-	-	36	-	-	36
Singapore Math Inc.	S215517	2/1/2022	3/3/2022	-	-	110	-	-	110
Singapore Math Inc.	S215519	2/1/2022	3/3/2022	-	-	58	-	-	58
Singapore Math Inc.	S215767	2/1/2022	3/3/2022	-	-	75	-	-	75
Singapore Math Inc.	S215769	2/1/2022	3/3/2022	-	-	43	-	-	43
Singapore Math Inc.	S215842	2/3/2022	3/5/2022	-	-	93	-	-	93
Singapore Math Inc.	S215845	2/3/2022	3/5/2022	-	-	69	-	-	69
Singapore Math Inc.	S215847	2/3/2022	3/5/2022	-	-	69	-	-	69
Singapore Math Inc.	S222031	4/12/2022	5/12/2022	160	-	-	-	-	160
Singapore Math Inc.	S222032	4/12/2022	5/12/2022	75	-	-	-	-	75
Singapore Math Inc.	S222227	4/12/2022	5/12/2022	188	-	-	-	-	188

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Small Talk OC	1603	3/1/2022	4/30/2022	3,040	-	-	-	-	3,040
SmallTalk Pediatric Therapy	0000421	4/6/2022	5/1/2022	1,944	-	-	-	-	1,944
SmallTalk Pediatric Therapy	0000422	4/6/2022	5/1/2022	2,592	-	-	-	-	2,592
SmallTalk Pediatric Therapy	0000423	4/6/2022	5/1/2022	1,296	-	-	-	-	1,296
SmallTalk Pediatric Therapy	0000424	4/6/2022	5/1/2022	1,080	-	-	-	-	1,080
SmallTalk Pediatric Therapy	0000426	4/6/2022	5/1/2022	756	-	-	-	-	756
SmallTalk Pediatric Therapy	0000427	4/6/2022	5/1/2022	1,080	-	-	-	-	1,080
SmallTalk Pediatric Therapy	0000428	4/6/2022	5/1/2022	324	-	-	-	-	324
SmallTalk Pediatric Therapy	0000429	4/6/2022	5/1/2022	972	-	-	-	-	972
SmallTalk Pediatric Therapy	0000430	4/6/2022	5/1/2022	432	-	-	-	-	432
SmallTalk Pediatric Therapy	0000431	4/6/2022	5/1/2022	972	-	-	-	-	972
SmallTalk Pediatric Therapy	0000432	4/6/2022	5/1/2022	432	-	-	-	-	432
SmallTalk Pediatric Therapy	0000433	4/6/2022	5/1/2022	540	-	-	-	-	540
SmallTalk Pediatric Therapy	0000434	4/6/2022	5/1/2022	1,188	-	-	-	-	1,188
SmallTalk Pediatric Therapy	0000435	4/6/2022	5/1/2022	864	-	-	-	-	864
SmallTalk Pediatric Therapy	0000436	4/6/2022	5/1/2022	432	-	-	-	-	432
SmallTalk Pediatric Therapy	0000437	4/6/2022	5/1/2022	432	-	-	-	-	432
SmallTalk Pediatric Therapy	0000438	4/6/2022	5/1/2022	972	-	-	-	-	972
SmallTalk Pediatric Therapy	0000439	4/6/2022	5/1/2022	324	-	-	-	-	324
SmallTalk Pediatric Therapy	0000440	4/6/2022	5/1/2022	324	-	-	-	-	324
SmallTalk Pediatric Therapy	0000442	4/18/2022	5/1/2022	3,348	-	-	-	-	3,348
So Cal TTC	04012022	4/1/2022	5/1/2022	2,519	-	-	-	-	2,519
Soccer Saints & Ryan Beard	1036	4/19/2022	5/19/2022	120	-	-	-	-	120
SOR Schools VI, LLC	30092	3/30/2022	4/29/2022	-	1,740	-	-	-	1,740
Staump Productions	0041822-02	4/18/2022	5/18/2022	300	-	-	-	-	300
Studies Weekly	435378	4/11/2022	9/1/2022	97	-	-	-	-	97
Success Martial Arts	100030	4/19/2022	5/19/2022	1,425	-	-	-	-	1,425
Sundance Hills Equestrian Center	0401-CM	3/30/2022	3/30/2022	-	-	(250)	-	-	(250)
Superstar Gymnastics and Dance	1	4/8/2022	5/8/2022	440	-	-	-	-	440
Susan R Simmons	ROMANILLO 0005	4/15/2022	4/15/2022	-	1,025	-	-	-	1,025
Susan R Simmons	ROMANILLO 0006	4/15/2022	4/15/2022	-	600	-	-	-	600
Sweetwater Horses Inc.	3963	4/8/2022	5/8/2022	425	-	-	-	-	425
Sweetwater Horses Inc.	3964	4/8/2022	5/8/2022	935	-	-	-	-	935
Sweetwater Horses Inc.	3965	4/8/2022	5/8/2022	935	-	-	-	-	935
Sweetwater Horses Inc.	3966	4/8/2022	5/8/2022	425	-	-	-	-	425
Sweetwater Horses Inc.	3967	4/8/2022	5/8/2022	490	-	-	-	-	490
Sweetwater Horses Inc.	3968	4/8/2022	5/8/2022	490	-	-	-	-	490
Sweetwater Horses Inc.	3969	4/8/2022	5/8/2022	455	-	-	-	-	455
Sweetwater Horses Inc.	3970	4/8/2022	5/8/2022	380	-	-	-	-	380
Sweetwater Horses Inc.	3971	4/8/2022	5/8/2022	645	-	-	-	-	645

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Sweetwater Horses Inc.	3972	4/8/2022	5/8/2022	530	-	-	-	-	530
Sweetwater Horses Inc.	3973	4/8/2022	5/8/2022	795	-	-	-	-	795
Sweetwater Horses Inc.	3974	4/8/2022	5/8/2022	855	-	-	-	-	855
Sweetwater Horses Inc.	3975	4/8/2022	5/8/2022	570	-	-	-	-	570
Sweetwater Horses Inc.	3976	4/8/2022	5/8/2022	795	-	-	-	-	795
Sweetwater Horses Inc.	3977	4/8/2022	5/8/2022	855	-	-	-	-	855
Sweetwater Horses Inc.	3978	4/8/2022	5/8/2022	570	-	-	-	-	570
Sweetwater Horses Inc.	3979	4/8/2022	5/8/2022	605	-	-	-	-	605
Sweetwater Horses Inc.	3980	4/8/2022	5/8/2022	520	-	-	-	-	520
Sweetwater Horses Inc.	3981	4/8/2022	5/8/2022	635	-	-	-	-	635
Sweetwater Horses Inc.	3982	4/8/2022	5/8/2022	285	-	-	-	-	285
Sweetwater Horses Inc.	3983	4/8/2022	5/8/2022	285	-	-	-	-	285
Sweetwater Horses Inc.	3984	4/8/2022	5/8/2022	265	-	-	-	-	265
Swiftkick Martial Arts	2040	4/15/2022	5/15/2022	145	-	-	-	-	145
Swiftkick Martial Arts	2041	4/18/2022	5/18/2022	676	-	-	-	-	676
Tammi Bueno	21	3/31/2022	4/30/2022	917	-	-	-	-	917
Teacher Synergy, LLC	191349994	4/18/2022	5/9/2022	74	-	-	-	-	74
Teacher Synergy, LLC	191661805	4/20/2022	5/11/2022	18	-	-	-	-	18
Teacher Synergy, LLC	191661919	4/20/2022	5/11/2022	87	-	-	-	-	87
Teacher Synergy, LLC	191662158	4/20/2022	5/11/2022	6	-	-	-	-	6
Teacher Synergy, LLC	191668251	4/20/2022	5/11/2022	15	-	-	-	-	15
Teacher Synergy, LLC	191668978	4/20/2022	5/11/2022	15	-	-	-	-	15
Teacher Synergy, LLC	191669555	4/20/2022	5/11/2022	14	-	-	-	-	14
Teacher Synergy, LLC	191669658	4/20/2022	5/11/2022	6	-	-	-	-	6
Teacher Synergy, LLC	191675844	4/20/2022	5/11/2022	7	-	-	-	-	7
Teacher Synergy, LLC	191750810	4/21/2022	5/12/2022	55	-	-	-	-	55
Teacher Synergy, LLC	191751299	4/21/2022	5/12/2022	80	-	-	-	-	80
Teacher Synergy, LLC	191751614	4/21/2022	5/12/2022	32	-	-	-	-	32
Teacher Synergy, LLC	191751910	4/21/2022	5/12/2022	5	-	-	-	-	5
Teacher Synergy, LLC	191752344	4/21/2022	5/12/2022	13	-	-	-	-	13
Teacher Synergy, LLC	191762338	4/21/2022	5/12/2022	79	-	-	-	-	79
Teacher Synergy, LLC	191773210	4/21/2022	5/12/2022	20	-	-	-	-	20
Teacher Synergy, LLC	191773393	4/21/2022	5/12/2022	18	-	-	-	-	18
Teacher Synergy, LLC	191773506	4/21/2022	5/12/2022	65	-	-	-	-	65
Teacher Synergy, LLC	191773631	4/21/2022	5/12/2022	25	-	-	-	-	25
Teacher Synergy, LLC	191773778	4/21/2022	5/12/2022	124	-	-	-	-	124
Teacher Synergy, LLC	191773904	4/21/2022	5/12/2022	45	-	-	-	-	45
Teacher Synergy, LLC	191774008	4/21/2022	5/12/2022	30	-	-	-	-	30
Teacher Synergy, LLC	191774226	4/21/2022	5/12/2022	21	-	-	-	-	21
Teacher Synergy, LLC	191774341	4/21/2022	5/12/2022	90	-	-	-	-	90

Pacific Coast Academy

Accounts Payable Aging

April 30, 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
Teacher Synergy, LLC	191774488	4/21/2022	5/12/2022	80	-	-	-	-	80
Teacher Synergy, LLC	191774624	4/21/2022	5/12/2022	7	-	-	-	-	7
Teacher Synergy, LLC	191774762	4/21/2022	5/12/2022	5	-	-	-	-	5
Teacher Synergy, LLC	191774897	4/21/2022	5/12/2022	5	-	-	-	-	5
Teacher Synergy, LLC	191775045	4/21/2022	5/12/2022	32	-	-	-	-	32
Teacher Synergy, LLC	191775217	4/21/2022	5/12/2022	21	-	-	-	-	21
Teacher Synergy, LLC	191776196	4/21/2022	5/12/2022	25	-	-	-	-	25
Teacher Synergy, LLC	191776309	4/21/2022	5/12/2022	62	-	-	-	-	62
Teacher Synergy, LLC	191805786	4/21/2022	5/12/2022	25	-	-	-	-	25
Teacher Synergy, LLC	191806038	4/21/2022	5/12/2022	58	-	-	-	-	58
Teacher Synergy, LLC	191806137	4/21/2022	5/12/2022	65	-	-	-	-	65
Teacher Synergy, LLC	191806533	4/21/2022	5/12/2022	13	-	-	-	-	13
Teacher Synergy, LLC	191810967	4/21/2022	5/12/2022	7	-	-	-	-	7
Teacher Synergy, LLC	191815463	4/21/2022	5/12/2022	32	-	-	-	-	32
Teacher Synergy, LLC	191815523	4/21/2022	5/12/2022	23	-	-	-	-	23
Teacher Synergy, LLC	191817385	4/21/2022	5/12/2022	10	-	-	-	-	10
Teacher Synergy, LLC	191817449	4/21/2022	5/12/2022	32	-	-	-	-	32
Teaching Textbooks	42894	4/19/2022	5/19/2022	206	-	-	-	-	206
Teaching Textbooks	42896	4/20/2022	5/20/2022	67	-	-	-	-	67
Temecula Music Teacher, LLC	4964	4/8/2022	5/8/2022	948	-	-	-	-	948
Terra Arts Foundation	20084	4/19/2022	3/10/2022	-	-	3,039	-	-	3,039
The Advantage Group	141625	3/31/2022	4/30/2022	1,190	-	-	-	-	1,190
The League of Amazing Programmers	111322	4/14/2022	5/14/2022	120	-	-	-	-	120
The League of Amazing Programmers	111323	4/14/2022	5/14/2022	240	-	-	-	-	240
The League of Amazing Programmers	111324	4/14/2022	5/14/2022	162	-	-	-	-	162
The Music Factory	MP030122	4/12/2022	5/12/2022	509	-	-	-	-	509
The Salvation Army KROC Center	FEB-2022CM	3/15/2022	4/14/2022	-	(140)	-	-	-	(140)
The Salvation Army KROC Center	MAR-2022	4/12/2022	4/30/2022	1,015	-	-	-	-	1,015
Timberdoodle.com	382466	4/1/2022	5/1/2022	178	-	-	-	-	178
Timberdoodle.com	382543	4/5/2022	5/5/2022	189	-	-	-	-	189
Total Education Solutions	4650214	4/5/2022	5/18/2022	1,460	-	-	-	-	1,460
Total Vision PC, Inc.	280	4/5/2022	5/5/2022	155	-	-	-	-	155
TouchMath Acquisition LLC	200195042	3/23/2022	4/22/2022	-	76	-	-	-	76
TouchMath Acquisition LLC	200195104	3/31/2022	4/30/2022	146	-	-	-	-	146
Transamerica	PCATRANS-APR22	4/1/2022	5/1/2022	2,193	-	-	-	-	2,193
Transamerica	PCATRANS-MAR22	3/1/2022	4/1/2022	-	2,193	-	-	-	2,193
Trigger Memory Co., LLC	2790	4/10/2022	5/10/2022	79	-	-	-	-	79
Turnitin, LLC	IN11231589	4/25/2022	4/25/2022	-	2,000	-	-	-	2,000
U.S. Music Lessons	April2022	4/22/2022	5/22/2022	943	-	-	-	-	943
U.S. Music Lessons	MAR2022	4/22/2022	5/22/2022	697	-	-	-	-	697

Pacific Coast Academy**Accounts Payable Aging**

April 30, 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
Up & Movin'	InPCA 32022	4/5/2022	5/5/2022	552	-	-	-	-	552
Valued Voices	220103	4/1/2022	5/1/2022	1,800	-	-	-	-	1,800
Valued Voices	220203	4/1/2022	5/1/2022	900	-	-	-	-	900
Valued Voices	220303	4/1/2022	5/1/2022	720	-	-	-	-	720
Valued Voices	220403	4/1/2022	5/1/2022	1,260	-	-	-	-	1,260
Verizon Wireless	9903813206	4/10/2022	5/2/2022	1,966	-	-	-	-	1,966
Verizon Wireless	9903813207	4/10/2022	5/2/2022	471	-	-	-	-	471
Verizon Wireless	9903813208	4/10/2022	5/2/2022	1,409	-	-	-	-	1,409
Wagner's School of Music, LLC	5592	4/1/2022	5/1/2022	212	-	-	-	-	212
Wagner's School of Music, LLC	5594	4/1/2022	5/1/2022	116	-	-	-	-	116
Wagner's School of Music, LLC	5595	4/1/2022	5/1/2022	212	-	-	-	-	212
Wagner's School of Music, LLC	5596	4/1/2022	5/1/2022	116	-	-	-	-	116
Wagner's School of Music, LLC	5597	4/1/2022	5/1/2022	212	-	-	-	-	212
Wagner's School of Music, LLC	5598	4/1/2022	5/1/2022	129	-	-	-	-	129
Wagner's School of Music, LLC	5599	4/1/2022	5/1/2022	126	-	-	-	-	126
Wagner's School of Music, LLC	5601	4/1/2022	5/1/2022	500	-	-	-	-	500
Wagner's School of Music, LLC	5602	4/1/2022	5/1/2022	212	-	-	-	-	212
Wagner's School of Music, LLC	5603	4/1/2022	5/1/2022	212	-	-	-	-	212
Wagner's School of Music, LLC	5604	4/1/2022	5/1/2022	180	-	-	-	-	180
Wagner's School of Music, LLC	5606	4/1/2022	5/1/2022	232	-	-	-	-	232
Wagner's School of Music, LLC	5607	4/1/2022	5/1/2022	116	-	-	-	-	116
Waterworks Aquatics Carlsbad	184	4/14/2022	5/14/2022	791	-	-	-	-	791
West Coast Krav Maga Temecula	6050	4/11/2022	5/11/2022	179	-	-	-	-	179
West Coast Krav Maga Temecula	6051	4/11/2022	5/11/2022	179	-	-	-	-	179
West Coast Martial Arts Academy	42122PCA	4/21/2022	5/21/2022	189	-	-	-	-	189
Wexplore LLC	235	4/12/2022	5/12/2022	98	-	-	-	-	98
William V. MacGill & CO.	CN0022858	12/20/2021	1/19/2022	-	-	-	-	(526)	(526)
William Wilson	04202022	4/20/2022	5/20/2022	1,790	-	-	-	-	1,790
YMCA of San Diego County	4	4/14/2022	5/14/2022	115	-	-	-	-	115
YMCA of San Diego County	4-2022	4/20/2022	5/20/2022	708	-	-	-	-	708
YMCA of San Diego County	69 - TW	4/4/2022	5/4/2022	35	-	-	-	-	35
Ziggy's Tutoring	22201002-A	4/16/2022	5/16/2022	1,950	-	-	-	-	1,950
Total Outstanding Payables in April				\$ 406,496	\$ 29,057	\$ 4,715	\$ 2,233	\$502,121	\$ 945,581

Cover Sheet

Amendment to the Facilities Agreement for Records

Section: III. Operations
Item: A. Amendment to the Facilities Agreement for Records
Purpose: Vote
Submitted by:
Related Material:
First Amendment to FUA between District_CPA_PCA_ and MVA.docx

BACKGROUND:

The records department continues to grow and we need more space at the Dehsea location for records. This is an expansion of our current space.

Expert: Shari Erlendson

**FIRST AMENDMENT TO FACILITIES USE AGREEMENT BY AND AMONG
DEHESA SCHOOL DISTRICT, CABRILLO POINT ACADEMY, PACIFIC COAST
ACADEMY, AND MISSION VISTA ACADEMY**

This **FIRST AMENDMENT TO FACILITIES USE AGREEMENT** (“First Amendment”) dated July 1, 2022, is made by and among Dehesa School District, a school district organized and existing under the laws of the State of California (“District”), on the one hand, and Cabrillo Point Academy, a California nonprofit public benefit corporation operating a public charter school (“CPA”), Pacific Coast Academy, a California nonprofit public benefit corporation operating a public charter school (“PCA”), and Mission Vista Academy, a California nonprofit public benefit corporation operating a public charter school (“MVA”) on the other. The charter schools may be referred to herein individually as the “Charter School” and collectively as the “Charter Schools.” The District and the Charter Schools may also be individually referred to as a “Party” and collectively referred to as the “Parties.”

RECITALS

WHEREAS, the Parties entered into that certain Facilities Use Agreement, dated April 22, 2021, by and among Dehesa School District, Cabrillo Point Academy, Pacific Coast Academy, and Mission Vista Academy (“Agreement”), to memorialize the terms and conditions pursuant to which the Charter Schools would use a District Facility for the sole purpose of maintaining the Charter Schools’ records and conducting periodic special education assessments for students enrolled in the Charter Schools; and

WHEREAS, the Parties now desire, through this First Amendment, to amend the Agreement to include an additional modular unit as a part of the Facility.

NOW, THEREFORE, in consideration of the promises and mutual covenants and agreements described in this First Amendment, the Parties agree as follows:

1. Section 2.a. is hereby amended and replaced in its entirety with the following:

Facility. The Facility consists of two (2) modular classrooms: (i) Building H-11 on the westernmost portion of the Site and (ii) Unit #10. Both classrooms are more particularly depicted in Attachment 1.

2. **Attachment 1** “Depiction of Site and Facility” and **Attachment 2** “District Inventory List of Furnishings and Equipment at Facility” are hereby amended and replaced in their entirety with the attached **Amended Attachment 1** and **Amended Attachment 2**.

3. Except as otherwise stated herein, the Terms of the Agreement shall remain the same.

IN WITNESS WHEREOF, the Parties have executed this First Amendment to the Facilities Lease by and between the District and the Charter Schools as of the dates set forth below.

[Signatures on the following page]

DISTRICT:

Superintendent

Print Name

Date

CABRILLO POINT ACADEMY:

Principal

Print Name

Date

MISSION VISTA ACADEMY:

Principal

Print Name

Date

PACIFIC COAST ACADEMY:

Principal

Print Name

Date

Date approved by Cabrillo Point Academy Board: _____

Date approved by Pacific Coast Academy Board: _____

Date approved by Mission Vista Academy Board: _____

Approved and ratified this ____ day of _____, 2022, by the Governing Board of the Dehesa School District by the following vote:

AYES:

NOES:

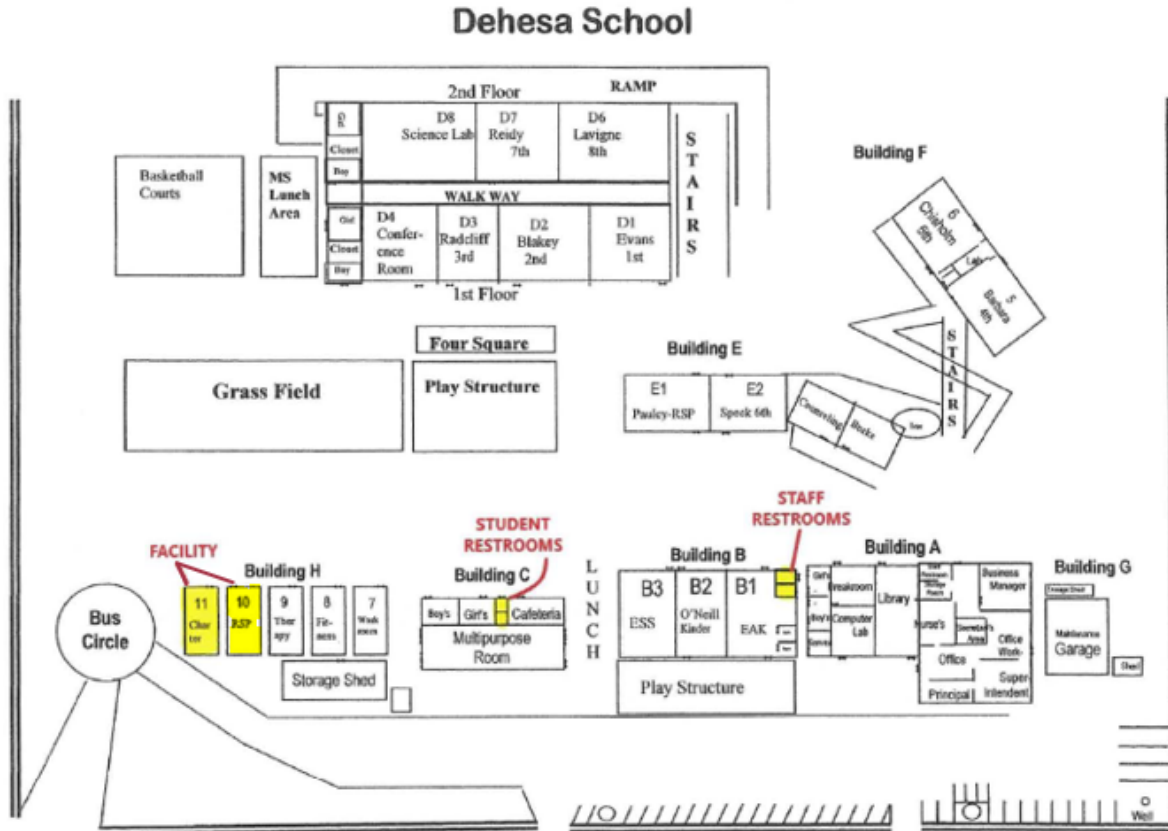
ABSENT:

ABSTAIN:

Cindy White, President of the Governing Board

AMENDED ATTACHMENT 1

Depiction of Site and Facility



NOT TO SCALE

District Initials _____
 Cabrillo Point Academy Initials _____
 Pacific Coast Academy Initials _____
 Mission Vista Academy Initials _____

AMENDED ATTACHMENT 2

District Inventory List of Furnishings and Equipment at Facility

District Initials _____
Cabrillo Point Academy Initials _____
Pacific Coast Academy Initials _____
Mission Vista Academy Initials _____

815-111/6332958.1

Cover Sheet

Executive Director Contract

Section: IV. Other Business
Item: A. Executive Director Contract
Purpose: Vote
Submitted by:
Related Material: PCA Executive Director Contract 22-23.docx (2).pdf

**PACIFIC COAST ACADEMY
FIXED-TERM EMPLOYMENT AGREEMENT**

This Employment Agreement (“Agreement”) is entered into by and between Krystin Demofonte (“Employee”), a California resident, and Pacific Coast Academy (“School”), a California nonprofit public benefit corporation.

A. Recitals

1. The School and Employee understand and acknowledge that the COVID-19 global pandemic has significantly impacted current operations and that there are many uncertainties that exist as to the ongoing or future impacts that COVID-19 may have on all aspects of school operations, which include, but in no way are limited to, issues such as student enrollment and funding.
2. Based on the above and the current anticipated operational needs for the 2022-2023 school year and thereafter, the School desires to engage the services of Employee as an Executive Director.
3. Based on the above, Employee desires to perform such services for the School on the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the premises and of the mutual agreements set forth herein, the parties hereto agree as follows:

B. Employment Terms and Conditions

1. Duties

Employee is employed to serve as Executive Director and shall perform such duties as are consistent with this position either online or in-person, as requested, as well as such other duties that the School may assign from time to time. The School may ask Employee to, among other things, attend meetings, supervise field trips, or participate in other extracurricular activities. Employee will devote his or her utmost knowledge and best skill to the performance of his or her duties. A copy of the job description for this position is attached hereto and incorporated by reference herein. These duties may be amended from time to time at the sole discretion of the School. Employee also understands that additional or different duties may be assigned to Employee in the School’s sole discretion based on impacts to operational needs and demands related to the COVID-19 global pandemic.

Employee shall abide by all of the School’s policies and procedures as adopted, amended, or modified from time to time. To the extent any of the School’s policies and procedures differ from the terms of this Agreement, the terms of this Agreement shall prevail.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the School.

Employee shall inform the School in writing if he or she accepts outside employment. Such notice shall include written assurances that Employee's outside employment shall not interfere with his or her duties. The School will then determine if a potential or actual conflict of interest exists.

2. Term and Work Schedule

Subject to Section C, "Termination of Agreement" herein, the School hereby employs Employee for the remainder of the term of the charter, commencing on or after July 1, 2022 and ending June 30, 2024.

The Executive Director is required to work Monday – Friday from 8:30 am – 5:00 pm. In addition, Employee shall attend all of the following: professional development days, parent-teacher conferences, and other school events that may occur on nights and weekends.

Workdays for the Employee shall be consistent with the applicable calendar of workdays for this position. For purposes of CALSTRS only, the work year will consist of a minimum of 228 work days.

3. Compensation

Employee is an exempt employee and therefore is not eligible for overtime pay. Employee will receive an annual salary of \$229,000, less applicable withholdings and authorized deductions. Employee's salary will be prorated in accordance with the portion of the Work Year actually worked. Employee's salary will be reevaluated each year by the Board of Directors no later than May 30th of each year.

Employee's salary will be paid semimonthly in accordance with the School's payroll practices beginning with the first pay period following the Employee's first day of work and ending June 30, 2024, unless Employee's employment ends prior to such time.

The School may adjust compensation by up to 15% in the form of a salary increase or reduction based on actual enrollment; any salary increase is contingent on enrollment and performance. Generally, salary changes, if any, may be implemented at the end of the 1st three fiscal quarters – namely September 30th, December 31st, and March 30th, although changes to compensation may be made at any time in accordance with the at-will provision in Section C of this Agreement.

4. Employee Benefits

Employee shall be entitled to participate in designated employee benefit programs and plans established by the School (subject to program and eligibility requirements) for the benefit of its

employees, which from time to time may be amended and modified by the School in its sole discretion.

5. Sick Leave

Employee shall accrue sick leave as provided in the Employee Handbook.

6. Licensure

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure credentials as well as any other requirements mandated by law (including, but not limited to, background/fingerprinting and tuberculosis clearances). Employee understands that requisite credentials include, but is not limited to, a CLAD credential or a California Commission on Teacher Credentialing recognized equivalent to instruct English language learners. Failure to maintain the credentials and qualifications or satisfy other requirements for the position may result in termination.

7. Confidential Information

All confidential information of the School that Employee has knowledge of or access to shall be the exclusive property of the School both during and after Employee's employment. Employee shall not, directly or indirectly, disclose or use any confidential information other than for the sole benefit of the School, either during Employee's employment or at any other time thereafter, without the prior written consent of the School, except to the extent that such use or disclosure is made by reason of Employee's job responsibilities.

Employee shall not take any confidential information that is in written form, computerized, machine readable, model, sample, or other form capable of physical delivery, upon or after termination of Employee's employment with the School without the prior written consent of the School. Upon the termination of Employee's employment with the School, Employee shall deliver promptly and return to the School all such materials, along with all other School property in the Employee's possession, custody, or control.

Materials developed by Employee for purposes of his or her employment at the School shall be the property of the School.

For the purposes of this section, "confidential information" shall mean all information, data, or knowledge regarding the School, its operations, employees, students, parents, contractors, or vendors not known generally to the public, including, but not limited to, research and development, trade secrets, existing or proposed computer or education programs, purchases, sales, student identifying information, financial and marketing information, lesson plans, business plans, fundraising strategies, or benefits information.

Employee shall refer to and agrees to abide by the Confidential Information policy and related policies in the Employee Handbook.

8. Child Abuse and Neglect Reporting

Employee understands and acknowledges that employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is responsible to report to an appropriate agency whenever Employee, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to have been the victim of child abuse or neglect. Employee understands and acknowledges that he or she must follow up on his or her initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

By executing this Agreement, the Employee acknowledges he or she is a mandated reporter and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. Conflicts of Interest

Employee understands that, while employed by the School, he or she will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other entity or school that will in any way conflict with his/her employment with the School. Employee agrees that he/she will not enter into any contract(s), or participate in making any contracts, in which he/she has a material financial interest. Employee also specifically agrees that he/she will not refer students to, or encourage students to utilize, any School approved vendor to which the Employee has a familial or marital connection. Employee also specifically agrees that he/she will not recommend that the School enter into a contractual relationship with a vendor to which the Employee has a familial or marital connection.

Employee shall refer to and agrees to abide by the Conflicts of Interest policy and related policies in the Employee Handbook.

C. Termination of Employment

This Agreement may be terminated by any of the following:

1. **Early Termination with/without Cause:** The Board may unilaterally, and with or without cause or advance notice, terminate this Agreement. In consideration of the right to terminate this Agreement without cause, the School shall pay to Employee her salary and benefits for six months after termination of employment. However, no cash or noncash settlement shall be provided if the Board believes Employee has engaged in fraud, misappropriation of funds or other illegal fiscal practices. Employee shall be required to execute a release of claims in order to receive said payout. If Employee refuses to execute a

release of claims, the School shall pay to Employee only two weeks of salary.

2. **Revocation/Nonrenewal of Charter:** In the event that the School is either revoked or non-renewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charter, and without the need for payment of the balance of the term.

3. **Death or Incapacitation of Employee:** The death of Employee shall terminate this Agreement and all rights provided under this Agreement. In the event that Employee becomes incapacitated to the extent that, in the judgment of the Board, Employee may no longer perform the essential functions of his/her job with or without reasonable accommodation, as set forth in the job specifications, the Board may terminate this Agreement.

D. General Provisions

1. Entire Agreement

This Agreement sets forth the entire understanding of the parties hereto with respect to its subject matter, merges and supersedes any prior or contemporaneous agreements or understandings with respect to its subject matter, and shall not be modified except by another agreement in writing executed by the School.

2. Severability

If any provision of the Agreement is held to be invalid or unenforceable by any court or tribunal of competent jurisdiction, the remainder of this Agreement shall not be affected by such judgment, and such provision shall be carried out as nearly as possible according to its original terms and intent to eliminate such invalidity or unenforceability.

3. Governing Law

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. Successors and Assigns

Neither party shall have the right to assign this personal Agreement, or any rights or obligations hereunder, without the consent of the other party.

5. Waiver of Breach

Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party. However, in the event that either

party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained in such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in the Agreement.

6. Execution in Counterparts

This Agreement may be executed in any number of counterparts, each of which shall be deemed a duplicate original when all counterparts are executed, but all of which constitute a single instrument.

E. Acceptance of Employment

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the School on the terms specified herein.
2. All information I have provided to the School related to my employment is true and accurate.

Employee's Signature

Date

School's Approval:

Kelly Durso, Board President

Date

Cover Sheet

Resignation of Board Member

Section:	IV. Other Business
Item:	B. Resignation of Board Member
Purpose:	FYI
Submitted by:	
Related Material:	Letter ICO JD Luckesen.pdf

May, 10, 2022

Board of Directors Pacific Coast Academy
13915 Danielson Street, Suite 103
Poway, CA 92064

SUBJECT: LETTER OF RESIGNATION ICO JD LUCKESEN

Dear Board Members,

It is with my deepest regret that I am writing to inform you of my resignation from the board of Pacific Coast Academy(PCA), effective on 10 May 2022. I sincerely regret any inconvenience that my resignation may cause to the board and am willing to continue to help out the board and PCA in an advisory capacity as needed.

It has been an honor to serve on the board for almost two years. I have greatly enjoyed the cooperative experience of serving on the board during my term. I am thankful for each of you. Thankful for your mentorship, friendship, and the collegial spirit you bring to the board. I have been honored to be a part of the board and PCA community. Thank you for the blessing of getting to serve with each of you. I wish the board and the entire institution success and blessings.

Sincerely,


J.D. Luckesen

Cover Sheet

Disposal of Unneeded Books, Equipment and Supplies Policy

Section: V. Consent Agenda
Item: A. Disposal of Unneeded Books, Equipment and Supplies
Policy

Purpose:

Submitted by:

Related Material:

PCA Disposal of Unneeded Books, Equipment, and Supplies Policy_Final_Redlined
5.9.22.pdf

BACKGROUND:

Per the board's request we have added a paragraph to address conflict of interest and fair treatment of all disposed materials.

Expert: Procopio



Pacific Coast Academy

Disposal of Unneeded Books, Equipment, & Supplies Policy

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DISPOSAL OF UNNEEDED BOOKS, EQUIPMENT, AND SUPPLIES POLICY

Pacific Coast Academy (“School”) is committed to having policies and procedures for the sale and disposal of worn out, obsolete, or unneeded books, equipment, and supplies. The intent of this policy is to ensure responsible management of the School’s assets while providing a practicable process for the School to dispose of items that are no longer useful for its program. To the extent this policy conflicts with another School policy, the terms of this policy shall apply.

METHODS BY WHICH THE SCHOOL MAY DISPOSE OF MATERIALS

The School may dispose of unneeded or obsolete instructional materials in its possession in any of the following ways:

- By sale, where practicable.
- By donation to a nonprofit charitable organization.
- By donation to a school district governing board, county free library, or other state institution.
- By donation to any public agency or program.
- By donation to children or adults for the purpose of increasing the general literacy of the people.
- By disposal and/or recycling, where appropriate.

EVALUATION PROCESS FOR DETERMINING WORN OUT, OBSOLETE AND UNNEEDED ITEMS

The Executive Director or designee will evaluate based on the definitions below and determine whether or not items are worn out, obsolete and/or unneeded on an ongoing, as-needed basis. Worn out, obsolete, and/or unneeded items should be reported to the business office, including a description, serial number (if applicable) and condition of the item. The School should keep a record of the sale, donation, and/or disposal of such items.

Worn Out or Obsolete

Old/outdated model/version/publication at the end of its product life cycle. May also include items that have not been used for more than a year and for which there is no foreseeable use in the near future.

Unneeded Items

Items whose type and/or stock surpasses the need of the School and/or exceeds available storage space. May also include items that have not been used for more than a year and there is no foreseeable use in near future.

DONATION, SALE, AND/OR DISPOSAL OF MATERIALS

The Executive Director or designee may direct the donation, sale, and/or disposal of worn out, obsolete,

or unneeded school property through the following methods. For computers and similar devices that store information, the School will ensure the following: 1) as applicable, records stored on the computers have been transferred to an appropriate data storage system in compliance with applicable record retentions laws; 2) once all necessary records are transferred, devices will be wiped of any confidential information and either sold, donated, or recycled at an e-recycling center (not thrown away).

- In evaluating worn out, obsolete, and/or unneeded items, the School will determine and consider whether the items are of more than nominal value. In determining whether an item is of more than nominal value, the School will consider whether it would cost the school more to go through the process of selling the items (including an appraisal if necessary) than it could obtain by selling them.
- For item(s) of more than nominal value, the School will endeavor to sell the items for a fair market value. The School may offer item(s) for sale first to stakeholders (e.g. parents, staff, and families) and/or may sell items at auction or by any other permissible method, as the School determines is appropriate.
- For item(s) of nominal or no value, or for items of value that do not sell after reasonable effort, the items(s) may be donated to a nonprofit charitable organization, a school district governing board, county free library, or other state institution, a public agency or program, or to children or adults for the purpose of increasing the general literacy of the people.
- In all cases of sale or donation, the item(s) shall be offered “as is,” without any warranty, and buyers or donees agree to waive all claims with respect to the condition or utility of the property.
- Property not suitable for sale or donation may be destroyed or otherwise disposed of by any economical means. Computers and any other item(s) constituting universal waste will be e-recycled as required by law.

WHERE THE MONEY WILL BE DEPOSITED

Revenue received from the sale of property described hereunder shall be either deposited in the School’s unrestricted reserve or general fund or credited to the fund from which the original purchase was made.

POLICY IMPLEMENTATION

School staff must implement this policy consistent with applicable legal requirements such as applicable laws regarding conflicts of interest and nondiscrimination. School staff shall conduct sales, donations, and disposals fairly and equitably without regard to personal preferences for any potential recipient of School property.

Cover Sheet

Invoices Over \$100,000

Section: V. Consent Agenda
Item: B. Invoices Over \$100,000
Purpose:
Submitted by:
Related Material: PCA - Apple Quote - 2211139607.pdf
PCA - Apple Quote - 2211142271.pdf

Apple Inc. Education Price Quote

Customer:	STE 103 PACIFIC COAST ACADEMY STE 103 email: karen.tirado@cabrillopointheademy.org	Apple Inc:	Jimmy Morgan 5505 W Parmer Lane Bldg 7 Austin, TX 78727 Phone: +1-512-6746496 email: jimmy_morgan@apple.com
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Apple Quote: 2211139607

Quote Date: Thursday, April 28, 2022

Quote Valid Until: Saturday, May 28, 2022

Quote Comments:

Please reference Apple Quote number on your Purchase Order.

Row #	Details & Comments	Qty	Unit List Price	Extended List Price
1	10.2-inch iPad Wi-Fi 64GB – Space Gray (Packaged in a 10-pack) Part Number: MK2Y3LL/A	500	\$294.00	\$147,000.00
2	4-Year AppleCare+ for Schools – iPad / iPad Air / iPad mini Part Number: S7828LL/A	500	\$109.00	\$54,500.00

Edu List Price Total **\$201,500.00**

- eWaste Fee / Recycling Fee \$2,000.00

- Additional Tax \$0.00

- Estimated Tax \$11,392.50

- Total Tax \$11,392.50

Extended Total Price* **\$214,892.50**

*In most cases Extended Total Price does not include Sales Tax

*If applicable, eWaste/Recycling Fees are included. Standard shipping is complimentary

Complete your order by one of the following:

- This document has been created for you as Apple Quote ID 2211139607. Please contact your institution's Authorized Purchaser to submit the above quote online. For account access or new account registration, go to <https://ecommerce.apple.com>. Simply go to the Quote area of your Apple Education Online Store, click on it and convert to an order.
 - For registration assistance, call 1.800.800.2775
- If you are unable to submit your order online, please send a copy of this Quote with your Purchase Order via email to institutionorders@apple.com. **Be sure to reference the Apple Quote number on the PO to ensure expedited processing of your order.**
 - For more information, go to provision C below, for details.

THIS IS A QUOTE FOR THE SALE OF PRODUCTS OR SERVICES. YOUR USE OF THIS QUOTE IS SUBJECT TO THE FOLLOWING PROVISIONS WHICH CAN CHANGE ON SUBSEQUENT QUOTES:

- A. ANY ORDER THAT YOU PLACE IN RESPONSE TO THIS QUOTE WILL BE GOVERNED BY (1) ANY CONTRACT IN EFFECT BETWEEN APPLE INC. ("APPLE") AND YOU AT THE TIME YOU PLACE THE ORDER OR (2), IF YOU DO NOT HAVE A CONTRACT IN EFFECT WITH APPLE, CONTACT contracts@apple.com.
- B. ALL SALES ARE FINAL. PLEASE REVIEW RETURN POLICY BELOW IF YOU HAVE ANY QUESTIONS. IF YOU USE YOUR INSTITUTION'S PURCHASE ORDER FORM TO PLACE AN ORDER IN RESPONSE TO THIS QUOTE, APPLE REJECTS ANY TERMS SET OUT ON THE PURCHASE ORDER THAT ARE INCONSISTENT WITH OR IN ADDITION TO THE TERMS OF YOUR AGREEMENT WITH APPLE.
- C. YOUR ORDER MUST REFER SPECIFICALLY TO THIS QUOTE AND IS SUBJECT TO APPLE'S ACCEPTANCE. ALL FORMAL PURCHASE ORDERS SUBMITTED BY EMAIL MUST SHOW THE INFORMATION BELOW:
 - APPLE INC. AS THE VENDOR
 - BILL-TO NAME AND ADDRESS FOR YOUR APPLE ACCOUNT
 - PHYSICAL SHIP-TO NAME AND ADDRESS (NO PO BOXES)
 - PURCHASE ORDER NUMBER
 - VALID SIGNATURE OF AN AUTHORIZED PURCHASER
 - APPLE PART NUMBER AND/OR DESCRIPTION OF PRODUCT AND QUANTITY
 - TOTAL DOLLAR AMOUNT AUTHORIZED OR UNIT PRICE AND EXTENDED PRICE ON ALL LINE ITEMS
 - CONTACT INFORMATION: NAME, PHONE NUMBER AND EMAIL
- D. UNLESS THIS QUOTE SPECIFIES OTHERWISE, IT REMAINS IN EFFECT UNTIL Saturday, May 28, 2022 UNLESS APPLE WITHDRAWS IT BEFORE YOU PLACE AN ORDER, BY SENDING NOTICE OF ITS INTENTION TO WITHDRAW THE QUOTE TO YOUR ADDRESS SET OUT IN THE QUOTE.
 - APPLE MAY MODIFY OR CANCEL ANY PROVISION OF THIS QUOTE, OR CANCEL ANY ORDER YOU PLACE PURSUANT TO THIS QUOTE, IF IT CONTAINS A TYPOGRAPHIC OR OTHER ERROR.
- E. THE AMOUNT OF THE VOLUME PURCHASE PROGRAM (VPP) CREDIT SHOWN ON THIS QUOTE WILL ALWAYS BE AT UNIT LIST PRICE VALUE DURING REDEMPTION ON THE VPP STORE.
- F. UNLESS SPECIFIED ABOVE, APPLE'S STANDARD SHIPPING IS INCLUDED IN THE TOTAL PRICE.

Opportunity ID: 18000007535937

<https://ecommerce.apple.com>

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Document rev 10.6.1

Date of last revision – June 20th, 2016

Apple Inc. Education Price Quote

Customer:	STE 103 PACIFIC COAST ACADEMY STE 103 email: karen.tirado@cabrillopointacademy.org	Apple Inc:	Jimmy Morgan 5505 W Parmer Lane Bldg 7 Austin, TX 78727 Phone: +1-512-6746496 email: jimmy_morgan@apple.com
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Apple Quote: 2211142271

Quote Date: Tuesday, May 03, 2022

Quote Valid Until: Sunday, May 29, 2022

Quote Comments:

Please reference Apple Quote number on your Purchase Order.

Row #	Details & Comments	Qty	Unit List Price	Extended List Price
1	<p>13-inch MacBook Air: Apple M1 chip with 8-core CPU and 7-core GPU, 256GB - Space Gray with 4-Year AppleCare+ for Schools (Packaged in a 5-pack) (No Service Fee) Part Number: BSGC2LL/A</p> <p>13-inch MacBook Air: Apple M1 chip with 8-core CPU and 7-core GPU, 256GB - Space Gray (Packaged in a 5-pack) Part Number: MGNG3LL/A Quantity: 400</p> <p>4-Year AppleCare+ for Schools - MacBook Air (no service fees) Part Number: S8245LL/A Quantity: 400</p>	80	\$5,540.00	\$443,200.00

Edu List Price Total \$443,200.00

- eWaste Fee / Recycling Fee \$1,600.00

- Additional Tax \$0.00

- Estimated Tax \$27,249.00

- Total Tax \$27,249.00

Extended Total Price* \$472,049.00

*In most cases Extended Total Price does not include Sales Tax

*If applicable, eWaste/Recycling Fees are included. Standard

Complete your order by one of the following:

- This document has been created for you as Apple Quote ID 2211142271. Please contact your institution's Authorized Purchaser to submit the above quote online. For account access or new account registration, go to <https://ecommerce.apple.com>. Simply go to the Quote area of your Apple Education Online Store, click on it and convert to an order.
 - For registration assistance, call 1.800.800.2775
- If you are unable to submit your order online, please send a copy of this Quote with your Purchase Order via email to institutionorders@apple.com. **Be sure to reference the Apple Quote number on the PO to ensure expedited processing of your order.**
 - For more information, go to provision C below, for details.

THIS IS A QUOTE FOR THE SALE OF PRODUCTS OR SERVICES. YOUR USE OF THIS QUOTE IS SUBJECT TO THE FOLLOWING PROVISIONS WHICH CAN CHANGE ON SUBSEQUENT QUOTES:

- ANY ORDER THAT YOU PLACE IN RESPONSE TO THIS QUOTE WILL BE GOVERNED BY (1) ANY CONTRACT IN EFFECT BETWEEN APPLE INC. ("APPLE") AND YOU AT THE TIME YOU PLACE THE ORDER OR (2), IF YOU DO NOT HAVE A CONTRACT IN EFFECT WITH APPLE, CONTACT contracts@apple.com.
- ALL SALES ARE FINAL. PLEASE REVIEW RETURN POLICY BELOW IF YOU HAVE ANY QUESTIONS. IF YOU USE YOUR INSTITUTION'S PURCHASE ORDER FORM TO PLACE AN ORDER IN RESPONSE TO THIS QUOTE, APPLE REJECTS ANY TERMS SET OUT ON THE PURCHASE ORDER THAT ARE INCONSISTENT WITH OR IN ADDITION TO THE TERMS OF YOUR AGREEMENT WITH APPLE.
- YOUR ORDER MUST REFER SPECIFICALLY TO THIS QUOTE AND IS SUBJECT TO APPLE'S ACCEPTANCE. ALL FORMAL PURCHASE ORDERS SUBMITTED BY EMAIL MUST SHOW THE INFORMATION BELOW:
 - APPLE INC. AS THE VENDOR
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 - PHYSICAL SHIP-TO NAME AND ADDRESS (NO PO BOXES)
 - PURCHASE ORDER NUMBER
 - VALID SIGNATURE OF AN AUTHORIZED PURCHASER
 - APPLE PART NUMBER AND/OR DESCRIPTION OF PRODUCT AND QUANTITY
 - TOTAL DOLLAR AMOUNT AUTHORIZED OR UNIT PRICE AND EXTENDED PRICE ON ALL LINE ITEMS
 - CONTACT INFORMATION: NAME, PHONE NUMBER AND EMAIL
- UNLESS THIS QUOTE SPECIFIES OTHERWISE, IT REMAINS IN EFFECT UNTIL Sunday, May 29, 2022 UNLESS APPLE WITHDRAWS IT BEFORE YOU PLACE AN ORDER, BY SENDING NOTICE OF ITS INTENTION TO WITHDRAW THE QUOTE TO YOUR ADDRESS SET OUT IN THE QUOTE.
 - APPLE MAY MODIFY OR CANCEL ANY PROVISION OF THIS QUOTE, OR CANCEL ANY ORDER YOU PLACE PURSUANT TO THIS QUOTE, IF IT CONTAINS A TYPOGRAPHIC OR OTHER ERROR.
- THE AMOUNT OF THE VOLUME PURCHASE PROGRAM (VPP) CREDIT SHOWN ON THIS QUOTE WILL ALWAYS BE AT UNIT LIST PRICE VALUE DURING REDEMPTION ON THE VPP STORE.
- UNLESS SPECIFIED ABOVE, APPLE'S STANDARD SHIPPING IS INCLUDED IN THE TOTAL PRICE.

Opportunity ID: 18000007541209

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Document rev 10.6.1

Date of last revision – June 20th, 2016

Cover Sheet

2022-2023 Master Agreement

Section: V. Consent Agenda
Item: C. 2022-2023 Master Agreement
Purpose:
Submitted by:
Related Material: PCA New AB130 MA_Redlined_5.11.2022(1).pdf

BACKGROUND:

The Master Agreement is revised to address testing and compliance. We are adding the language in the Master Agreement so families know the expectations before they begin school. In the past many families have said they did not know testing was a requirement. With the changing laws around Charter Schools it is important for everyone to know the expectations around assessments.

Expert: Jennifer McQuarrie



Pacific Coast Academy

Master Agreement for Independent Study

~~2021-2022~~ 2022-2023

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MASTER AGREEMENT FOR INDEPENDENT STUDY

Student:	Contract Term: Full Year
Student Number:	Beginning Date: 8/16/2021
Address:	End Date: 05/27/2022
Location:	Year: 2021-2022
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: 8/16/2021
Address:	End Date: 05/27/2022
Location:	Year: 2021-2022
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 ~~the~~ 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

Parent/Guardian/Caregiver Name: Signature Date

Homeschool Teacher Name: Signature Date

Other Signature Date

Cover Sheet

Independent Study Policy

Section: V. Consent Agenda
Item: D. Independent Study Policy
Purpose:
Submitted by:
Related Material:
PCA Independent Study Policy_v1_2.3.2022_Redlined 5.11.2022.pdf

BACKGROUND:

The change was to have students and teachers meet in person at least twice a semester.
This is a return to what was previously required but during COVID the in person meeting requirements were reduced to accommodate families and teachers exposure.

Expert: Jennifer McQuarrie



Pacific Coast Academy

Independent Study Policy

INDEPENDENT STUDY POLICY

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

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

- Establish the time in which an assignment must be completed
- Establish the procedure for placement determination
- Outline what must be included in a current written agreement
- Outline how Average Daily Attendance will be calculated
- Establish compliance with the Education Code
- Establish the implementation of the Independent Study Policy

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

The following policies are effective as of the start of Charter School’s 2021-22 school year:

1. For each student in independent study, Charter School will assign a certificated employee to coordinate, evaluate, and provide general supervision of the student’s independent study instruction. (EC § 51747.5(a).)
2. For students in independent study in any grade level, the maximum length of time that may lapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is twenty (20) schooldays. (EC § 51747(a).)
 - a. The assigned work shall be delivered to the supervising teacher (“Homeschool Teacher”) at an in-person meeting on at least ~~one (1)~~ **two (2)** occasions each semester for a minimum of **(24)** meetings per school year. **No more than 60 days shall lapse between the in-person meetings.** The in-person meetings are an integral component of the School’s educational services. The Executive Director, in the Executive Director’s sole discretion, may waive only one in-person meeting per year for a pupil given extraordinary circumstances. If a pupil misses any of the ~~two~~ **four (24)** in-person meetings, absent an Executive Director’s waiver, the administrative withdrawal process may be initiated for failure to comply with this policy.

3. When any student fails to complete three (3) assignments during any period of twenty (20) schooldays, fails to show the body of work for a learning period (student's failure to demonstrate knowledge of required concepts for the learning period) as determined by the Homeschool Teacher, or fails to make satisfactory educational progress (defined below in Section 4), the Charter School will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to or otherwise be placed in a regular in-person school program. A written record of the findings of any evaluation will be maintained in the student's permanent record. This record will be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school. (EC § 51747(b).)
4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"). The Executive Director or designee is responsible for making this determination based on all of the following indicators:
 - a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth below:
 - i. Pupil achievement and engagement, as measured by all of the following, as applicable:
 1. Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., "CAASPP", or any other subsequent assessment as certified by the state board of education),
 2. The percentage of pupils that have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University,
 3. The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs that align with state board-approved career technical education standards and frameworks,
 4. The percentage of pupils who have successfully completed both the university entrance and career technical courses specified above,
 5. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California ("ELPAC" or subsequent assessments of English proficiency certified by the state board),
 6. The English learner reclassification rate,
 7. The percentage of pupils who have passed an advanced placement exam with a score of "3" or higher, and
 8. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college preparedness).

- ii. Pupil engagement, as measured by all of the following, as applicable:
 - 1. School attendance rates,
 - 2. Chronic absenteeism rates,
 - 3. Middle school dropout rates,
 - 4. High school dropout rates, and
 - 5. High school graduation rates.
 - b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
 - c. Learning required concepts, as determined by the Homeschool Teacher.
 - d. Progressing toward successful completion of the course of study or individual course, as determined by the Homeschool Teacher. (EC § 51747(b)(2).)
5. Charter School will provide content to students aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (EC § 51747(c).)
6. If a student does not generate attendance for more than three (3) schooldays or 60 percent of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the school’s approved instructional calendar, students found not participatory pursuant to EC § 51747.5 for more than the greater of three (3) schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span, or for students who are in violation of their independent study written agreement, Charter School shall:
- a. Verify the student’s current contact information;
 - b. Notify the student’s parent or guardian of the student’s lack of participation within one schoolday of the recording of a non-attendance day or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
 - c. Reach out to the student directly and/or parent(s) or guardian(s), as well as health and social services as necessary, to determine the student’s needs for reengagement; and
 - d. If the student has failed to complete three (3) assignments during any period of twenty (20) schooldays, fails to show the body of work for a learning period, or is failing to make satisfactory educational progress as defined in Section 4 herein, the Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student’s written agreement) to review the student’s written agreement and reconsider the independent study program’s impact on the student’s achievement and well-being. (EC § 51747(d).)
7. Based on each student’s grade level, Charter School will schedule and offer opportunities for

synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-c below. (EC § 51747(e).)

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

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

- a. For students in grades TK-3, inclusive, the Charter School will offer opportunities for daily synchronous instruction.
- b. For students in grades 4-8, inclusive, the Charter School will offer opportunities for weekly synchronous instruction, and daily live interaction.
- c. For students in grades 9-12, inclusive, the Charter School will offer opportunities for weekly synchronous instruction.

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

8. A student’s parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Executive Director or their assigned teacher of record. If there is such a request, Charter School will offer to help the student enroll in the in-person program offered by their district of residence within five (5) schooldays. (EC § 51747(f).)
9. A current written independent study agreement for each independent study student will be maintained on file. Each written agreement will contain the following:
 - a. The manner, time, frequency, and place for submitting a student’s assignments, for reporting the student’s academic progress, and for communicating with a student’s parent or guardian regarding a student’s academic progress.
 - b. The objectives and methods of study for the student’s work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.

- d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (EC § 51747(g).)
- i. Charter School will comply with the signature requirements for independent study written agreements set forth in EC § 51747(g)(9), including:
 - ~~i. For the 2021-22 School Year Only: Charter School will obtain a signed written agreement for an independent study program of any length of time from the student, or the student's parent or legal guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.~~
 - ii. Beginning in 2022-23 School Year and Thereafter (Must Obtain Signatures Before Independent Study Instruction): Each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph, "care giver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
- j. Upon the request of the parent or guardian of a student, before signing a written agreement pursuant to EC § 51747, the Charter School will conduct a telephone, videoconference, or in-

person pupil-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (EC § 51747(h)(2).)

10. Additional Independent Study Requirements:

- a. Charter School will not provide any funds or other thing of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district, or to his or her parent or guardian. (EC § 51747.3(a).)
- b. Charter School may only receive funding for the provision of independent study to students who are residents of San Diego County or who are residents of a county immediately adjacent to San Diego County. (EC § 51747.3(c).)
- c. No student with exceptional needs, as defined in EC § 56026, may participate in independent study unless the student's IEP specifically provides for that participation. (EC § 51745(c).)
- d. Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher as set forth in EC § 51747.5(b).
- e. Charter School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (EC § 51747.5(d).)
- f. Records of the independent study program will be maintained for audit purposes and shall include the following:
 - i. A copy of the independent study board policies.
 - ii. A separate listing of the students, by grade level who have participated in independent study identifying units of the curriculum attempted (also known as the "course of study") and units of the curriculum completed by students, as specified in their written agreements.
 - iii. A file of all written agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
 - iv. A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals.
 - v. Any other documents charter schools are required to maintain as required by law. (5 C.C.R. § 11703.)
- g. Charter School will comply with all applicable law regarding independent study, including

ADA-to-certificated teacher ratio requirements. (EC § 51745 et seq.; 5 C.C.R. § 11700 et seq.)

11. Average Daily Attendance: It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for Average Daily Attendance (ADA) purposes:
 - a. Students will initial “Monthly Independent Study Log” on the school days where they have completed school work Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: “By signing this log, I verify that my student completed school work on these days.”

Cover Sheet

Non-Compliance and Withdrawl Policy and Procedures

Section: V. Consent Agenda
Item: E. Non-Compliance and Withdrawl Policy and Procedures
Purpose:
Submitted by:
Related Material:
PCA 2021-2022 Non-Compliance Policy and Procedures_v3_9.8.2021_Redlined
5.11.2022.pdf

BACKGROUND:

Non-Compliance and Withdraw policies are merging into one policy. Much of the language from the withdraw policy was brought over into this policy. This was done in an effort to clean up both policies and be more clear with our non-compliance process.

Expert: Jennifer McQuarrie



Pacific Coast Academy

Non-Compliance and Withdrawal Policy and Procedures

~~2021-2022~~ 2022-2023

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NON-COMPLIANCE **AND WITHDRAWAL** POLICY AND PROCEDURES

Pacific Coast Academy is committed to ensuring students are appropriately engaged in learning, particularly as it correlates to attendance reporting. After the Non-Compliance Process has been seen through, it may be determined that Independent Study is not the best educational placement for the student and as such, the student may be Administratively Withdrawn.

The purpose of the Pacific Coast Academy Governing Board approving this Non-Compliance Policy is to accomplish the following:

1. Outline the Non-Compliance Process
2. Outline the Student's Responsibility to complete Work/Progress, Assignments/Work Samples, and/or Student Activity Logs
3. Outline the Parent's and Student's Responsibility to Schedule, and participate in Monthly Learning Period meetings
4. Establish Communication Requirements for the Home School Teacher (HST)
5. **Outline the Participation in Assigned Benchmark Testing**
6. Outline the Non-Compliance Procedures
7. Outline the Procedures for the HST when sending the First Non-Compliance Letter
8. Outline the Procedures for the HST when sending the Second Non-Compliance Letter
9. Outline the Procedures for the Administrative Conference Call
10. Outline the Tiered Reengagement Process
11. Establish the Non-Compliance Timeline/Checklist
12. Outline the follow-up protocol if a student remains enrolled and falls back into Non-Compliance
13. **Withdrawal Policy and Procedures**

1. NON-COMPLIANCE PROCESS

The School's Non-Compliance Process can be initiated if a student/family is found to have one or more of the following:

- Failure to provide a body of work for a learning period
- Three (3) missing assignments during any period of twenty (20) school days
- One or more missing Work Samples
- One or more missing Student Activity Logs (Attendance Logs)
- Missed or not scheduled one or more monthly learning period or other meetings
- Failure to meet with the Homeschool Teacher at least four times a semester for a minimum of eight times during the school year (unless the Executive Director has waived one of the in-person meetings)
- Has not responded to their Homeschool Teacher after three separate attempts (phone and Email) over the course of (four) school days
- **Has not participated in one or more assigned benchmark tests**
- Failure to fulfill approved Travel Plan

2. STUDENT WORK/PROGRESS, ASSIGNMENTS/WORK SAMPLES, STUDENT ACTIVITY LOGS

It is required that all Homeschool Teachers (HSTs) review and affirm student learning and collect Student Activity Logs and Work Samples every twenty school days. It is also required that all HQTs, monitor work completion and progress for High School Students, if using an HQT. When any pupil fails to provide a body of work for a learning period or has missed submitting one or more work samples, the HST should then start the Non-Compliance Process.

3. MONTHLY LEARNING PERIOD OR OTHER MEETINGS

It is the parent's and student's responsibility to make every effort to schedule and attend monthly learning period meetings every twenty school days. If the meeting is not successfully scheduled or held after two or more attempts, it could be determined that the family has not met the School's meeting expectations and the HST should start the Non-Compliance Process.

4. COMMUNICATION REQUIREMENTS OF THE HOME SCHOOL TEACHER

HSTs will keep positive and open lines of communication with each family. HSTs will follow a communication pattern with a pairing of a phone call and Email message, followed by documentation in Contact Manager. If an initial communication pair (#1) is not responded to within two school days, the HST will attempt to reach the family again with another communication pair (#2). If the second communication pair is not successful, the HST will attempt a third communication pair (#3) and start the Compliance Process by sending Non-Compliance Letter #1.

5. PARTICIPATION IN ASSIGNED BENCHMARK TESTING

Regular benchmark testing is important for understanding a student's learning progress and needs and is required as being a part of Pacific Coast Academy. Failure to participate in benchmark testing during the assigned assessment administration window is cause for starting the Non-Compliance policy, which may result in an administrative withdrawal.

6. NON-COMPLIANCE PROCEDURES

The compliance procedure can include two compliance letters and one Administrative Conference Call. If after the Administrative Conference Call, the student fails to meet expectations, and the plan of success set forth for the student is not followed, the student will be withdrawn from the School for at minimum, one academic school year.

7. FIRST NON-COMPLIANCE LETTER (LETTER #1)

Should any of the items listed in the Non-Compliance Process occur and there have been three Communication Pairs attempted, upon the third attempt, the HST will:

- Send Non-Compliance Letter #1 to the family using electronic means (ex. Adobe Sign).
- Document date letter was issued in Contact Manager.
- Remind student/family of the appropriate sections of the Master Agreement and Parent Student Handbook that specifically address the issue/concern.
- Talk with the family to see what the issues/concerns are on both sides as well as develop a plan to support the student and resolve any issues.
- Hold all Planning Amounts until the family is compliant.

8. SECOND NON-COMPLIANCE LETTER (LETTER #2)

Without satisfactory resolution or response to the issues described in the Non-Compliance Letter #1 within five school days, the HST will:

- Attempt to call and Email the family (Communication Pair #4)
- Determine a day and time to schedule an Administrative Conference Call with the parent(s)/guardian(s), HST, and Senior Director, to be specified in Non-Compliance Letter #2. Date should be no sooner than the 6th school day from the date of the letter.
- Send Non-Compliance Letter #2 to the family using electronic means (ex. Adobe Sign).
- Document the date the letter was issued, the concern, and confirmation of receipt in Contact Manager.
- Remind student/family of the appropriate sections of the Master Agreement and Parent Student Handbook that specifically address the issue/concern.

Letter #2 gives the student/family the opportunity to communicate and work with their HST to address and problem-solve the issues of concern. Within five school days from the date the letter was sent, the parent/guardian must either communicate and resolve the indicated issues with their HST or attend the Administrative Phone Conference as scheduled in the letter.

9. ADMINISTRATIVE CONFERENCE CALL

Without satisfactory resolution to the issues/concerns, the HST will:

- Send out a conference call number to all participants.
- Attempt to remind/confirm the parent/guardian of the call via phone and Email. Document the communication in the Contact Manager.
- Document date the Administrative Conference Call was held including a brief summary of the outcome in the Contact Manager.

A team composed of Parent(s)/Guardian(s), HST, Regional Coordinator and Senior Director must be present on the Administrative Conference Call. During this time the team will work towards resolution of the issues/concerns as well as determine if this is the best placement for the student. School Administration may determine the following:

- Independent Study is in the best interest of the student.
- The need to place the student on a student improvement plan.
- The need to implement different strategies to collect compliance documents (Student Activities Logs and or Work Samples).
- Determine that it is not in the student's best interest to remain in our Independent Study program.

If the Administration finds it is not in the best interest of the student to remain in Independent Study, then the student shall be withdrawn from the School by following the procedures in the School's withdrawal policy.

If the student or parent does not attend the Administrative Conference Call, the student could be withdrawn from the School by following the procedures in the School's withdrawal policy.

10. TIERED REENGAGEMENT

Any students that are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of the Master Agreement, the School will start the tiered reengagement process. Tiered reengagement will consist of the following:

- Verification of current contact information for each enrolled student
- Notifying parents/guardians of lack of participation within one school day of the absence or lack

of participation

- Outreach from the School to determine the student's needs, including connection with health and social services as necessary
- The Non-Compliance process outlined above (paragraph 1) will require a student-parent-educator conference to review the student's Master Agreement, and to reconsider the independent study program's impact on the student's achievement and well-being, consistent with the School's adopted Independent Study policies.

11. NON-COMPLIANCE TIMELINE/CHECKLIST

Concern/Issue Arises:

STEP #1

The HST will call & Email Family (Communication Pair #1)

- Wait 2 School Days
- Resolution – Stop Process
- If No Resolution – Continue to STEP #2

STEP #2

The HST will call & Email Family (Communication Pair #2)

- Wait 2 School Days
- Resolution – Stop Process
- If No Resolution – Continue to STEP #3
- Document all contact in Contact Manager

STEP #3

The HST will call & Email Family (Communication Pair #3) + Send Non-Compliance Letter #1 (via electronic means)

- Hold Planning Amounts
- Wait 5 School Days
- Resolution – Stop Process
- If No Resolution – Continue to STEP #4
- Document all contact in Contact Manager

STEP #4

The HST will call & Email Family (Communication Pair #4) and Send Non-Compliance Letter #2 that includes

Administrative Conference Call (via electronic means)

- Hold Planning Amounts
- Resolution – Stop Process
- If No Resolution – Continue to STEP #5
- Document all contact in Contact Manager

STEP #5

The HST, Regional Coordinator, and Senior Director will Hold Administrative Conference Call and determine best course of action.

- Follow School withdrawal policy, if applicable, and document in Contact Manager

12. FOLLOW-UP PROTOCOL

If a family falls back into Non-Compliance within the same semester with the same issue, the Non-Compliance Process would begin with STEP #4.

13. WITHDRAWAL POLICY AND PROCEDURES

In addition to the Non-Compliance reasons for withdrawal, if Pacific Coast Academy discovers that a student enrolled in Pacific Coast Academy is no longer a resident of California, no longer a resident of a county in which Pacific Coast Academy may legally provide educational services, is concurrently enrolled in a private school, is concurrently enrolled in another public school, or otherwise may no longer legally be served by Pacific Coast Academy, the following procedures shall be followed to withdraw the student from Pacific Coast Academy.

Procedures for Withdrawing a Student

Pacific Coast Academy shall send the parent/guardian/educational rights holder a notice of the Pacific Coast Academy's intention to withdraw the student from the School and the reasons for that decision. The notice will be sent at least five days prior to the withdrawal of the student. The notice will inform the parent/guardian that the Education Code provides the parent/guardian/educational rights holder with the right to a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil(s) have a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil(s) have the right to bring legal counsel or an advocate. This notice shall be written in the native language of the pupil or the pupil's parent or guardian, or if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights' holder.

This notice will also inform the parent/guardian/educational rights holder that the student's enrichment opportunities and curriculum orders will be put on hold until the hearing is completed. The notice will also

establish the date by which the hearing shall be scheduled. If the parent, guardian or educational rights holder requests a hearing within the five-day period, the parent, guardian or educational rights holder is required to cooperate to schedule the hearing within 10 days of the request for the hearing. If a parent, guardian or educational rights holder does not cooperate in scheduling the hearing and the hearing is not scheduled within 10-days (absent extraordinary circumstances in the sole discretion of the Executive Director), the parent, guardian or educational rights holder waives his/her/their rights to the hearing. Additionally, if a parent/guardian/educational rights holder fails to attend the scheduled hearing, the hearing will continue without the presence of the parent/guardian/educational rights holder. In that event, the student may be withdrawn and the decision of the hearing officer will be final.

If the parent/guardian invokes said rights, the Pacific Coast Academy will not disenroll the pupil until it has reached a final decision. The decision of the School is final and cannot be appealed.

In addition, the parent/guardian will be sent a Charter School Complaint Notice in the form provided by the California Department of Education at <https://www.cde.ca.gov/sp/ch/cscomplaint.asp>

The Charter School's Responsibility to Not Encourage a Pupil Currently Attending the School to Disenroll or Transfer to Another School

Pacific Coast Academy shall not encourage a pupil currently attending the school to disenroll or transfer to another school for any reason, including but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics: pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity or sexual orientation.

Notification of the Withdrawal

Once the student has been withdrawn from Pacific Coast Academy, the parent/guardian/educational rights' holder will be notified of the withdrawal and advised to enroll the student immediately in a school that may legally serve that student. A copy of this notice shall be placed in the student's cumulative file. The student's teacher will also be notified of the withdrawal.

Cover Sheet

Compensation Policy

Section: V. Consent Agenda
Item: F. Compensation Policy

Purpose:

Submitted by:

Related Material:

PCA 2021-2022 Compensation Policy_v7_3.12.2022_Redlined 5.12.2022.pdf

BACKGROUND:

The Compensation policy is revised to meet the state approved COLA for schools. This will begin 7/1/2022 and has already been factored in the development of the budget for next year 2022- 2023. On the stipend chart there are a few positions that are outlined for our Extended School Year (ESY) for our Special Ed Students. Summer stipends for ESY will begin 6/1/2022 in order to cover the increase of job duties for this summer. Per the board's request, many stipends are going to be embedded in the job description and pay and we are reducing the number of stipend positions. Mileage is increased due to the additional in-person meetings we are now requiring.

Expert: Charter Impact



Pacific Coast Academy

Compensation Policy

~~2021-2022~~ 2022-2023

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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, 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.
- 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.

~~Advanced Degree/Certificate Stipends~~

- ~~• Teachers who hold a Doctoral degree are entitled to additional compensation of \$3,000 stipend in addition to their current annual salary on the Salary Schedule.~~
- ~~• The stipend is not included in your annual salary and may be processed separately from regular earnings.~~
- ~~• National Board Certificate (NBC) holders are entitled to a \$3,000 stipend in addition to current annual salary on the Salary Schedule.~~
- ~~• Proof of National Board Certificate (NBC) and Doctoral Degrees must be submitted by October 31 in order for stipend to be paid for that year. Any submission after October 31 will result in stipend for the following year.~~
- ~~• The stipends will be paid as set forth in the Stipend Chart below.~~

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

oras 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 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, 2021 2022-2023 – Stipend Chart

Description Stipend	Amount	Eligibility Description	Eligibility Start	Period Paid Method of Payment	Base Number of Students
504 Coordinator	\$15,000	Assigned Position: Paid to certificated teachers who facilitate 504 meetings.	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid every pay period bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A
Academic Decathlon Coach/Advisor	\$2,500	Assigned Position: Paid to a certificated teacher to teach Academic Decathlon courses and prepare students for competition.	Eligibility starts at the beginning of the school year and once the support begins.	Paid biweekly 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.	
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
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

Pacific Coast Academy
July 1, 2021 2022-2023 – Stipend Chart

Description Stipend	Amount	Eligibility Description	Eligibility Start	Period Paid Method of Payment	Base Number of Students
Doctoral Degree	\$3,000	Provided to teachers who hold a doctorate degree.	For current employees who obtain the certification before October 31 of the current school year.	Paid in 2 installments in December and in March. The total stipend amount will only be paid to current employees.	
ELD Teacher	\$15,000 \$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	\$3,000 \$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
Extra Student	\$100/month/ student over required roster limit	If the Executive Director assigns additional students to the employee's full-time load, the employee will receive \$100/month per student.	Becomes eligible once their rosters surpass required roster limits.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	N/A

Pacific Coast Academy
July 1, 2021 2022-2023 – Stipend Chart

Description Stipend	Amount	Eligibility Description	Eligibility Start	Period Paid Method of Payment	Base Number of Students
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	Provided to single subject credentialed teachers who teach additional coursework beyond a full load in ChoicePlus Academy or Edgenuity programs.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months of the student calendar.	N/A
Highly Qualified Teacher Summer School	\$30.00/hour	Provided to single subject credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	N/A
HST- Middle School/ High School	\$5,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be on the team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August – May. Will be prorated based on period of service during the school year.	23
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
Intervention Support Coordinator	\$15,000 \$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

Pacific Coast Academy
July 1, 2021 2022-2023 – Stipend Chart

Description Stipend	Amount	Eligibility Description	Eligibility Start	Period Paid Method of Payment	Base Number of Students
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 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	\$500 per semester/ \$1000 \$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
National Board Certification (NBC)	\$3,000	Provided to teachers who have been awarded the National Board Certification.	For current employees who obtain the certification before October 31 of the current school year.	Paid in 2 installments in December and in March. The total stipend amount will only be paid to current employees.	N/A
New Teacher Trainer	\$1,600	Assigned Position: Paid to a Regional Coordinator who applied and received the position to train new teachers.	Eligibility starts at the beginning of the school year.	Paid bimonthly for the month of July.	N/A

Pacific Coast Academy
July 1, 2021 2022-2023 – Stipend Chart

Description Stipend	Amount	Eligibility Description	Eligibility Start	Period Paid 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
Professional Development (PD) Coordinator Summer	\$2,000	Assigned Position: Paid to a designated HST who applied and received the position to plan and develop PD for the start of the 2021-22 school year.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June – July. Will be prorated based on period of service during the school year.	N/A
Regional Coordinator – Middle School/ High School	\$300	Assigned Position: Paid to a credentialed teacher who applied and received the position to be a lead for the team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 12 months; July – June. Will be prorated based on period of service during the school year.	16
Robotics Teacher (Primary Grades)	\$5,000	Assigned Position: Paid to a designated HST who applied and received the position to provide Robotics instruction for the Robotics team, grades K-2.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August – May. Will be prorated based on period of service during the school year.	28
Robotics Teacher (Upper Elementary 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

Pacific Coast Academy
July 1, 2021 2022-2023 – Stipend Chart

Description Stipend	Amount	Eligibility Description	Eligibility Start	Period Paid Method of Payment	Base Number of Students
Spark Teacher	\$4,000 to \$6,000 – range depends on enrollment in program \$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
Spark Teacher Sub	\$30/hour with a total of 2 hours expected	Assigned Position: Paid to a designated HST who volunteered and received the position.	Eligibility starts upon covering a Spark class as a substitute.	Paid the following paycheck after work and hours are submitted.	N/A
Spark Robotics Teacher Assistant	\$2,500/ semester	Assigned Position: Paid to a designated HST who applied and received the position to facilitate online instruction and regular events for the Spark Robotics Program. This position is not eligible for the Spark Teacher Retention Stipend.	Eligibility starts upon covering as a Spark Teacher Assistant.	Paid bimonthly over 10 months; August – May. Will be prorated based on period of service during the school year.	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

Pacific Coast Academy
July 1, 2021 2022-2023 – Stipend Chart

Description Stipend	Amount	Eligibility Description	Eligibility Start	Period Paid Method of Payment	Base Number of Students
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
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, 2021 2022-2023 – Stipend Chart

Description Stipend	Amount	Eligibility Description	Eligibility Start	Period Paid 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
Student Support Coordinator	\$15,000	Assigned Position: Paid to certificated teachers who facilitate SST meetings.	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	N/A
Testing Team 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

Pacific Coast Academy
Administrator and Director
July 1, 2021 – Salary Schedule

Year	Administrator	Director Level 1	Director Level 2	Director Level 3	Senior Director
1	\$65,000	\$93,000	\$115,000	\$150,000	\$120,000
2	\$67,000	\$95,500	\$118,000	\$153,000	\$123,000
3	\$69,000	\$98,000	\$121,000	\$155,000	\$125,000
4	\$71,000	\$100,000	\$124,000	\$157,000	\$129,500
5	\$73,000	\$102,500	\$127,000	\$161,000	\$132,500
6	\$75,000	\$105,000	\$130,000	\$165,000	\$136,000
7	\$77,500	\$108,000	\$133,000	\$170,000	\$139,000
8	\$80,000	\$110,500	\$137,000	\$175,000	\$142,500
9	\$82,500	\$112,000	\$140,000	\$180,000	\$146,000
10	\$85,000	\$115,000	\$143,500	\$185,000	\$150,000
11	\$87,500	\$117,500	\$147,000	\$190,000	\$153,000
12	\$90,000	\$121,000	\$151,000	\$195,000	\$157,500
13	\$92,500	\$124,000	\$154,500	\$200,000	\$160,000
14	\$95,500	\$127,000	\$158,500	---	\$163,000
15	\$98,000	\$130,000	\$162,500	---	\$165,000

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		

~~NBC or Doctorate Differential is \$3000 paid in two installments in December and March.~~

*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.

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.

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Pacific Coast Academy
Certificated Support
July 1, 2021 – Salary Schedule

PROGRAM SPECIALIST

Year	1	2	3	4	5	6	7	8	9
Salary	\$84,500	\$86,613	\$88,778	\$90,997	\$93,272	\$95,604	\$97,994	\$100,444	\$102,955

SCHOOL PSYCHOLOGIST

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$82,700	\$85,760	\$90,050	\$94,560	\$99,280	\$104,250

SPEECH/LANGUAGE PATHOLOGIST

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$75,620	\$79,600	\$83,800	\$88,210	\$92,850	\$97,490

NURSE

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$71,920	\$75,510	\$78,880	\$82,850	\$86,990	\$91,340

OCCUPATIONAL THERAPIST & MENTAL HEALTH THERAPIST/SOCIAL WORKER

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$72,100	\$75,870	\$79,860	\$84,070	\$88,510	\$93,150

~~*NBC or Doctorate Differential is \$3000 paid in two installments in December and March.~~

**Annualized salary includes 201 work days. The 201 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

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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

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Pacific Coast Academy
July 1, 2021 – Classified Pay Scales

Classified Pay Scale – 191

Pay Scale Group	A	B	C	D	E	F	G	H	I	J	K	L
Spec L1	\$15.32	\$15.69	\$16.06	\$16.55	\$17.04	\$17.65	\$18.14	\$18.63	\$19.86	\$21.05	\$21.70	\$21.98
Spec L2	\$18.39	\$18.88	\$19.49	\$19.98	\$20.47	\$21.09	\$21.70	\$22.31	\$22.92	\$23.54	\$29.37	\$25.01

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	\$15.32	\$15.69	\$16.06	\$16.55	\$17.04	\$17.65	\$18.14	\$18.63	\$19.86	\$21.05	\$21.70	\$21.98
Spec L2	\$18.39	\$18.88	\$19.49	\$19.98	\$20.47	\$21.09	\$21.70	\$22.31	\$22.92	\$23.54	\$24.27	\$25.01
Spec L3	\$19.62	\$20.23	\$20.84	\$21.45	\$22.07	\$22.74	\$23.42	\$24.15	\$24.89	\$25.62	\$26.27	\$26.78
Spec L4/Executive Assistant	\$24.52	\$25.26	\$25.99	\$26.85	\$27.58	\$28.44	\$29.30	\$30.16	\$31.02	\$31.88	\$32.49	\$33.15

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

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

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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

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Pacific Coast Academy

Counselor

July 1, 2021 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$59,850**	\$59,850**	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860
B (+ 14 points)	\$59,850**	\$59,850**	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$65,512
C (+ 28 points)	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$64,855	\$68,081
D (+ 42 points)	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$64,074	\$67,311	\$70,651
E (+ 56 points)	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$63,252	\$67,439	\$69,726	\$73,220
F (+ 70 points)	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$62,327	\$65,461	\$68,749	\$72,166	\$75,789
G (+ 84 points)	\$59,860	\$59,860	\$59,860	\$59,860	\$61,402	\$64,459	\$67,670	\$71,036	\$74,607	\$78,358
H (+ 98 points)	\$59,860	\$59,860	\$59,860	\$60,374	\$63,354	\$66,540	\$69,880	\$73,374	\$77,073	\$80,927

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$83,496	\$86,065	\$88,634	\$91,203

H15	H20	H25	H30
\$93,773	\$96,342	\$98,911	\$100,966

~~NBC or Doctorate Differential is \$3000 paid in two installments in December and March.~~

*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.

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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

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Pacific Coast Academy
Highly Qualified Teacher (HQT)
July 1, 2021 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$59,850**	\$59,850**	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860
B (+ 14 points)	\$59,850**	\$59,850**	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$65,512
C (+ 28 points)	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$64,855	\$68,081
D (+ 42 points)	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$64,074	\$67,311	\$70,651
E (+ 56 points)	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$63,252	\$67,439	\$69,726	\$73,220
F (+ 70 points)	\$59,860	\$59,860	\$59,860	\$59,860	\$59,860	\$62,327	\$65,461	\$68,749	\$72,166	\$75,789
G (+ 84 points)	\$59,860	\$59,860	\$59,860	\$59,860	\$61,402	\$64,459	\$67,670	\$71,036	\$74,607	\$78,358
H (+ 98 points)	\$59,860	\$59,860	\$59,860	\$60,374	\$63,354	\$66,540	\$69,880	\$73,374	\$77,073	\$80,927

Additional Pay Scale Levels

	11	12	13	14
(continued)				
H (+ 98 points)	\$83,496	\$86,065	\$88,634	\$91,203

H15	H20	H25	H30
\$93,773	\$96,342	\$98,911	\$100,966

~~NBC or Doctorate Differential is \$3000 paid in two installments in December and March.~~

*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.

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Pacific Coast Academy
Highly Qualified Teacher (HQT)
July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP Points*	PAY SCALE LEVEL									
	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.
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Pacific Coast Academy
Homeschool Teacher (HST)
July 1, 2021 – Salary Schedule

PAY SCALE GROUP Points*	PAY SCALE LEVEL									
	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$59,800**	\$59,800**	\$59,800	\$59,800	\$59,800	\$59,800	\$59,800	\$59,800	\$59,800	\$59,800
B (+ 14 points)	\$59,800**	\$59,800**	\$59,800	\$59,800	\$59,800	\$59,800	\$59,800	\$59,800	\$59,800	\$62,121
C (+ 28 points)	\$59,800	\$59,800	\$59,800	\$59,800	\$59,800	\$59,800	\$59,800	\$59,800	\$61,463	\$64,688
D (+ 42 points)	\$59,800	\$59,800	\$59,800	\$59,800	\$59,800	\$59,800	\$59,800	\$60,683	\$63,917	\$67,254
E (+ 56 points)	\$59,800	\$59,800	\$59,800	\$59,800	\$59,800	\$59,800	\$60,683	\$64,071	\$66,330	\$69,821
F (+ 70 points)	\$59,800	\$59,800	\$59,800	\$59,800	\$59,800	\$59,862	\$62,069	\$65,355	\$68,769	\$72,388
G (+ 84 points)	\$59,800	\$59,800	\$59,800	\$59,800	\$59,862	\$62,069	\$64,277	\$67,640	\$71,208	\$74,955
H (+ 98 points)	\$59,800	\$59,800	\$59,800	\$59,862	\$62,069	\$64,071	\$66,484	\$69,975	\$73,672	\$77,522

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$80,089	\$82,656	\$85,223	\$87,790

H15	H20	H25	H30
\$90,357	\$92,924	\$95,491	\$97,545

~~NBC or Doctorate Differential is \$3000 paid in two installments in December and March.~~

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Pacific Coast Academy
Homeschool Teacher (HST)
July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP Points*	PAY SCALE LEVEL									
	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
Homeschool Teacher (HST) – Middle and High School
July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP Points*	PAY SCALE LEVEL									
	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
 Regional Coordinator
 July 1, 2021 – Salary Schedule

Year	1	2	3	4	5	6	7	8	9
Salary	\$84,500	\$86,613	\$88,778	\$90,997	\$93,272	\$95,604	\$97,994	\$100,444	\$102,955

Regional Coordinators must hold a minimum of 16 students.

~~*NBC or Doctorate Differential is \$3000 paid in two installments in December and March.~~

**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
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
Special Education (SPED) Teacher
July 1, 2021 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$61,510**	\$61,510**	\$61,521	\$63,316	\$63,316	\$63,316	\$63,316	\$63,316	\$63,316	\$63,316
B (+ 14 points)	\$61,510**	\$62,165**	\$63,316	\$63,316	\$63,316	\$63,316	\$63,316	\$63,316	\$63,316	\$69,648
C (+ 28 points)	\$63,316	\$63,316	\$63,316	\$63,316	\$63,316	\$63,316	\$63,316	\$63,316	\$68,910	\$72,526
D (+ 42 points)	\$63,316	\$63,316	\$63,316	\$63,316	\$63,316	\$63,316	\$63,316	\$68,036	\$71,663	\$75,404
E (+ 56 points)	\$63,316	\$63,316	\$63,316	\$63,316	\$63,316	\$63,316	\$67,115	\$71,806	\$74,368	\$78,282
F (+ 70 points)	\$63,316	\$63,316	\$63,316	\$63,316	\$63,316	\$66,079	\$69,591	\$73,274	\$77,102	\$81,160
G (+ 84 points)	\$63,316	\$63,316	\$63,316	\$63,316	\$65,043	\$68,468	\$72,065	\$75,836	\$79,836	\$84,038
H (+ 98 points)	\$63,316	\$63,316	\$63,316	\$63,892	\$67,230	\$70,799	\$74,541	\$78,455	\$82,599	\$86,916

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$89,794	\$92,672	\$95,550	\$98,428

H15	H20	H25	H30
\$101,306	\$104,184	\$107,062	\$109,364

NBC or Doctorate Differential is \$3000 paid in two installments in December and March.

*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
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	\$65,200	\$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.
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Pacific Coast Academy
Student Support Coordinator and 504 Coordinator
July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP Points*	PAY SCALE LEVEL									
	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
Technology Department
July 1, 2021 – 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	\$20.00	\$20.60	\$21.22	\$21.85	\$22.51	\$23.12	\$23.75	\$24.37	\$25.00	\$25.63	\$26.26	\$26.88	\$27.51	\$28.14	\$28.77	\$29.39
	Annual																
IT Tech II or Order Fulfillment Specialist 2 or IT Administrative Assistant (ITAA)	Hourly	\$22.00	\$22.66	\$23.34	\$24.04	\$24.76	\$25.43	\$26.12	\$26.81	\$27.50	\$28.19	\$28.88	\$29.57	\$30.26	\$30.95	\$31.64	\$32.33
	Annual																
IT Support Specialist (ITSS)	Hourly	\$24.00	\$24.72	\$25.46	\$26.23	\$27.01	\$27.74	\$28.50	\$29.25	\$30.00	\$30.75	\$31.51	\$32.26	\$33.01	\$33.77	\$34.52	\$35.27
	Annual																
IT Support Specialist II or Tech Coordinator (TC) or IT Provisioning Manager	Hourly	\$26.00	\$26.78	\$27.58	\$28.41	\$29.26	\$30.05	\$30.87	\$31.69	\$32.50	\$33.32	\$34.13	\$34.95	\$35.76			
	Annual														\$76,086.40	\$77,792.00	\$79,476.80
IT Support Specialist III or Tech Coordinator 2 or DevOps Engineer 1 (DO1)	Hourly	\$28.00	\$28.84	\$29.71	\$30.60	\$31.51	\$32.37	\$33.25	\$34.12	\$35.00	\$35.88						
	Annual											\$76,460.80	\$78,291.20	\$80,121.60	\$81,931.20	\$83,761.60	\$85,592.00
IT Administrator (ITA) or DevOps Engineer 2 (DO2)	Hourly	\$32.00	\$32.96	\$33.95	\$34.97	\$36.02											
	Annual						\$76,939.20	\$79,019.20	\$81,120.00	\$83,200.00	\$85,300.80	\$87,380.80	\$89,460.80	\$91,561.60	\$93,641.60	\$95,742.40	\$97,822.40
IT Manager (ITM)	Hourly	\$34.00	\$35.02	\$36.04													
	Annual				\$77,084.80	\$79,206.40	\$81,328.00	\$83,449.60	\$85,571.20	\$87,692.80	\$89,814.40	\$91,936.00	\$94,057.60	\$96,179.20	\$98,300.80	\$100,422.40	\$102,544.00

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

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.

Cover Sheet

2022-2023 Employee Handbook

Section: V. Consent Agenda
Item: G. 2022-2023 Employee Handbook
Purpose:
Submitted by:
Related Material:
PCA 2021-2022 Employee Handbook_v3_12.14.2021_Redlined 5.12.2022.pdf

BACKGROUND:

Updates for employee handbook include: outline of sick time and remote work expectations.

Expert: Director of HR, Jennifer McQuarrie



Pacific Coast Academy

Employee Handbook

~~2021-2022-2022-2023~~

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SECTION 1 – WELCOME

Welcome to Pacific Coast Academy!

We are happy to have you join us at Pacific Coast Academy (PCA or School). We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of PCA, its personnel policies and procedures, and your benefits as a PCA employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No PCA guideline, practice, manual or rule may alter the “at-will” status of your relationship with PCA.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, PCA reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever PCA determines that such action is warranted. For these reasons, we urge you to check with your supervisor to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

We welcome you and wish you great success and fulfillment at PCA.

SECTION 2 – GENERAL

This handbook serves as a guide for the employer/employee relationship. This handbook applies to faculty and staff at PCA.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or Human Resources. You are responsible for reading, understanding, and complying with the provisions of this handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other PCA document confers any contractual right, either express or implied, to remain in PCA's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by PCA or you may resign for any reason at any time.

No supervisor or other representative of PCA except the Executive Director, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Further, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

SECTION 3 – PHILOSOPHY

CORE PURPOSE

- PCA exists to inspire children to realize their potential to become extraordinary and active members of society.

CORE VALUES

The following three core values are what distinguish PCA from other schools:

- Mentoring – to inspire students to forge their paths in the world
- Passionate – to strive for excellence
- Collaborative – to be active, engaging, and contributing team members

PERMISSION-TO-PLAY VALUES

The following Permission-to-Play values are minimum behavioral standards that all employees must exhibit consistently:

- Innovative
- Dynamic
- Results-oriented
- Data-driven
- Extraordinary
- Confident
- Energetic

STRATEGIC ANCHORS

To ensure success of our core purpose and core values, PCA will use the following two strategic anchors to inform every decision the school makes and the basis for how decisions and actions will be evaluated:

- Academic achievement through relevant curricula, clear expectations, and shared accountability
- Relationship building through mentorship and consistent communication

SCHOOLWIDE LEARNER OUTCOMES

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

Pacific Coast Academy's Students are:

- **Inquisitive Learners** - Inquisitive learners are investigative, inquiring, ask probing questions, and desire to learn more.
- **Navigators of the Digital World** - Navigators of the digital world who are proficient in the use of technology, media, and online resources.
- **Self-Directed** - Self-directed and motivated students who are able to set attainable goals to achieve academic success.
- **Personalized Learners** - Personalized learners who are able to thrive in the style of education that best fits their individual needs.
- **Independent Critical Thinkers** - Independent critical thinkers who have the ability to problem solve, take ownership, and apply their knowledge to a variety of problems.
- **Responsible Citizens** - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.
- **Effective Communicators** - Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and PCA will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, PCA may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called “employment at will,” and no one other than the Executive Director of PCA with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict PCA’s right to terminate at-will.

EQUAL EMPLOYMENT OPPORTUNITY

PCA is an equal opportunity employer. In accordance with applicable law, PCA prohibits discrimination against any employee or applicant for employment on the basis of an individual’s protected status, including race (which includes, but is not limited to, traits historically associated with race, including, but not limited to, hair texture and protective hairstyles), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, 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, age, sexual orientation, marital status, parental status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity/expression, military service, 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 protected by applicable law. Also in accordance with applicable law, PCA prohibits discrimination against any qualified disabled employee or applicant, against a disabled veteran, or against a veteran of the Vietnam era with a physical or mental disability. These categories include a perception that the individual has any of these

characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. PCA will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training. Additionally, in accordance with applicable law, PCA prohibits all forms of unlawful harassment of a sexual or other discriminatory nature. Any conduct contrary to this policy is prohibited. This policy applies to all applicants and employees of PCA.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, PCA will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to PCA. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation he or she needs to perform the job. PCA will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of PCA to ensure equal employment opportunity without harassment on the basis of race (which includes, but is not limited to, traits historically associated with race, including, but not limited to, hair texture and protective hairstyles), religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, 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, age, sexual orientation, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), 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. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

PCA prohibits any such harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying and that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third

parties, who have workplace contact with our employees. This policy applies to all applicants and employees (or other listed individuals), whether related to conduct engaged in by fellow employees or someone not directly connected to PCA (e.g. an outside vendor, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the term “harassment” includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

- Offensive remarks, comments, jokes or slurs pertaining to an individual’s race, religion, sex, sexual orientation, gender or gender identity or gender expression, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status as defined by law or regulation whether verbally or by electronic means including email, and/or text messages
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved and whether verbally or by electronic means
- Offensive physical conduct, including, but not limited to, touching, blocking normal movement or interfering with another’s work regardless of the gender of the individuals involved, including, but not limited to threats of harm, violence or assault
- Offensive pictures, drawings or photographs or other communications, including email, text messages, or other forms of electronic communication
- Holding work functions in inappropriate venues, such as a strip-club
- Sex or gender based practical jokes, sexual favoritism
- Threatening reprisals due to an employee’s refusal to respond to requests for sexual favors or for reporting a violation of this policy
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
 - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment
 - Submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual
 - Such conduct has the purpose or effect of substantially interfering with the individual’s work performance or creating an intimidating, hostile or offensive working environment

What Is Abusive Conduct/Workplace Bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer’s legitimate business interests. Examples may include:
 - Use of derogatory remarks, insults and/or epithets.
 - Verbal or physical conduct that sabotages or undermines a person’s work performance

that is threatening, humiliating or intimidating.

- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others.

What is Retaliation?

Retaliation against an individual for reporting harassment, discrimination, or for participating in an investigation of a claim of such conduct is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, “retaliation” means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an “adverse employment action” means conduct or an action that materially affects the terms and conditions of the employee’s employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities; changing an employee’s work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the “cold shoulder”) when otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes he/she has been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All PCA employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

PCA encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender’s identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, the Executive Director or Human Resources. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint. In addition, PCA encourages individuals who believe they are being subjected to such conduct to promptly advise the

offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. PCA recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. PCA is serious about enforcing its policy against harassment; however, PCA cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to PCA's attention so it can take whatever steps are necessary to correct the problems.

All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to their immediate supervisor, the Executive Director, or Human Resources. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources, the Executive Director or the Chair of the Board of Directors, if appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously.

Investigation/Complaint Procedure

All complaints of harassment, discrimination, retaliation or abusive conduct will be promptly investigated.

PCA encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

PCA's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

All employees are required to fully cooperate with PCA's investigation. which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, PCA will provide regular progress updates, as appropriate, to those directly involved. PCA will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

PCA may investigate conduct in the absence of a formal complaint if PCA has reason to believe that an individual has engaged in conduct that violates PCA policies or applicable law. Further. PCA may continue

its investigation even if the original complainant withdraws his or her complaint during the course of the investigation.

Any conduct which PCA believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as PCA believes appropriate under the circumstances. Due to privacy protections, PCA may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion

This policy was developed to ensure that all employees work in an environment free from harassment, discrimination, abusive conduct and retaliation. PCA will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has questions or concerns about these policies should talk with Human Resources or the Executive Director. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of PCA prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites of employment. The prohibitions against harassment, discrimination, abusive conduct, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

If you believe you have experienced discrimination, harassment, or abusive conduct you may file a Department of Fair Employment and Housing (“DFEH”) or Equal Employment Opportunity Commission complaint. For information contact the DFEH or EEOC. You may find their phone numbers online at www.eeoc.gov and www.dfeh.ca.gov, respectively.

TITLE IX

Title IX provides for separate processes and procedures for sexual harassment and sexual assault when the type of conduct falls within the definitions of sexual harassment and sexual assault as provided in 34 C.F.R. § 106.30. In addition, the conduct must have taken place at school locations, events or circumstances over which the School exercised substantial control over both the individual who has been accused of sexual harassment and/or assault and the context in which the sexual harassment occurs. For these types of complaints, the School will follow the Title IX policy processes and procedures, which may be found in the School’s Title IX grievance policy. If the conduct does not fall within Title IX, this policy will be followed. There may be instances where the conduct falls within both policies and the School will follow both policies. The School’s Title IX Coordinator is ~~Maria Kirkbride, Email: maria.kirkbride@pacificcoastacademy.org, Phone: (619) 215-0704 ext. 4022.~~ Yolanda Osborne, Email: Yolanda.Osborne@pacificcoastacademy.org; Phone: (619) 215-0704 x 4022.

TRAINING REQUIREMENTS

PCA requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

WHISTLEBLOWER POLICY

PCA is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of PCA policy, specifically the policies contained in PCA's Employee Handbook.

An employee who wishes to report a suspected violation of law or PCA Policy may do so by contacting the Executive Director, Deputy Executive Director, or Human Resources.

PCA expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of PCA policy. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the Executive Director, Deputy Executive Director, or Human Resources. Any supervisor, manager, or human resources staff member that receives complaints of retaliation must immediately inform the Executive Director or Chair of the Board of Directors, if appropriate.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality as much as possible (although confidentiality cannot be guaranteed) and consistent with a full and fair investigation. Human Resources and a member of PCA's administration will conduct the investigation or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings as appropriate.

OPEN COMMUNICATION POLICY

We want to hear from you. PCA strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. PCA is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with their

supervisor or the Executive Director. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. PCA will attempt to keep the employee's concerns and complaints and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

PCA provides a reasonable amount of break time to accommodate a female employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom; be free from intrusion; be shielded from view; be safe, clean, and free of hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the School shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the School may provide another cooling device suitable for storing milk, such as a School-provided cooler.

The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:

- The employee should complete an accommodation request form and contact the employee's supervisor or Human Resources to request designation of a location and time to express breast milk under this policy.
- The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes she has been retaliated against it should be reported immediately to her supervisor, Human Resources or Executive Director. Discrimination against and harassment of lactating employees in any form is unacceptable, a form of prohibited sex/gender discrimination, will not be tolerated at PCA and will be handled in accordance with PCA's policy on discrimination and harassment.

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct

protected by this policy, the employee may also file a complaint with his or her supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on the website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

PUBLIC RELATIONS

The success of a school depends upon the quality of the relationship among the school, its employees, students, parents and the general public. The public impression of PCA and its interest in our school will be formed in part, by PCA employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, PCA, and our school's services.

Below are several things employees can do to help leave people with a good impression of PCA. These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like and personable replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

Each PCA employee is either a “full-time,” “part-time,” or “temporary” employee and either an “exempt” or “non-exempt” employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Full-time employees are those employees regularly scheduled to work 35 or more hours or more each week. Part-time employees are those regularly scheduled to work less than 35 hours each week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as a “Certificated employee” or “Classified employee.” Some of the policies and benefits described in this handbook depend on how the employee is designated.

Exempt

This category includes all employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work. Typically, full-time Teachers and Administrators are exempt employees.

Non-Exempt

This category includes all employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and double time pay as well as meal and rest breaks, as prescribed by law. Typically, all part-time and temporary employees are non-exempt. Additionally, most Classified staff are typically non-exempt employees.

Certificated Employee

Certificated Employees are teachers and administrators and work according to specified days on their board approved staff calendar.

Classified Employee

Classified Employees include those employees hired by PCA that do not primarily instruct students, nor require state certification, such as maintenance, assistants and other operational employees.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Executive Director or your supervisor will assign your individual work schedule. In order to accommodate

the needs of our business, it may be necessary to change individual work schedules on either a short-term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Executive Director.

PCA reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment.

Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work “off the clock.” Attendance at School-sponsored functions is not compensated unless the supervisor has required you to attend. Employees violating these rules may be subject to disciplinary action up to and including termination.

SPECIAL VIRTUAL CLASSROOM EMPLOYMENT CONDITIONS

Position Responsibilities

- Teachers may be assigned a “Virtual Class” or “Virtual Classes.”
- Teachers are provided, at PCA’s expense, a computer capable of maintaining a high-speed internet connection for their entire virtual class.
- Teachers must be available each school day from 8:30 a.m. – 5:00 p.m. by internet and/or phone.
- Teachers **may** be required to conduct a virtual classroom session **up to two (2) hours** per day for grades TK – 8 and **up to three (3) hours** per day for grades 9 – 12.
- Teachers must have access to a phone for calling/responding to students/parents during the teacher’s scheduled time within two (2) hours by phone or four (4) hours by internet.
- Teachers will use the tracking and monitoring system integrated into the student’s assigned course. Teachers will provide continual monitoring of the student’s progress and their scheduled benchmarked progress status.
- Teachers will be responsible for all virtual school required record keeping and reporting.

Training

Teachers are required to attend training sessions hosted virtually or in-person. Mileage reimbursement will follow standard PCA protocols and procedures.

Worksites

Most classes will be held virtually. Teachers may work from home.

REMOTE WORK POLICY

The conditions of remote work include, but are not limited to the following:

EMPLOYEE EXPECTATIONS

Availability

As a condition to working on a remote basis, the employee must be available for contact via telephone and email and perform work during their normal scheduled hours. Unless expressly authorized by their supervisor, non-exempt employees do not have permission to work at any time outside of their scheduled hours. If an employee will not be available for work during their normal hours, the employee must notify and obtain advanced approval from their supervisor.

Timekeeping Requirements

Non-exempt employees working remotely must comply with the School's timekeeping and meal and rest period policies while working remotely. Specifically, employees must accurately record all hours worked remotely in the School's timekeeping system. This means employees must record all times the employee begins, stops, or resumes working remotely. Non-exempt employees are also required to take a meal period while working remotely in accordance with school policies and must accurately record the start and stop times of each meal period. Employees are not required to record the times of any rest periods. If an employee forgets to record any hours worked or the start and stop times of meal periods or experiences any issues with taking required meal or rest periods, the employee must immediately report these issues to their supervisor and Human Resources.

Compliance With School Policies

Employees must comply with all School policies and procedures while working remotely, including, but not limited to, all policies and procedures governing Employee's use of the School's electronic communications and computer systems and Confidential Information, including but not limited to student information.

Leave of Absence

Employees must request and obtain written approval for any leave taken in the same manner as though the employee were not working remotely.

Security Measures

Employees must continue to follow approved safeguards in order to protect the data, property, records and assets of the School. All work product done at the home work area will be treated in the same manner as work product from the School's primary location and is the property of the School. All records, computer files, and correspondence must be safeguarded for return to the School's primary location. Computer files must be regularly backed up and saved. All School property, unless otherwise specifically authorized by a supervisor, must be returned to the School's primary location upon the employee's conclusion of the remote work period. Employee is expected to ensure the protection of student and personnel privacy concerns, including, but not limited to ensuring that no private student information requiring protection by FERPA is disclosed to third parties without the parent's/guardian's consent, protecting School computers from access by third persons, keeping confidential information in locked cabinets and any other protective measures in light of your particular position.

Travel

Employees must remain available to be physically present at the work site as needed by School operations. Employees may not work remotely from other states or locations which prevent physical presence without written permission.

Remote work is not a substitute for dependent care. Employees shall remain available during agreed upon work hours to work for the School.

Work Space Safety

- While working from home, Employee shall maintain a clearly defined workspace that is kept clean, orderly and free from hazardous conditions.
- The work area shall have adequate light so the Employee may successfully perform the requirements of the Employee's job.
- All exits from the worksite shall be free from obstructions.
- All equipment used by Employee (both School provided and Employee owned) shall be in good working condition.
- Employee's desk, chair and other equipment are appropriately designed and arranged to eliminate strain on all parts of the body. Employee shall indemnify Employer for any injury to third parties at the teleworking location.
- If the Employee is injured while performing work in the course of scope of Employee's employment with the School while working at home, Employee shall notify the Employee's supervisor immediately. During work hours and while performing work functions in the designated work area of the home, Employee is covered by worker's compensation, only during agreed upon work hours.

Equipment, Tools, and Materials

- School will supply Employee with necessary office supplies to perform the Employee's job. School will not reimburse Employee for any additionally purchased supplies without the prior written consent of the Employee's supervisor.
- Employee acknowledges that all School provided equipment and tools required for Employee to perform that Employee's job remain the property of the School. The School will provide for repairs to School equipment and tools only. The Employee is responsible for repairs to any Employee-owned equipment or tools used by Employee. The Employee is financially responsible for School owned equipment and tools if any are lost, stolen or damaged because of that employee's intentional conduct, gross negligence, misuse or abuse.
- No one other than Employee shall use any School provided equipment or tools for any purpose and Employee shall only use School provided equipment and tools for business purposes.
- Within three (3) days of written notice, Employee must return School owned equipment for inspection, repair, replacement, or repossession.
- If the Employee's employment is terminated, Employee agrees to return all School owned equipment, tools and materials to School within 48 hours of receiving a shipping label or ability

to drop off at a school site.

Miscellaneous

- An employee's ability to work remotely remains at the sole and absolute discretion of the School. As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise amend this policy at its sole and absolute discretion.
- Unless otherwise required by law, remote working is voluntary.
- Employee understands that Employee is responsible for tax consequences, if any, of this arrangement.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality is considered an essential function of all positions. If you are unable to report for work on any particular day, you must call your supervisor at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify your supervisor personally at the earliest possible moment. In some circumstances, you may be required to provide verification of the reason or documentation for your absence.

More than three instances of non-illness related tardiness by any employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to your supervisor and the absence continues for a period of three business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

PROFESSIONAL DEVELOPMENT

Employees are expected to attend and participate in all professional development sessions and other school sponsored training that may be scheduled. While we understand that scheduling conflicts may arise, consistent tardiness, absenteeism and early departures may result in disciplinary action.

When an employee attends a School sponsored professional development and/or training, the time spent in attendance shall be counted as time worked. All employees are required to sign-in and out for the purpose of record keeping. These records will serve as the official roster of attendance.

PCA will pay hourly employees for attendance at mandatory training, lectures and meetings outside of regular working hours at the employee's hourly rate. As exempt employees, salaried staff may be required to attend training seminars that may be outside of PCA's normal business hours with no additional pay.

In the event that an employee must leave early or is unable to attend a scheduled training (i.e. Professional Development sessions), during their normal work hours, an employee MUST put in a time-off request according to the time-off policy. Employees may also be required to attend make-up sessions of any missed training.

Failure to comply with this policy may result in disciplinary action.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the School's time keeping system on a daily basis. Each time record must show the exact time each work period began and ended, and the meal periods taken. Absences and overtime must be accurately identified on your time record. Non-exempt employees are not allowed to work "off the clock." All time actually worked must be recorded. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours. You cannot record time and/or submit a time record for another employee. Employees must record all time actually worked. Submission of your electronic timecard indicates you have certified the hours entered are accurate and you have adhered to all policies and procedures.

Exempt employees must report full days of absence from work. Deductions from an exempt employee's salary will be made only in accordance with applicable law. Employees should immediately contact Human Resources with any questions concerning their pay so that inadvertent errors can be corrected.

WORKWEEK AND WORKDAY

PCA's workweek is from Sunday at 12:00 A.M. through the following Saturday at 11:59 P.M. PCA's standard workday is 12:00 A.M. to 11:59 P.M. (midnight) each day.

OVERTIME

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime or double time. Failure to obtain such approval may subject an employee to discipline, up to and including termination. However, in all cases, the School will compensate its non-exempt employees for all hours worked.

OFF THE CLOCK WORK

PCA prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timesheet. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order

to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin his or her meal period no later than 11:59 a.m. The employee may waive this meal period if his/her workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from their supervisor and complete a "Meal Period Waiver" form. This needs to be completed in advance or immediately as the situation occurs, but in no event after the meal period has been missed. If you are a part-time employee who consistently works 5-6 hours a day and would like to waive your meal break on a regular basis, please note that you will have to fill out a new form every 90 days to continue to waive your meal break. Reach out to HR to receive a copy of the "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute duty-free meal break. The employee may only waive this second meal period if he/she has taken the required first meal break of at least 30 minutes and his/her workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from their supervisor and complete a "Second Meal Period Waiver" form.

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed, late or short meal periods on that day's time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's timesheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute rest period for each four (4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off.

Hours Worked

Number of Rest Periods

3.5 hours to 6 hours

1, 10-minute rest period

Over 6 hours to 10 hours 2, 10-minute rest periods

Over 10 hours to 14 hours 3, 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period immediately as set forth below. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Reporting Missed, Late or Short/Interrupted Meal and Rest Periods

In addition to reporting it on their time record, any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to his or her supervisor and complete a Non-Exempt Employee Meal Waiver Agreement. The employee must fill out all fields on the form, including providing a thorough explanation for the non-compliant meal or rest period. The employee must complete and turn in this form to their supervisor on the same workday that he or she experienced the non-compliant meal or rest period. If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an “authorized” meal period at the time provided by), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor 32 asked me to handle a client call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the noncompliant meal or rest on the Non-Exempt Employee Meal Period Waiver Agreement, or to Human Resources. Non-Exempt Employee Meal Period Waiver Agreement.

PAYDAYS

Employees are paid semi-monthly on the 10th and 25th of the month in accordance with the School’s payroll schedule. The Payroll Coordinator or his or her designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have an automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual “payday,” the School is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

If a wage garnishment order is received by PCA for one of our employees, we are obligated by law to comply with the demand. The affected employee will receive notice from his or her supervisor or Human Resources as soon as possible.

PAYROLL WITHHOLDINGS

PCA is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, PCA must comply with that order within the time allowed by law, and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in his or her pay or deductions, PCA will work in good faith to resolve errors as soon as possible. The employee should notify the Payroll Coordinator or his or her designee of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then he or she should ask Human Resources to explain it. The employee may change the number of withholding allowances he or she wishes to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W4 form and submitting it to Human Resources.

SECTION 6 - CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

PCA employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 no later than the first day of work for pay and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms no later than three business days after he or she begins work. Former employees who are rehired must also complete the form if they have not completed an I-9 with PCA within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide evidence of your credential including EL Authorization, official transcripts, and/or test scores prior to your first day of actual work. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your Executive Director and the School with verification of renewals. Failure to provide these updated documents to the School may result in suspension without pay until such time as the necessary documentation has been provided.

If a teacher fails to obtain the appropriate credential, or allows a credential, certificate, registration, or required course deadline to expire, or fails recertification, training, or testing, or otherwise fail to maintain the necessary credential for your assignment, the School reserves the right to suspend the teacher without pay until the teacher's credential is cleared, or release the teacher from at-will employment as necessary.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the School has a valid certificate on file. As a condition of continued employment, all employees will be required to present evidence once every four (4) calendar years that they are free from active

tuberculosis. Employees whose TB clearance has expired will not be permitted to report to work, and will be placed on unpaid leave.

CRIMINAL BACKGROUND CHECK

As required by law, all individuals working or volunteering at the School will be required to submit to fingerprinting and a criminal background investigation.

Applicants and employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with the School.

The School shall, on a case-by-case basis, determine whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

CHILD ABUSE AND NEGLECT REPORTING ACT

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Failure to meet these obligations can result in a monetary fine and/or jail.

While each employee has the responsibility to ensure the reporting of any child he/she suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Teachers or staff who become aware of suspected child abuse should report the suspicions as required.

It is extremely important that PCA's employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity.

Your direct supervisor is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without PCA's assistance, he or she is required to notify PCA of the report if it is based on incidents he or she observed or became aware of during the course and scope of his or her employment with PCA.

All employees that are mandated reporters are required to participate in approved mandated reporter training provided by the School within six weeks of the employee's hire date and annually thereafter within the first six weeks of each school year. If the employee attends an approved mandated reporter training that is not offered by the School using a sign-in sheet confirming participation, the employee is required to provide a copy of any certificate of completion to the human resources department of the

School after completion.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of his or her personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to Human Resources. All requests should be put in writing preferably on the form maintained by PCA. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports, or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYEE INFORMATION

An employee is responsible for notifying Human Resources about changes in the employee's personal information and changes affecting the employee's status (ex. name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

PERFORMANCE EVALUATIONS

Staff will be evaluated annually or every other year per the Evaluation Policy. Staff will meet with their direct supervisor annually to establish and review SMART goals for the school year.

SECTION 8 – LEAVES

FAMILY MEDICAL LEAVE ACT

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees of the School within 75 miles.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as possible. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

- The birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child.
- The care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition."
- The "serious health condition" of the employee.
- The care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
- Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a

single 12-month period). The 12-month period will be defined as a “rolling twelve months” looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any available PTO during unpaid family and medical leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any available paid sick leave during unpaid family and medical leave that is due to your own or a family member’s serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California’s State Disability Insurance plan or Paid Family Leave program) or workers’ compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or paid sick leave.

Benefit accrual, such as PSL, PTO, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If the employee out on leave chooses not to return to work from a leave allowed by this policy after the expiry of the leave, the employee will be required to repay the School the premium amounts it paid during leave, unless the employee does not return to work because of circumstances beyond his/her control or because of recurrence, continuation, or onset of a serious health condition.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, “key” employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any “key” employee who is not eligible for reinstatement.

Before an employee will be permitted to return from leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources. In some instances, FMLA leave and CFRA leave run concurrently and in some instances they do not. FMLA runs concurrently with Pregnancy Disability Leave, while CFRA does not.

CALIFORNIA FAMILY RIGHTS ACT (“CFRA”)

Employees may be eligible for CFRA leave only if the School has 5 or more employees for each working day during each of the 20 or more calendar workweeks in the current or preceding calendar year. Eligible

employees may request a CFRA leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive) and have worked at least 1250 hours during the 12 months immediately prior to the CFRA leave of absence.

Ordinarily, you must request a planned CFRA leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A CFRA leave may be taken for the following reasons:

- The birth of an employee's or a domestic partner's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth, adoption or placement of the child.
- The care of the employee's spouse, child, registered or domestic partner, domestic partner's child, parent, parent-in-law, grandparent, grandchild or sibling with a "serious health condition."
- The "serious health condition" of the employee; or
- The qualifying exigency related to covered active duty or call to covered active duty of an employee's spouse, domestic partner, child, or parent in the Armed Forces of the United States.

The definition of child includes any adult child, regardless of the child's age or dependency status.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, registered or domestic partner, domestic partner's child, parent, parent-in-law, grandparent, grandchild, or sibling requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

CFRA leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period. The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much CFRA leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as CFRA will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued vacation during unpaid CFRA leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid CFRA leave that is due to your own serious health condition.

However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or paid sick leave.

Benefit accrual, such as PTO, PSL, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a CFRA leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If the employee out on leave chooses not to return to work from a leave allowed by this policy after the expiry of the leave, the employee will be required to repay the School the premium amounts it paid during leave, unless the employee does not return to work because of circumstances beyond his/her control or because of recurrence, continuation, or onset of a serious health condition.

If you do not return to work on the first workday following the expiration of an approved CFRA leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law.

Before an employee will be permitted to return from leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.

If you have any questions concerning a CFRA leave, or would like to submit a request for a CFRA leave of absence, please contact Human Resources.

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor and Human Resources at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to Human Resources. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have an equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any unused allotted sick time during any unpaid portion of pregnancy disability leave (e.g., any period in which you are not receiving a wage supplement through the EDD). Employees may also elect to use any available PTO during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or sick leave.

Benefit accrual, such as PTO, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

Additionally, if an employee does not return to work after the expiration of the pregnancy disability leave, and the reasons for failure to return to work do not include one of the following: 1) the employee is on CFRA leave; or 2) the continuation, recurrence or onset of a health condition entitling the employee to pregnancy disability leave in the first instance, non-pregnancy-related medical conditions requiring other leave or other circumstances beyond the control of the employee, the School reserves the right to recover from the employee the premium the School paid for the employee's group health plan coverage while out on leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceases to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days of unpaid leave during a period when the spouse or domestic partner is on leave from deployment during a period of military conflict.

An eligible employee must work an average of 20 hours per week; must provide notice of his or her

intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave from deployment; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use unused and available PSL or PTO for this leave.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration leave will depend upon the rate of recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e. FMLA/CFRA if applicable). Human Resources will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact Human Resources.

BEREAVEMENT LEAVE

PCA provides regular full-time employees up to three (3) days of paid bereavement leave, beyond sick or personal time, due to the death of an immediate family member. This includes a parent (including an in-law and step-parent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild. If a funeral is more than 500 miles from your home, you may receive paid leave for five (5) days with prior approval from your supervisor.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any available PTO during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of his or her employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The School will allow any non-exempt employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time without loss of pay to vote. The request must be made at least two (2) working days in advance. The time must be at the beginning or end of the employee's regular shift, whichever provides the least disruption to the normal

work schedule unless the School and the employee agree otherwise. The employee may be required to prove he or she is a registered voter.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Available PTO may be used for this time off.

SCHOOL ACTIVITIES LEAVE

The School encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed daycare facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or daycare facility, to find, enroll or reenroll your child in a school or with a licensed childcare provider and/or to address a childcare provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year.
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor.
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by his or her supervisor.
- Employees must use existing PTO in order to receive compensation for this time off.
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before leaving work. In compliance with California Labor Code section 230.7, no discriminatory action will be taken against an employee for taking time off for this purpose. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's communication, which requests the employee's appearance at the school, to his or her supervisor at least two days before the requested time off.

This leave is unpaid but the employee may choose to use available PTO. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work for various reasons related to crime or abuse if:

- The employee is a victim of such a crime.
- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, adoptive child, foster child, legal ward of the court, adopted child, a child of a domestic partner, a child to whom the employee stands in loco parentis, a person to whom the employee stood in loco parentis when the person was a minor, sibling, step-sibling, foster sibling, adoptive sibling, half-sibling, parent, legal guardian of an employee or an employee's spouse or domestic partner, person who stood in loco parentis when the employee or employee's spouse or domestic partner was a minor child, step-parent, or the child or a registered domestic partner, or any other individual whose close association with the employee is the equivalent of any of these family relationships) of an employee is a victim of such a crime.

“Victim” means a victim of stalking, domestic violence, or sexual assault; a victim of crime that caused physical injury or that caused mental injury and a direct threat of physical injury; a person whose immediate family member is deceased as the direct result of crime.

Leave may be taken for the following reasons:

- Any employee may take leave to appear in court to comply with a subpoena or other court order as a witness in any judicial proceeding.
- An employee victim may take time off to obtain or attempting to obtain any relief, which includes, but is not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the victim or their child.
- An employee victim to seek medical attention for injuries caused by crime or abuse.
- An employee victim to obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of the crime or abuse.
- An employee victim to obtain psychological counseling or mental health services related to an experience of crime or abuse.
- An employee victim to participate in safety planning and take other actions to increase safety from future crime or abuse, including temporary or permanent relocation.

When an employee is a victim as defined as follows: A person against whom one of the following crimes has been committed: A violent felony as defined in Penal Code section 667.5(c); A serious felony as defined in Penal Code section 1192.7(c); A felony provision of law proscribing theft or embezzlement, the employee shall be allowed to attend judicial proceedings related to that crime or those crimes against an immediate family member victim, a registered domestic partner of a victim, or the child of a registered domestic partner of a victim.

When an unscheduled absence occurs, the School shall not take any action against the employee if the employee, within a reasonable time after the absence, provides a certification to the employer. Documentation may be from any of the following:

- A police report indicating that the employee was a victim.
- A court order protecting or separating the employee from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in

court.

- Documentation from a licensed medical professional, domestic violence counselor, a sexual assault counselor, victim advocate, licensed health care provider, or counselor that the employee was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse; or
- Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized by this Crime Victim Leave.

An employee must give reasonable advance notice to the School by providing documentation of the proceeding, unless advanced notice is not feasible.

This leave is unpaid but the employee may choose to use available sick, or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

The School will also, to the extent possible and allowed by law, maintain the confidentiality of an employee requesting leave under this provision.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

If you are the victim of domestic violence, sexual assault, or stalking, you may be entitled to a reasonable accommodation for your safety while at work. Reasonable accommodations may include the implementation of safety measures, including a transfer, reassignment, modified schedule, changed work telephone changed work station, installed lock, assistance in documenting domestic violence, sexual assault, stalking, or other crime that occurs in the workplace, an implemented safety procedure, or another adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other crime, or referral to a victim assistance organization. The School is not required to undertake an action that constitutes an undue hardship on its business operations. If you require a reasonable accommodation in line with this policy, please contact the School's human resources manager.

You will not be discharged, discriminated against, or retaliated against because of a request for an accommodation under this policy.

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone at (213) 897-6595 or visit a local office by finding the nearest one on the website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

MILITARY LEAVE

California's military leave laws, and the Uniformed Services Employment and Reemployment Rights Act

("USERRA") ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify Human Resources regarding the need for military leave.

Please see Human Resources for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize available PTO if you want compensation for this time off. If you do not have any PTO available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

The School will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the School will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months.

You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any available paid leave (sick and/or PTO) for organ donation and up to five (5) days of available paid leave (sick and/or PTO) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

The employee will also be given an additional unpaid leave of absence, not exceeding 30 business days in a one-year period, when that employee is an organ donor, for the purpose of donating the employee's organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to receive paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if he or she had been actively working during this time, but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

PCA will reasonably accommodate any employee who volunteers to enter an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the School. Reasonable accommodation includes time off without pay and adjusting work hours. You may use allotted and unused sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts PCA's right to discipline an employee, up to and including termination of employment, for violation of PCA's Substance and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE/TRAINING

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that he or she may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your available sick, and/or PTO if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate.

CIVIL AIR PATROL LEAVE

PCA provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to (10) days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with PCA for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees are required to give the School as much notice as possible of the intended dates upon which the leave would begin and end. The School will restore the employee to the position he or she held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued PTO.

STAFF OUT OF STATE/COUNTRY

Non-Teaching staff will be allowed to live outside the State of California, but within the United States of America, with the express written prior permission of Pacific Coast Academy. Teaching staff need to live in areas where students are served **unless granted prior permission.**

In order for Pacific Coast Academy to grant permission, the employee will be required to continue to attend all in person meetings. This includes but is not limited to student meetings, staff meetings, school events, required field trips, testing etc. (once in person meetings are allowed by state and local health departments).

Any travel from the employee's residence to Pacific Coast Academy's office in Poway, California is considered to be commute time and will not be reimbursed by Pacific Coast Academy since the employee's place of residence is the employee's choice and for the employee's sole benefit.

The employee will be required to check in at the Poway, California office on any day where the employee attends in person meetings (student meetings, staff meetings, school events, required field trips, testing, etc.) Any missed in person meeting will need to be taken as sick/ vacation or unpaid leave.

Employees are not allowed to perform any work for Pacific Coast Academy while the employee is located outside of the United States of America. Any time taken outside of the United States of America will be taken as sick/ vacation leave or unpaid time off.

Any dispute arising out of the employment context between Pacific Coast Academy and the employee will be filed in a court of competent jurisdiction located in San Diego County or with an arbitrator in accordance with an arbitration agreement located in San Diego County and in accordance with the laws of the state of California without regard to conflict of laws principles.

SECTION 9 – BENEFITS

SCHOOL HOLIDAYS

The School observes the following holidays during the year:

- Independence Break
- Labor Day
- Veteran’s Day
- Thanksgiving Break
- Winter Break
- Martin Luther King Day
- Presidents’ Break
- Spring Break
- Memorial Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees (including, but not limited to teachers) are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their supervisor. The employee may use paid time off (PTO) if the employee has unused PTO available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Due to sickness with a doctor's note verifying need for absence
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved time off

PAID TIME OFF (PTO)

Full-time 12 month classified employees and certificated directors, and administrators are entitled to paid time off (PTO) according to this policy. PTO days may be used for vacation, personal time, illness, or time off to care for family or dependents. All other employees, including teachers, temporary employees, part-time employees are not eligible to receive or accumulate PTO.

PTO must be scheduled at least five (5) days in advance and approved by your supervisor, except in the case of an illness or emergency. In the case of illness or emergency you are required to contact your immediate supervisor at least one (1) hour before your shift begins, if possible or otherwise as soon as practicable. Employees using extended PTO time (in excess of three (3) days) must submit a request at least two (2) weeks before the extended PTO or, if used as sick time, the employee may be required to submit a doctor's release upon return to work. Your supervisor uses his/her discretion to approve PTO without advance notice.

Unless used for illness related purposes, PTO may not be taken the last week of the school year, or on scheduled in-service and/or training days, testing administration day, or immediately before or after holidays without supervisor's permission.

Full-time, regular Administrative/Classified employees (12-month employees) accrue ten (10) paid vacation days per year. Vacation days are accrued at a rate of 6.667 hours) per month. Once an employee's PTO balance reaches twenty (20) days (i.e., 160 hours), the employee stops receiving any additional PTO until PTO is used and the employee's balance falls below the 20-day cap. PTO days will not accumulate during any unpaid leave of absence.

The following terms also apply to PTO:

- For both non-exempt and exempt employees, vacation time may be taken in minimum increments of .25 hours. If an exempt employee absents himself or herself from work for part or all of a workday, he or she will be required to use available PTO to make up for the absence.
- In the event an employee has exhausted his or her PTO, any additional time off must be approved by their supervisor and will be taken without pay.
- Any employee who misses three (3) consecutive days of work without notice to their supervisor may be deemed to have abandoned his/her job and voluntarily resigned from employment.
- Any employee who converts from full-time to part-time status (less than 35 hours/week) will no longer be eligible for PTO. All accrued PTO will be paid out on the paycheck following the

conversion.

- Upon separation of employment, eligible employees will be paid their accrued, but unused PTO based on their date of separation and their regular rate of pay. Employees are not entitled to pay in lieu of taking vacation except upon termination of employment.
- To the extent permitted by law, PTO accumulated prior to the start of a requested and approved unpaid leave of absence must be used to cover hours missed before the start of the unpaid leave.

As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise eradicate this policy at its sole and absolute discretion to the extent allowed by law.

SICK LEAVE

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave (“PSL”) to eligible employees.

Eligible Employees

All employees (including teachers, part-time and temporary employees) who work for the School more than 30 days within a year in California are eligible to accrue PSL beginning on the first day of employment under the accrual rate and cap as set forth in this policy.

Limits on Use

Eligible employees may use PSL beginning on the 90th day of employment.

PSL may be taken in minimum increments of 2 hours. If an exempt employee absents himself or herself from work for part or all of a workday for a reason covered by this policy, he or she will be required to use PSL to make up for the absence.

Permitted Use

Eligible employees may use their allotted PSL as follows:

- To take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee’s family member.
- To aid or care for a guide dog, signal dog, or service dog, as those terms are defined by Civil Code section 54.1, of the employee, employee’s family member, or the person designated by the employee as identified below.
- If the employee’s place of business is closed by order of a public official due to a public health emergency, or the employee is providing care or assistance to a child, whose school or child care provider is closed by order of a public official due to a public health emergency.
- For purposes related to donating the employee’s bone marrow or an organ of the employee to another person or to care for or assist a person for purposes related to that person’s donating bone marrow or an organ to another person.
- For family emergencies, employees may use up to 2 sick leave days per school year.

For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling, a designated person (if the employee does not have a spouse or registered domestic partner), the child or parent of a spouse of the employee or those related to the employee by blood or affinity equivalent to a family relationship. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner or a person who stood in loco parentis when the employee was a minor child. “Spouse” means a legal spouse as defined by California law.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

Accrual

PSL days are accrued as set forth below to eligible employees:

All employees that have worked within California for 30 days are eligible employees that will ~~accrue one hour of PSL for every 30 hours worked beginning on their first day of employment. Accrual for non-exempt employees will be calculated based on actual hours worked. Accrual of PSL for eligible exempt employees will be calculated based on a 40-hour workweek or the employee’s normal workweek if the employee normally works less than 40 hours. PSL accrues on an as-worked basis and does not accrue during any non-working time or unpaid leave of absence.~~ be awarded PSL beginning on their first day of employment in accordance with the details below:

	Start Date			
Workdays per Position	7/1/22-9/6/22	9/7/22-12/31/22	1/1/23-3/3/23	3/4/23-6/30/23
191, 196, & PT Staff	24 hours	prorated	24 hours	prorated
201 & 206	32 hours	prorated	32 hours	prorated
228	40 hours	prorated	40 hours	prorated

NOTE: Prorated amounts are determined by the percentage available to work during the remainder of the semester.

Carry Over and Caps on Accrual

The maximum amount of PSL that an employee may accrue is 80 hours for the school year. Carry over into the next year is subject to a cap of 18 days or 144 hours for full time employees. ~~An employee will be awarded the number of hours from the above chart at the start of each semester based on their time of service unless they have already met the cap of 144 hours.~~ Once the maximum accrual is reached, employees stop accruing until ~~the next semester frontload and~~ the amount of accrued sick leave is below

144 hours. Accrued and unused sick leave carries over from year to year, subject to the 144 hour accrual cap. At no time may an employee accrue more than 144 hours. Part time employees will be capped at 80 hours.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable. **In the event that three (3) or more consecutive work days of sick leave are used, an employee must provide medical clearance to return to work.**

Termination

Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

~~2021 COVID-19 SUPPLEMENTAL PAID SICK LEAVE (COVID-19 SPSL)~~

~~Until no longer required by law, in addition to the School's PSL identified above, the School will provide to each employee employed by the School to the extent that the employee is unable to work (or telework) due to a need for leave because of any of the following:~~

- ~~● Caring for Yourself: The covered employee is subject to a quarantine or isolation period related to COVID-19 (see note below), or has been advised by a health care provider to quarantine due to COVID-19, or is experiencing symptoms of COVID-19 and seeking a medical diagnosis.~~
- ~~● Caring for a Family Member: The covered employee is caring for a family member who is either subject to a quarantine or isolation period related to COVID-19 (see note below) or has been advised by a health care provider to quarantine due to COVID-19, or the employee is caring for a child whose school or place of care is closed or unavailable due to COVID-19 on the premises.~~
- ~~● Vaccine-Related: The covered employee is attending a vaccine appointment or cannot work or telework due to vaccine-related symptoms.~~

~~NOTE: The quarantine or isolation period related to COVID-19 is the period defined by an order or guidelines of the California Department of Public Health, the federal Centers for Disease Control and Prevention, or a local health officer with jurisdiction over the workplace.~~

~~All employees, regardless of how long the employee has been employed by the School, are eligible for COVID-19 SPSL.~~

~~For full time employees, the School will grant the employee 80 hours of paid E Sick Leave. Full time employees are those that are normally scheduled to work at least 40 hours each workweek. For part time employees, a number of hours granted will be equal to the number of hours that such employee works, on average, over a 2-week period.~~

~~If the employee's schedule varies from week to week to such an extent that the employer is unable to determine with certainty the number of hours the employee would have worked if the employee had not taken COVID-19 SPSL, the employer shall use the following in place of such number:~~

- ~~● Part-Time Covered Employees with Variable Schedules Who Have Worked For an Employer Over a Period of More Than 14 Days. For such a part-time covered employee who works variable hours, the covered employee may take fourteen times the average number of hours the covered employee worked each day for the employer in the six months preceding the date the covered employee took 2021 COVID-19 Supplemental Paid Sick Leave. If the part-time covered employee has worked for the employer for fewer than six months, this calculation would be done over the entire period that the covered employee has worked for the employer. If the variable-schedule calculation results in an average work schedule of at least 40 hours per week, the variable-scheduled covered employee would be considered full-time and entitled to 80 hours of leave because the laws require the employer to pay 80 hours of 2021 COVID-19 Supplemental Paid Sick Leave to a covered employee it properly considers full-time, but does not require payment for more than 80 hours.~~
- ~~● Part-Time Covered Employees with Variable Schedules Who Have Worked For an Employer for a Period of 14 Days or Fewer. A covered employee who is newly hired (i.e., hired 14 days or less) and works variable hours will be entitled to the number of 2021 COVID-19 Supplemental Paid Sick Leave hours that they have worked in the preceding two weeks.~~

~~Unused paid COVID-19 SPSL does not carry over from 1 year to the next and is not paid out on termination.~~

~~The School shall not require, as a condition of providing paid COVID-19 SPSL, that the employee involved search for or find a replacement employee to cover the hours during which the employee is using paid COVID-19 SPSL.~~

~~COVID-19 SPSL is calculated based on the employee's required compensation and the number of hours the employee would otherwise be normally scheduled to work, except that an employer shall not be required to pay more than \$511 per day and \$5,110 in the aggregate when an employee uses COVID-19 SPSL, but the covered employee may utilize other paid leave that may be available in order to receive what they would normally earn if the cap is reached.~~

~~INSURANCE BENEFITS~~

~~Full-time employees are entitled to insurance benefits offered by PCA. These insurance benefits will include medical, dental, and vision. The School will set a defined contribution towards the employee's insurance premiums that are sponsored by PCA. This amount will be determined on an annual basis. The employee's portion of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.~~

~~If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on a leave of absence, please contact Human~~

Resources.

~~Additional voluntary insurance plans will be offered through the School that will be the employee's responsibility to purchase and pay for.~~

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under PCA's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation, and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at PCA group rates plus an administration fee. PCA or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under PCA's health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

If you are a full-time regular employee contributing to a teacher's retirement system (PERS/STRS), your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your spouse, or former spouse, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected.

PCA withholds income tax from all employees' earnings and, if elected, participates in FICA (Social Security), for temporary employees and Medicare withholding and matching programs as required by law.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Human Resources.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care

for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption) or participate in a qualifying event because of a family member's military deployment to a foreign country. The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided by the state concurrently while an employee takes an eligible leave of absence under PCA policy and applicable law.

PCA will require you to exhaust any available sick leave and PTO prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

In the event of an occupational injury or illness (as defined under Workers' Compensation Law) an employee may be covered by workers' compensation insurance instead of group insurance.

If an employee should become injured or in any way disabled on the job, he or she must report the injury immediately to his or her supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

RETURN-TO-WORK POLICY

PCA strives to assist employees to return to work at the earliest possible date following an injury or illness. A return-to-work program has several benefits for both the School and employees by minimizing time lost from work.

This policy is not intended to supersede or modify the procedures applicable to employees eligible for reasonable accommodation under the Americans with Disabilities Act (ADA) or leave benefits under the Family and Medical Leave Act (FMLA) or California Family Rights Act (CFRA). Inquiries about the ADA, FMLA or CFRA should be directed to the human resource department (HR).

PCA defines "transitional work" as temporary, modified work assignments within the worker's physical abilities, knowledge and skills.

When possible, transitional positions may be made available to qualified employees to minimize or eliminate time lost from work. The School cannot guarantee a transitional position and is under no obligation to offer, create or encumber any specific position for purposes of offering placement to such a position.

Procedures

If a health care provider releases the employee to return to work on modified duty and has completed the return-to-work and job description forms, the employee should return the forms to HR within 24 hours or as soon as practicable. The employee cannot return to work without the release from the health care provider.

HR will review the return-to-work form and determine a transitional position for the employee if appropriate and transitional work falls within the School's operational needs. A transitional position job description, including physical requirements, will be prepared for review and approval by the employee's health care provider.

Transitional positions are developed based on the physical capability of the worker, the needs of the School, and the availability of transitional work. PCA will determine appropriate work hours, shifts, duration and locations of all work assignments. The School reserves the right to determine the availability, appropriateness and continuation of all transitional work assignments.

It is the responsibility of the employee to provide HR with a current telephone number and address, so the employee may be contacted. The employee must notify HR immediately of any and all changes in medical conditions.

It is the responsibility of the employee and the employee's supervisor to notify HR immediately of any work-related injuries, if the employee misses time from transitional work or of any changes to transitional work assignments.

The employee will be asked to sign the notice indicating his or her acceptance or refusal of the transitional work job offer and to return the notice to HR.

Any employee returning to a transitional position must not exceed the duties of the position or go beyond the restrictions indicated by the health care provider. If any medical restrictions change, the employee must immediately notify their supervisor and provide the supervisor a copy of the new medical release.

Supervisors will monitor work performance to ensure the employee does not exceed the requirements set by the health care provider.

UNPAID LEAVE

When an exempt salaried employee does not have any available PTO or PSL and there is a need for time off, they must take the whole day unpaid. Exempt salaried staff members cannot take partial days off as unpaid leave.

SECTION 10 – EMPLOYEE COMMUNICATIONS POLICY

COMMUNICATIONS POLICY

Every employee is responsible for using PCA’s computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the internet (“Communications Systems”), properly and in accordance with this policy. Any questions about this policy should be addressed to the employee’s immediate supervisor.

The Communication Systems are the property of PCA and have been provided for use in conducting PCA business. All communications and information transmitted by, received from, created, or stored in PCA’s Communication Systems are records and property of PCA. The Communication Systems are to be used for School purposes only. Employees may, however, use PCA technology resources for the following incidental personal uses so long as such use does not interfere with the employee’s duties, is not done for pecuniary gain, does not conflict with PCA business, and does not violate any PCA policies:

- To send and receive necessary and occasional personal communications.
- To use the telephone system for brief and necessary personal calls; and
- To access the internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

PCA has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the internet, and reviewing Email, voicemails, and instant messages sent and received by users. Further, PCA may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of PCA’s Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from PCA’s Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish PCA’s right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed PCA upon request for any reason that PCA, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send, or receive on the Communication Systems.

Notwithstanding the foregoing, even though PCA has the right to retrieve, read, and delete any information viewed, created, sent, received, or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of the Executive Director.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment, and responsibility than they would use for letters or internal memoranda written on PCA letterhead.

Offensive and Inappropriate Material

PCA's policy against discrimination and harassment, sexual or otherwise, applies fully to PCA's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other characteristic protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or any other characteristic protected by law) may not be downloaded from the internet or displayed or stored in PCA's computers. Likewise, material or graphics political in nature are not allowed to be used or displayed during work hours. Employees encountering or receiving this kind of material should immediately report the incident to their Executive Director.

PCA may (but is not required) to use software to identify inappropriate or sexually explicit internet sites. Such sites may be blocked from access by PCA networks. Employees who encounter inappropriate or sexually explicit material while browsing on the internet should immediately disconnect from the site, regardless of whether the site was subject to PCA's blocking software.

Licenses and Fees

Employees may not agree to a license or download any material over the internet for which a registration fee is charged without first obtaining the express written permission of his/her Executive Director.

Games and Entertainment Software

Employees may not use a PCA internet connection to download games or other entertainment software, or to play games over the internet.

Confidential Information

Employees may not transmit information over the internet or through email that is confidential or proprietary. Employees are referred to PCA's "Confidential Information" policy, contained herein, for a general description of what PCA deems confidential or proprietary. When in doubt, employees must

consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

PCA's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from his/her Executive Director. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

Any PCA approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices. Absent prior approval from a supervisor to act as an official representative of PCA, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of PCA."

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video, and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary voicemails, Emails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the internet through a computer attached to PCA's network must do so through an approved internet firewall. Accessing the internet directly by modem is strictly prohibited unless the computer you are using is not connected to PCA's network.

Files obtained from sources outside PCA including disks brought from home; including files downloaded from the internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by students, parents, or vendors, may contain dangerous computer viruses that may damage PCA's computer network. Employees should never download files from the internet, accept email attachments from outsiders, or use disks from non-PCA sources, without first scanning the material with PCA approved virus checking software. If you suspect that a virus has been introduced into PCA network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

PCA reserves the right to modify this policy at any time, with or without notice. PCA may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources, which shall control in the event of a conflict.

SOCIAL MEDIA AND VIDEO CONFERENCING POLICIES

PCA has adopted the following policy with regard to employees' behavior on social networking sites including but not limited to Facebook, Twitter, LinkedIn, Pinterest, Instagram, Snapchat and YouTube. PCA has also adopted a policy regarding employees' behavior during video conferencing. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, School-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the School.
- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized

for personal use.

- Be knowledgeable about and comply with the School’s background check procedures.
- Be knowledgeable about and comply with the School’s reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the School.
- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.
- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the School, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the School, or competitors.
- Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of the School.”
- Never be false or misleading with respect to your professional credentials.
- Do not take any photos, videos, or other media in the workplace or on the School’s premises or at School functions without permission of the School. It is your responsibility to ensure that your posts do not contain any prohibited information, or Confidential Information, including, but not limited to, photos, videos, or other media referencing or relating to student information, even if the student(s) is/are not specifically identified by name but could be easily determined or may be perceived as identifying any student or group of students. Violations may result in disciplinary action, up to and including termination.
- Supervisors who “friend” subordinates on social media accounts (whether personal or School accounts) are responsible for abiding by this policy at all times and immediately reporting any violations of this policy to. Failure to do so may result in disciplinary action, up to and including termination.

Employees are not to initiate “friendships” with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their “friends” list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the school.

Employees should weigh whether a particular posting or explicit/implicit message puts his/her effectiveness as a School employee at risk. PCA encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information

is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

Personal or Professional Blogs

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Executive Director.

In the event you have any questions about whether a particular social media activity may involve or implicate the School, or may violate this policy, please contact Human Resources. Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with PCA's social media policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

PCA attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them if the loss is due to willful misconduct or gross negligence.

Staff Equipment

Each staff member assigned devices and will be charged for any damages, loss or theft to the laptop caused by willful misconduct or gross negligence.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used.
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures.
- Keep food and drinks away from all computing devices and work areas.
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
 - Immediately report the incident to his/her immediate supervisor and/or Executive Director.
 - Obtain an official police report documenting the theft or loss; and
 - Provide a copy of the police report to his/her immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee may be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

There is no expectation of privacy in School equipment. The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring, and auditing by the School. Other audits may be performed on the usage and internal controls as deemed necessary.

Non-compliance with any policies or procedures regarding Employee Computers and Portable Computing Devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

CELL PHONE POLICY

If you are required to perform business on a cell phone for PCA while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages, and email.

If you are assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

Telephone Calls and Texting

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees

should wait to make personal phone calls during breaks.

NO SOLICITATION/DISTRIBUTION POLICY

PCA's Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from the Executive Director is required before anyone can post any information on commercial on-line systems or the internet.

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, PCA has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed, or controlled by PCA.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Additionally, distribution of written materials of any kind by PCA employees is prohibited at all times in all working areas on School premises.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by PCA.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School. PCA must approve any postings prior to posting.

PCA reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the School's business.

Employees are required to leave School premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on School premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from their supervisor.

Definitions

School "premises": property owned, leased, operated, managed, or controlled by the School, including buildings, parking lots, and play areas that the School has the right to use exclusively or in common with others, vehicles owned or operated by the School.

Work time: any time when employees are engaged in or required to be performing work tasks or are otherwise “on the clock.” Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the School where employees are performing work, except, employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on School premises, it must be in compliance with this policy. If you have questions, talk with Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to your supervisor.

ANTI-NEPOTISM POLICY

Policy Statement

It is the policy of PCA to avoid Nepotism, which means to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts of interest, or management disruptions exist due to a relationship between a PCA decision-maker and his or her Family Member. This policy is to ensure effective supervision, internal discipline, security, safety, and positive morale in the workplace and to avoid the potential for problems of actual or perceived favoritism, conflicts in loyalty, discrimination, and appearances of impropriety or conflict of interest. This policy applies to all PCA board members, employees, individual consultants hired or retained by PCA, and School Services Providers hired or retained by PCA.

Relationships between PCA board members, employees, consultants, or School Services Providers are permissible under the following circumstances:

- Family Members of PCA board members, employees, individual consultants, or School Services Providers shall not be hired for or retained in an employment position if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other.
- Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not result in an adverse impact on work productivity or performance. The determination of whether there is an adverse impact shall be in the discretion of the supervisor(s) of the employee(s), consultant(s), or School Services Provider(s), or in the case of a board member, in the discretion of the PCA Board of Directors.
- Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not create an actual conflict of interest under the law, and shall not create a detrimental perceived conflict of interest. The determination of whether there is a detrimental perceived conflict of interest shall be in the discretion of the supervisor(s) of the employee(s), consultant(s) or School Services Provider(s), or in the case of a board member, in the discretion of the PCA Board of Directors.

Definitions

“Family Members” include an employee's parent, child (natural, adopted, or legal guardianship), spouse, domestic partner, brother, sister, grandparent, grandchild, step-relationships within the preceding categories, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, and father-in-law.

“Nepotism” describes a work-related situation in which there is the potential for favoritism toward a Family Member (such as giving a job, promotion, biased performance reviews, or more favorable working conditions) on the basis of the familial relationship.

“School Services Provider” shall mean any provider of school services to PCA, and in the case of an organization shall mean be the responsible individual at such organization that provides school services to PCA.

Procedures

When a Family Member of a current PCA board member, employee, individual consultant, or School Services Provider applies to become a board member or employee, or requests to be a consultant or School Services Provider, the Family Member’s application/request must be denied if a conflict under this policy exists (*e.g.*, if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other). Special circumstances may be reviewed by the Board in the event that PCA’s best interests would be served otherwise.

When a Family Member of a current PCA board member, employee, individual consultant, or School Services Provider applies for a transfer to a new employment position within PCA, the Family Member’s application must be evaluated to determine whether a conflict under this policy exists. If a conflict exists, the application for transfer must either be denied or one of the Family Members must seek a position transfer to avoid the conflict, if any such opportunity exists. In the event that no such opportunity exists, the application for transfer must be denied.

In implementing this policy, it is permissible to ask an applicant, potential consultant, or School Services Provider to state whether he or she has a Family Member who is presently employed by or on the board of PCA, but such information may not be used as a basis for an employment decision except as stated herein.

When a relationship that creates a conflict with this policy occurs during employment, PCA will attempt to arrange a transfer or change in position/duties to eliminate the conflict. If a suitable transfer/change in position/duties is not available, one of the employees may be separated from service. Every attempt will be made to effect transfer or separation on the basis of agreement between the employees involved and PCA. If a mutual agreement is unattainable, the Board will determine, in PCA’s best interest, which employee is to be transferred or separated.

Responsibilities

The Executive Director or designee shall coordinate with the current employee’s direct supervisor to develop appropriate plans to ensure that a Family Member’s employment does not conflict with this policy. If the situation cannot be resolved by a transfer, then the Executive Director or designee will deny

the application for employment. Special circumstances may be reviewed by the Board in the event that PCA's best interests would be served by the employment of a Family Member.

The Executive Director or designee shall investigate reports of Nepotism and take appropriate action. Employees are required to disclose changes in their personal situations to the Executive Director or designee which may be covered by this policy. Supervisors may inquire about the family relationship between employees to determine the appropriateness of the working relationship under this policy. The Board shall make the final determination concerning potential conflicts with this policy involving the Executive Director.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to any building or office are responsible for their safekeeping.

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any School key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the School. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Executive Director.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property before or after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time PCA may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

In PCA's discretion, employees' work areas (i.e. desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for PCA property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to PCA. PCA will generally try to obtain an employee's consent before conducting a search of work areas, but it may not always be able to do so. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

PCA has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect PCA or which occur on PCA property will not be tolerated. Examples of workplace violence include, but

are not limited to, the following:

- All threats or acts of violence occurring on PCA premises, regardless of the relationship between PCA and the parties involved
- All threats or acts of violence occurring off PCA premises involving someone who is acting in the capacity of a representative of PCA

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or his/her family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy PCA property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

PCA's prohibition against threats and acts of violence applies to all persons involved in PCA's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers, and anyone else, including parents on PCA property. Violations of this policy by any individual on PCA property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to their Executive Director.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the School may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

School Dress Code

It is the goal of the school to foster a professional work environment for all staff, as part of our commitment to providing excellent customer service to our families, our communities, our professional associates, and respect for one another.

General Rules

Clothing should be clean, free of wrinkles, rips or tears, and appropriate for the workplace. Nothing too tight or revealing (i.e. nothing too low cut in the front or back, or sheer), no bare midriffs, no spaghetti straps, and no undergarments showing. No shorts or yoga pants. No offensive language or images. Hair should be clean and neatly groomed. Please cover tattoos whenever possible.

Casual Business Attire

Tops:

- Polo style or button-down shirts or blouse
- Pullovers or sweaters
- *No tank tops

Bottoms:

- Skirt (no more than 3" above the knee)
- Dress slacks or Khakis
- Capri pants
- Denim jeans

Dresses:

- No more than 3" above the knee

Hats:

- School hats

Shoes:

- Comfortable and professional: This may include dress shoes, boots, heels, sandals, or flats.
- *If you are in a position where you are moving items or furniture, please wear closed-toe shoes.

TEACHER-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member’s perspective, but some of these activities can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, inappropriate or sexual misconduct.

Staff members must understand their own responsibilities for ensuring they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists, and any subsequent lists, are not meant to be all-inclusive, but rather illustrative of the types of behavior addressed by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without parental permission
- Being alone in a room with a student at school with the door closed
- Bringing your own children into PCA students’ homes

- Allowing students in your home during work hours
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, Facebook responses, or letters to students if the content is not about school activities

Acceptable and Recommended Behaviors

- Obtaining parent's written consent for any school activity (exclusive of tutorials)
- Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via school-based technology and equipment)
- Keeping the door open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior-staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career

Reporting

When any staff member becomes aware of another staff member, volunteer, guest or vendor having crossed the boundaries specified in this policy, or has a reasonable suspicion of misconduct, he or she must report the suspicion to their immediate supervisor or the Executive Director promptly. Reasonable suspicion means it is based on facts which would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the School as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The School will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as it deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all other privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor or the Executive Director. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Executive Director.

STANDARDS OF CONDUCT AND CIVILITY

At PCA, we are committed to upholding the highest standards of personal integrity and conduct. These standards are based on our dedication to treating people with dignity, respect, and civility, and taking individual and collective responsibility for our conduct. The manner in which we conduct ourselves defines us and how we are perceived by others. As school employees, we also serve as role models to our students.

PCA employees are accountable for integrity in conduct and for the consequences of their actions or inactions. The highest of ethical standards are expected in all matters internal, as well as with students, parents, and the community at large. All employees and any individuals acting on behalf of PCA are required to conduct themselves in compliance with the essence of this Standards of Conduct and Civility policy. Any concerns must be promptly reported to a supervisor or the Human Resources. Failure to comply with this policy may result in disciplinary action, up to and including termination.

Children must have adult supervision at all times.

CIVILITY

- Everyone treats each other with civility, dignity, respect and professionalism at all times
- Employees exercise emotional self-control and sensitivity to feelings of others not with blame or

recrimination

- Employee behavior supports an environment where everyone feels safe, secure and respected.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School.

- Falsification of employment records, employment information, or other School records
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's
- Theft, deliberate or careless damage, or loss of any School property or the property of any employee or customer
- Provoking a fight or fighting during working hours or on School property
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the School
- Any conduct that has gained sufficient notoriety so as to impair the employee's school-related relationships
- Any willful conduct that endangers the safety, health or wellbeing of another individual
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
- Immoral conduct
- Unfitness for service
- Violation of the Substance and Alcohol policy
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of administration, or the use of abusive or threatening or abusive language toward a supervisor or member of administration
- Unreported absence on scheduled workdays unless otherwise excused
- Excessive tardiness or absenteeism unless otherwise excused
- Unauthorized use of School equipment, time, materials, facilities, or the School name
- Sleeping or malingering on the job
- Failure to observe working schedules, including the required rest and meal periods
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited
- Distributing unauthorized literature or any written or printed material during working time or in work areas ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work absent extenuating circumstances
- Failure of an employee to obtain permission to leave work for any reason during normal working

hours

- Abuse of sick leave
- Violation of the Communications Policy
- Violation of the Standards of Conduct and Civility Policy
- Failure to provide a physician's certificate when requested or required to do so
- Violating the School's Personal Standards or dress code
- Breaching confidentiality
- Making derogatory racial, ethnic, religious, or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours
- Violation of any safety, health, security, or School rule
- Negligence or other conduct leading to the endangerment or harm of a child or children
- Working overtime without authorization or refusing to work assigned overtime
- Unsatisfactory job performance
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false

CONFIDENTIAL INFORMATION

It is important to the School to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, student information, all student lists, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law.

The School prohibits audio or video recordings in the workplace, during working hours, without authorization of the School due to privacy and confidentiality concerns and protections.

The School devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of the School you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by the School. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of the School, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to the School during extended leaves of absence or upon termination.

During your employment with the School, you will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during your former employment. You must not disclose to the School any confidential or proprietary information or material belonging to former employers or others.

Upon an extended leave of absence, request from the School or termination of employment, employees

are required to immediately return to the School all property of the School in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the School. This policy also encompasses any and all identifying or confidential information of all former and current students which is protected under the Family Educational Rights and Privacy Act.

Violations of this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social, and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment, and morale problems.

Any employee involved in such situations or relationships must immediately and fully disclose the nature of the situation or relationship to the Executive Director so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.

Employees shall not be financially interested in any contract made by them in their official capacity.

PCA expects employees to devote their best efforts to the interests of our school. PCA recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at PCA or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with PCA whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Executive Director to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including, immediate termination.

This policy is in addition to PCA's Revised Nonprofit Conflict of Interest Policy and Conflict of Interest Code.

Outside Employment

If you are a full-time employee we expect that you devote your full professional effort to your position at PCA. If you wish to participate in outside work activities you are required to obtain written approval from the Executive Director prior to starting those activities. Approval will be granted unless the activity conflicts with PCA's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at PCA.
- Involve organizations that are doing or seek to do business with PCA including actual or potential vendors.
- Violate provisions of law or PCA policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to PCA must be given priority. Full-time employees are hired and continue employment with the understanding that PCA is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

POLICY REGARDING INCONSISTENT, INCOMPATIBLE OR CONFLICTING EMPLOYMENT, ACTIVITY OR ENTERPRISE BY SCHOOL PERSONNEL

Policy Statement

It is the policy of PCA that its officers and employees may not engage in any outside activity, employment, or enterprise for compensation which is inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of PCA. During working hours or on school premises, officers or employees shall not engage in political or religious activities, or recruit or solicit students or members of the public for political or religious activities.

An officer's or employee's outside activity, employment, or enterprise for compensation shall be determined to be inconsistent, incompatible with, or in conflict with, his or her duties as an officer of employee of PCA if any of the following apply:

- It involves the use of PCA time, facilities, equipment, supplies, or the officer's or employee's position or influence with PCA, for private gain or advantage.
- It involves receipt or acceptance by the officer or employee of any money or other consideration for the performance of an act that would otherwise be required within the scope of the officer or employee's duties with PCA.
- It involves the performance of an act as part of the outside activity that involves services performed for PCA.
- It affects the officer's or employee's work hours, interferes or conflicts with the officer's or employee's job duties, raise any ethical or conflict of interest concerns, or create any conditions that impact the officer's or employee's job performance.

Officers and employees may not use PCA's name, logo, supplies, equipment or other property in connection with any outside activities.

Procedure

In the event that an officer or employee believes that an outside activity for compensation may be inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of PCA, the officer or employee shall obtain a written determination of the Executive Director or his or her designee

that the outside activity is not in violation of this policy before engaging in such activity.

EXPENSE REIMBURSEMENT POLICY

PCA will reimburse employees for certain reasonably necessary business expenses incurred in the furtherance of PCA business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the school's relevant fiscal and accounting policies and procedures. In general, the immediate supervisor must have previously approved all expenses, prior to the employee spending money. All receipts pertaining to the reimbursement must be original and detailed, and should be submitted to the appropriate supervisor for review and approval, prior to submission for final approval and payment.

POLICY CONFIRMING RESTRICTION ON THE PROVISION OF FUNDS OR OTHER THINGS OF VALUE TO STUDENTS, PARENTS OR GUARDIANS

Policy Statement

It is the policy of PCA that PCA shall not provide any funds or thing of value to any student or his or her parent or guardian that a school district could not legally provide to a similarly situated student, or his or her parent or guardian. PCA does not and shall not provide, for example, "sign up bonuses" to parents or guardians or other incentives unrelated to education.

Additionally, a student, parent or guardian shall not use his or her status as a student, parent or guardian with PCA in order to obtain funds or things of value from PCA. For example, this policy prohibits an individual from utilizing his or her status as a parent or guardian to obtain a vendor contract with PCA for compensation. It also prohibits an individual from utilizing his or her status as a parent or guardian to refer or encourage any students enrolled in PCA, or their parents or guardians, to select that individual or his or her company or another provider of services, in connection with the student's education at PCA, resulting in the individual's receipt of funds or thing of value from PCA.

Procedures

The prior approval of the Executive Director or his or her designee must be obtained for any of the following in order to ensure that it does not conflict with this policy:

- Any funds or thing of value provided to a student, parent or guardian which has not previously been approved. This applies in any situation in which a student, parent or guardian would any funds or thing of value, whether in their capacity as a student, parent, guardian, vendor, service provider or other circumstance.
- Any proposed incentive to be offered to students or parents.

In requesting approval, the educational purpose of any such funds, thing of value or incentive must be provided to the Executive Director or his or her designee.

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of PCA to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations, or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, and marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol during working hours, including meal and break periods, or in the presence of pupils
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises
- Refusing to submit to an inspection or testing when requested by administration
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the School in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or
- Failure to keep all prescribed medicine in its original container

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Human Resources. Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students. Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing

physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform his or her specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in his or her possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

This policy will not be construed to prohibit the use of alcohol at social or business functions. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Substance and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Substance and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

The School may require a test by Intoxilyzer, blood test, urinalysis, medical examination of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The School shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as e-cigarettes, cigars, pipes, vaping and/or (both tobacco and marijuana products). Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground or event location, whichever is farther.

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. All staff is expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of your Executive Director, other employees or call 911. Report any suspicious persons or activities to your Executive Director. Never attempt to force an individual to leave the workplace if s/he is uncooperative. Immediately contact your supervisor or school administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area. Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the prior written approval of the Executive Director and the written consent of the individual being recorded. Please report any problems with our security systems to your Executive Director.

VIDEO SURVEILLANCE FOR DANIELSON STREET OFFICE

Pacific Coast Academy ("Charter School") is committed to maintaining a safe and healthy learning environment for all members of the school community. In furtherance of this goal, Charter School has installed security cameras in the hallways, entry ways, inventory rooms, and other locations throughout the administrative office at 13915 Danielson Street, Suites 100, 101, 102 and 200, Poway, California 92064 ("Office") for the safety of visitors and to secure Charter School property.

These systems have visual recording capabilities and the recordings may be retained in Charter School's sole discretion. There are no cameras in restrooms and other similar sensitive locations ("Sensitive Locations").

While in or around the Office, Charter School employees are subject to video surveillance and recording and do not have an expectation of privacy other than while in Sensitive Locations.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on PCA property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services and in accordance with the School's Reimbursement policies. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

PCA cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on PCA's premises, including the parking area, or away from school property while on school business. PCA employees are prohibited from using personal property for work-related purposes unless approved in advance by the Executive Director.

SAFETY POLICY

PCA is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or Executive Director immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process, or business practice for which the School is responsible, bring it to the attention of your supervisor or Executive Director immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Executive Director regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and Human Resources.

PCA has in place a written Injury and Illness Prevention Program as required by law. Please contact Human Resources for further information.

ERGONOMICS

PCA has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to your Executive Director.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact your Executive Director.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

PCA will consider an employee to have voluntarily terminated his or her employment if the employee does any of the following: (1) elects to resign from PCA; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the School; or (3) fails to report for work without notice to PCA for three consecutive work days. PCA requests that employees provide at least two weeks written notice of a voluntary termination. All PCA property must be returned immediately upon terminating employment. PCA retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of PCA's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, PCA reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at PCA may be asked to take part in an exit interview with their supervisor to communicate their challenges and growth while employed at PCA. Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to Human Resources. Only Human Resources is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, PCA will disclose only the dates of employment and the title of the last position held. PCA will verify or disclose an employee's salary history only if the employee provides written authorization for PCA to provide the information. However, PCA will provide information about current or former employees as required by law or court order. PCA will not provide any letters of reference for current or former employees. Please refer all questions about this policy to Human Resources.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of Pacific Coast Academy's ("PCA") Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I understand that the Employee Handbook contains important information regarding PCA's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of PCA's policies.

In particular, I have read and understand PCA's Anti-Nepotism Policy, Policy Regarding Inconsistent, Incompatible or Conflicting Employment, Activity or Enterprise by School Personnel, Policy Confirming Restrictions on the Provision of Funds or Other Things of Value to Students, Parents or Guardians, and restrictions and procedures to avoid Conflicts of Interest.

Just as I am free to terminate the employment relationship with PCA at any time, PCA, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and PCA for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Executive Director of PCA, with the approval of the Board of Directors, has the authority to alter my employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. This is the entire agreement between PCA and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with PCA, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

PCA reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than PCA Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print): _____

Employee Signature: _____

Date: _____

Cover Sheet

Form 990

Section: V. Consent Agenda
Item: H. Form 990
Purpose:
Submitted by:
Related Material: PCA 2021-2022 990 Form.pdf

WILKINSON HADLEY KING & CO. LLP
218 W. DOUGLAS AVE
EL CAJON, CA 92020
619-447-6700

May 11, 2022

PACIFIC COAST ACADEMY
13915 DANIELSON ST STE 103
POWAY, CA 92064

Dear Client:

Your 2020 Federal Return of Organization Exempt from Income Tax will be electronically filed with the Internal Revenue Service upon receipt of a signed Form 8879-E0 - IRS e-file Signature Authorization. No tax is payable with the filing of this return.

Your 2020 California Exempt Organization Annual Information Return will be electronically filed with the State of California upon receipt of a signed Form 8453-E0. No tax is payable with the filing of this return.

Please be sure to call us if you have any questions.

Sincerely,

KEVIN SPROUL

2020**FEDERAL EXEMPT ORGANIZATION TAX SUMMARY****PAGE 1****PACIFIC COAST ACADEMY****82-1707686**

	2020	2019	DIFF
REVENUE			
CONTRIBUTIONS AND GRANTS.....	44,055,503	40,450,499	3,605,004
INVESTMENT INCOME.....	22,983	58,707	-35,724
TOTAL REVENUE.....	44,078,486	40,509,206	3,569,280
EXPENSES			
SALARIES, OTHER COMPEN., EMP. BENEFITS...	24,184,871	20,882,488	3,302,383
OTHER EXPENSES.....	19,230,424	16,729,130	2,501,294
TOTAL EXPENSES.....	43,415,295	37,611,618	5,803,677
NET ASSETS OR FUND BALANCES			
REVENUE LESS EXPENSES.....	663,191	2,897,588	-2,234,397
TOTAL ASSETS AT END OF YEAR.....	20,772,611	15,354,317	5,418,294
TOTAL LIABILITIES AT END OF YEAR.....	16,227,779	11,472,676	4,755,103
NET ASSETS/FUND BALANCES AT END OF YEAR.	4,544,832	3,881,641	663,191

2020**CALIFORNIA 199 TAX SUMMARY****PAGE 1****PACIFIC COAST ACADEMY****82-1707686**

	2020	2019	DIFF
RECEIPTS AND REVENUES			
GROSS SALES OR RECEIPTS.....	22,983	58,707	-35,724
GROSS CONTRIBUTIONS, GIFTS, & GRANTS.....	44,055,503	40,450,499	3,605,004
TOTAL GROSS RECEIPTS.....	44,078,486	40,509,206	3,569,280
TOTAL COSTS.....	0	0	0
TOTAL GROSS INCOME.....	44,078,486	40,509,206	3,569,280
EXPENSES			
TOTAL EXPENSES.....	43,415,295	37,611,618	5,803,677
EXCESS RECEIPTS OVER EXPENSES.....	663,191	2,897,588	-2,234,397
FILING FEE			
FILING FEE.....	0	0	0
BALANCE DUE.....	0	0	0

2020

GENERAL INFORMATION

PAGE 1

PACIFIC COAST ACADEMY

82-1707686

FORMS NEEDED FOR THIS RETURN

FEDERAL: 990, SCH A, SCH B, SCH D, SCH E, SCH J, SCH O, SCH R, 8868
CALIFORNIA: 199, SCH B, 8453-EO, E-FILE INSTRUCTIONS

CARRYOVERS TO 2021

NONE

2020

FEDERAL WORKSHEETS

PAGE 1

PACIFIC COAST ACADEMY

82-1707686

FORM 990, PART III, LINE 4E
PROGRAM SERVICES TOTALS

	PROGRAM SERVICES TOTAL	FORM 990	SOURCE
TOTAL EXPENSES	29,586,742.	29,586,742.	PART IX, LINE 25, COL. B
GRANTS	0.	0.	PART IX, LINES 1-3, COL. B
REVENUE	0.	0.	PART VIII, LINE 2, COL. A

FORM 990, PART IX, LINE 11G
OTHER FEES FOR SERVICES

	(A) TOTAL	(B) PROGRAM SERVICES	(C) MANAGEMENT & GENERAL	(D) FUND- RAISING
BANKING & PAYROLL SERVICES	53,051.		53,051.	
DISTRICT OVERSIGHT	36,005.		36,005.	
PROFESSIONAL CONSULTING	3,342,994.	37,374.	3,305,620.	
TOTAL	\$ 3,432,050.	\$ 37,374.	\$ 3,394,676.	\$ 0.

FORM 990, PART IX, LINE 24E
OTHER EXPENSES

	(A) TOTAL	(B) PROGRAM SERVICES	(C) MANAGEMENT & GENERAL	(D) FUNDRAISING
EQUPT RENTAL	1,380.	1,380.		
TOTAL	\$ 1,380.	\$ 1,380.	\$ 0.	\$ 0.

Form **8879-EO**

**IRS e-file Signature Authorization
for an Exempt Organization**

OMB No. 1545-0047

For calendar year 2020, or fiscal year beginning 7/01, 2020, and ending 6/30, 202021

▶ **Do not send to the IRS. Keep for your records.**
▶ **Go to www.irs.gov/Form8879EO for the latest information.**

2020

Department of the Treasury
Internal Revenue Service

Name of exempt organization or person subject to tax

Taxpayer identification number

PACIFIC COAST ACADEMY

82-1707686

Name and title of officer or person subject to tax

KRYSTIN DEMOFONTE

EXECUTIVE DIRECTOR

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, or 7a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, or 7b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1 a Form 990 check here <input checked="" type="checkbox"/>	b Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1 b <u>44,078,486.</u>
2 a Form 990-EZ check here <input type="checkbox"/>	b Total revenue, if any (Form 990-EZ, line 9)	2 b _____
3 a Form 1120-POL check here <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3 b _____
4 a Form 990-PF check here <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4 b _____
5 a Form 8868 check here <input type="checkbox"/>	b Balance due (Form 8868, line 3c)	5 b _____
6 a Form 990-T check here <input type="checkbox"/>	b Total tax (Form 990-T, Part III, line 4)	6 b _____
7 a Form 4720 check here <input type="checkbox"/>	b Total tax (Form 4720, Part III, line 1)	7 b _____

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that I am an officer of the above organization or I am a person subject to tax with respect to (name of organization) _____, (EIN) _____

and that I have examined a copy of the 2020 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

I authorize WILKINSON HADLEY KING & CO. LLP to enter my PIN 11414 as my signature
ERO firm name Enter five numbers, but do not enter all zeros

on the tax year 2020 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency (ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer or person subject to tax with respect to the organization, I will enter my PIN as my signature on the tax year 2020 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax ▶ Krystin Demofonte

Date ▶ 5/11/2022

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN

30313312278
Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2020 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ KEVIN SPROUL

Date ▶ _____

**ERO Must Retain This Form – See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So**

Form **8868**

(Rev. January 2020)

Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

OMB No. 1545-0047

▶ **File a separate application for each return.**
▶ **Go to www.irs.gov/Form8868 for the latest information.**

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print	Name of exempt organization or other filer, see instructions. PACIFIC COAST ACADEMY	Taxpayer identification number (TIN) 82-1707686
File by the due date for filing your return. See instructions.	Number, street, and room or suite number. If a P.O. box, see instructions. 13915 DANIELSON ST STE 103	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. POWAY, CA 92064	

Enter the Return Code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (section 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

• The books are in the care of ▶ CHARTER IMPACT -----

Telephone No. ▶ 888 474-0322 ----- Fax No. ▶ -----

• If the organization does not have an office or place of business in the United States, check this box ▶

• If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box. ▶ . If it is for part of the group, check this box ... ▶ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until 5/15, 20 22, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

- ▶ calendar year 20 ____ or
- ▶ tax year beginning 7/01, 20 20, and ending 6/30, 20 21.

2 If the tax year entered in line 1 is for less than 12 months, check reason: Initial return Final return Change in accounting period

3 a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions	3 a	\$		0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit	3 b	\$		0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions	3 c	\$		0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

BAA For Privacy Act and Paperwork Reduction Act Notice, see instructions.

Form **8868** (Rev. 1-2020)

Form **990**

OMB No. 1545-0047

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

2020

Department of the Treasury
Internal Revenue Service

▶ Do not enter social security numbers on this form as it may be made public.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

Open to Public Inspection

A For the **2020** calendar year, or tax year beginning **7/01**, **2020**, and ending **6/30**, **20** **2021**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C PACIFIC COAST ACADEMY 13915 DANIELSON ST STE 103 POWAY, CA 92064	D Employer identification number 82-1707686 E Telephone number (619) 215-0704 G Gross receipts \$ 44,078,486.
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F Name and address of principal officer: KRYSTIN DEMOFONTE SAME AS C ABOVE	H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. See instructions
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I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527
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J Website: ▶ N/A	H(c) Group exemption number ▶
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K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶	L Year of formation: 2017	M State of legal domicile: CA
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Part I Summary

1	Briefly describe the organization's mission or most significant activities: <u>PROVIDE A HIGH STANDARD OF EDUCATION TO STUDENTS THROUGH COMPREHENSIVE CURRICULUM SUPPORTED BY ENERGETIC, DYNAMIC, AND CARING TEACHERS.</u>		
2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
3	Number of voting members of the governing body (Part VI, line 1a)	3	5
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	5
5	Total number of individuals employed in calendar year 2020 (Part V, line 2a)	5	364
6	Total number of volunteers (estimate if necessary)	6	0
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
7b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.
8	Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
9	Program service revenue (Part VIII, line 2g)	40,450,499.	44,055,503.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	58,707.	22,983.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		
12	Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)	40,509,206.	44,078,486.
13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
14	Benefits paid to or for members (Part IX, column (A), line 4)		
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	20,882,488.	24,184,871.
16a	Professional fundraising fees (Part IX, column (A), line 11e)		
b	Total fundraising expenses (Part IX, column (D), line 25) ▶		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	16,729,130.	19,230,424.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	37,611,618.	43,415,295.
19	Revenue less expenses. Subtract line 18 from line 12	2,897,588.	663,191.
20	Total assets (Part X, line 16)	Beginning of Current Year	End of Year
21	Total liabilities (Part X, line 26)	15,354,317.	20,772,611.
22	Net assets or fund balances. Subtract line 21 from line 20	11,472,676.	16,227,779.
		3,881,641.	4,544,832.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	▶ Krystin Demofonte Signature of officer	5/11/2022 Date
	▶ KRYSTIN DEMOFONTE Type or print name and title	EXECUTIVE DIRECTOR

Paid Preparer Use Only	Print/Type preparer's name KEVIN SPROUL	Preparer's signature	Date	Check <input type="checkbox"/> if self-employed	PTIN P02037139
	Firm's name ▶ WILKINSON HADLEY KING & CO. LLP Firm's address ▶ 218 W. DOUGLAS AVE EL CAJON, CA 92020			Firm's EIN ▶ 52-2354566 Phone no. 619-447-6700	

May the IRS discuss this return with the preparer shown above? See instructions Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission:

PROVIDE A HIGH STANDARD OF EDUCATION TO STUDENTS THROUGH COMPREHENSIVE CURRICULUM
SUPPORTED BY ENERGETIC, DYNAMIC, AND CARING TEACHERS.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 29,586,742. including grants of \$) (Revenue \$)

PROVIDE A VIRTUAL CURRICULUM MODEL THAT EMPHASIZES MEETING INDIVIDUAL STUDENTS' NEEDS
FOR MEETING THE CALIFORNIA COMMON CORE STATE STANDARDS FOR THEIR GRADE LEVEL.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe on Schedule O.)

(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses ▶ 29,586,742.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If 'Yes,' complete Schedule A.</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> See instructions?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If 'Yes,' complete Schedule C, Part I.</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If 'Yes,' complete Schedule C, Part II.</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If 'Yes,' complete Schedule C, Part III.</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If 'Yes,' complete Schedule D, Part I.</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If 'Yes,' complete Schedule D, Part II.</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If 'Yes,' complete Schedule D, Part III.</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If 'Yes,' complete Schedule D, Part IV.</i>		X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If 'Yes,' complete Schedule D, Part V.</i>		X
11 If the organization's answer to any of the following questions is 'Yes', then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If 'Yes,' complete Schedule D, Part VI.</i>		X
b Did the organization report an amount for investments – other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If 'Yes,' complete Schedule D, Part VII.</i>		X
c Did the organization report an amount for investments – program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If 'Yes,' complete Schedule D, Part VIII.</i>		X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If 'Yes,' complete Schedule D, Part IX.</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If 'Yes,' complete Schedule D, Part X.</i>	X	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If 'Yes,' complete Schedule D, Part X.</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If 'Yes,' complete Schedule D, Parts XI and XII.</i>	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional.</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If 'Yes,' complete Schedule E.</i>	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If 'Yes,' complete Schedule F, Parts I and IV.</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If 'Yes,' complete Schedule F, Parts II and IV.</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If 'Yes,' complete Schedule F, Parts III and IV.</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If 'Yes,' complete Schedule G, Part I</i> See instructions.		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If 'Yes,' complete Schedule G, Part II.</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If 'Yes,' complete Schedule G, Part III.</i>		X
20a Did the organization operate one or more hospital facilities? <i>If 'Yes,' complete Schedule H.</i>		X
b If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If 'Yes,' complete Schedule I, Parts I and II.</i>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If 'Yes,' complete Schedule I, Parts I and III.</i>		X
23 Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If 'Yes,' complete Schedule J.</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No,' go to line 25a.</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?.....		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?.....		
d Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?.....		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
26 Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? <i>If 'Yes,' complete Schedule L, Part II.</i>		X
27 Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? <i>If 'Yes,' complete Schedule L, Part III.</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions, for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
b A family member of any individual described in line 28a? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
c A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If 'Yes,' complete Schedule M.</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If 'Yes,' complete Schedule M.</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If 'Yes,' complete Schedule N, Part I.</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If 'Yes,' complete Schedule N, Part II.</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If 'Yes,' complete Schedule R, Part I.</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1.</i>	X	
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?.....		X
b If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If 'Yes,' complete Schedule R, Part VI.</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note: All Form 990 filers are required to complete Schedule O.	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

	Yes	No
1 a Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable.....		
b Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable.....		
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?.....	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

		Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return. 2a 364		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? 2b	X	
Note: If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)			
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year? 3a		X
b	If 'Yes,' has it filed a Form 990-T for this year? If 'No' to line 3b, provide an explanation on Schedule O 3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)? 4a		X
b	If 'Yes,' enter the name of the foreign country ▶ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year? 5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction? 5b		X
c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T? 5c		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions? 6a		X
b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible? 6b		
7	Organizations that may receive deductible contributions under section 170(c).		
a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor? 7a		X
b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided? 7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282? 7c		X
d	If 'Yes,' indicate the number of Forms 8282 filed during the year. 7d		
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract? 7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract? 7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required? 7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C? 7h		
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year? 8		
9	Sponsoring organizations maintaining donor advised funds.		
a	Did the sponsoring organization make any taxable distributions under section 4966? 9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person? 9b		
10	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on Part VIII, line 12. 10a		
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities. 10b		
11	Section 501(c)(12) organizations. Enter:		
a	Gross income from members or shareholders. 11a		
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) 11b		
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041? 12a		
b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year. 12b		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
a	Is the organization licensed to issue qualified health plans in more than one state? 13a		
Note: See the instructions for additional information the organization must report on Schedule O.			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans. 13b		
c	Enter the amount of reserves on hand 13c		
14a	Did the organization receive any payments for indoor tanning services during the tax year? 14a		X
b	If 'Yes,' has it filed a Form 720 to report these payments? If 'No,' provide an explanation on Schedule O. 14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? 15		X
If 'Yes,' see instructions and file Form 4720, Schedule N.			
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? 16		X
If 'Yes,' complete Form 4720, Schedule O.			

Part VI Governance, Management, and Disclosure For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI.

Section A. Governing Body and Management

		Yes	No
1 a	Enter the number of voting members of the governing body at the end of the tax year. 1 a 5 If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.		
1 b	Enter the number of voting members included on line 1a, above, who are independent. 1 b 5		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee? 2		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person? 3		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed? 4		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets? 5		X
6	Did the organization have members or stockholders? 6		X
7 a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body? 7 a		X
7 b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body? 7 b		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8 a	The governing body? 8 a	X	
8 b	Each committee with authority to act on behalf of the governing body? 8 b	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If 'Yes,' provide the names and addresses on Schedule O. 9		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10 a	Did the organization have local chapters, branches, or affiliates? 10 a		X
10 b	If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes? 10 b		
11 a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form? 11 a	X	
11 b	Describe in Schedule O the process, if any, used by the organization to review this Form 990. SEE SCHEDULE O		
12 a	Did the organization have a written conflict of interest policy? If 'No,' go to line 13. 12 a	X	
12 b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts? 12 b	X	
12 c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If 'Yes,' describe in Schedule O how this was done. SEE SCHEDULE O 12 c	X	
13	Did the organization have a written whistleblower policy? 13	X	
14	Did the organization have a written document retention and destruction policy? 14		X
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15 a	The organization's CEO, Executive Director, or top management official. SEE SCHEDULE O. 15 a	X	
15 b	Other officers or key employees of the organization. SEE SCHEDULE O. 15 b	X	
16 a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year? 16 a		X
16 b	If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements? 16 b		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed ▶ CA
- 18** Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain on Schedule O)
- 19** Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. SEE SCHEDULE O
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records ▶
 CHARTER IMPACT 8500 BALBOA BLVD STE 140 NORTHRIDGE CA 91325 888 474-0322

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII.

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

See instructions for the order in which to list the persons above.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) KRYSTIN DEMOFONTE DIRECTOR	40 0	X					196,967.	0.	0.	
(2) VENESSA CHASE	40 0				X		144,768.	0.	0.	
(3) SHARI ERLENDSON	40 0				X		135,548.	0.	0.	
(4) KRISTIN BURER DIRECTOR	40 0	X					124,292.	0.	0.	
(5) JENNIFER FABER	40 0				X		115,551.	0.	0.	
(6) JOHN DAVID LUCKESEN DIRECTOR	2 0	X					0.	0.	0.	
(7) BEN FUNG DIRECTOR	2 0	X					0.	0.	0.	
(8) KELLY DURSO PRESIDENT	2 0			X			0.	0.	0.	
(9) JESSICA ACKERMANN VICE PRESIDENT	2 0			X			0.	0.	0.	
(10) JOHNNY TRAN SECRETARY	2 0			X			0.	0.	0.	
(11)										
(12)										
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)					(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee			
(15) -----									
(16) -----									
(17) -----									
(18) -----									
(19) -----									
(20) -----									
(21) -----									
(22) -----									
(23) -----									
(24) -----									
(25) -----									

1 b Subtotal	717,126.	0.	0.
c Total from continuation sheets to Part VII, Section A	0.	0.	0.
d Total (add lines 1b and 1c)	717,126.	0.	0.

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization ▶ 5

	Yes	No
3 Did the organization list any former officer, director, trustee, key employee, or highest compensated employee on line 1a? <i>If 'Yes,' complete Schedule J for such individual.</i>		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If 'Yes,' complete Schedule J for such individual.</i>	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If 'Yes,' complete Schedule J for such person.</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
JEFFERY MANUEL MACIAS 4184 BEYER BLVD STE 201 SAN YSIDRO, CA 92173		192,410.
LIGHTHOUSE THERAPY LLC PO BOX 856620 MINNEAPOLIS, MN 55485-6620		182,239.
SOARING MINDS EDUCATION LLC PO BOX 531 RAMONA, CA 92065		187,062.

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization ▶ 3

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

		(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1 a				
	b Membership dues	1 b				
	c Fundraising events	1 c				
	d Related organizations	1 d				
	e Government grants (contributions)	1 e 43,982,841.				
	f All other contributions, gifts, grants, and similar amounts not included above	1 f 72,662.				
	g Noncash contributions included in lines 1a-1f	1 g				
	h Total. Add lines 1a-1f	▶ 44,055,503.				
	Program Service Revenue	2 a Business Code				
b						
c						
d						
e						
f All other program service revenue						
g Total. Add lines 2a-2f		▶				
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)	▶ 22,983.			22,983.	
	4 Income from investment of tax-exempt bond proceeds	▶				
	5 Royalties	▶				
	6 a Gross rents	(i) Real				
		(ii) Personal				
		6 a				
	b Less: rental expenses	6 b				
	c Rental income or (loss)	6 c				
	d Net rental income or (loss)	▶				
	7 a Gross amount from sales of assets other than inventory	(i) Securities				
		(ii) Other				
		7 a				
	b Less: cost or other basis and sales expenses	7 b				
	c Gain or (loss)	7 c				
d Net gain or (loss)	▶					
8 a Gross income from fundraising events (not including \$ of contributions reported on line 1c). See Part IV, line 18						
	8 a					
	b Less: direct expenses	8 b				
c Net income or (loss) from fundraising events	▶					
9 a Gross income from gaming activities. See Part IV, line 19						
	9 a					
	b Less: direct expenses	9 b				
c Net income or (loss) from gaming activities	▶					
10 a Gross sales of inventory, less returns and allowances						
	10 a					
	b Less: cost of goods sold	10 b				
c Net income or (loss) from sales of inventory	▶					
Miscellaneous Revenue	11 a Business Code					
	b					
	c					
	d All other revenue					
	e Total. Add lines 11a-11d	▶				
12 Total revenue. See instructions	▶ 44,078,486.	0.	0.	22,983.		

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX.

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	321,259.	124,292.	196,967.	0.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages	18,487,279.	15,706,872.	2,780,407.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	2,537,960.	2,136,203.	401,757.	
9 Other employee benefits	2,431,645.	2,046,718.	384,927.	
10 Payroll taxes	406,728.	342,343.	64,385.	
11 Fees for services (nonemployees):				
a Management	2,159,354.		2,159,354.	
b Legal	224,266.		224,266.	
c Accounting	13,076.		13,076.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	3,432,050.	37,374.	3,394,676.	
12 Advertising and promotion				
13 Office expenses	135,436.	135,436.		
14 Information technology				
15 Royalties				
16 Occupancy	196,515.	196,515.		
17 Travel	15,705.		15,705.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	18,154.		18,154.	
20 Interest	333,037.		333,037.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance	371,412.		371,412.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a <u>BOOKS & SUPPLIES</u>	6,239,201.	6,239,201.		
b <u>BAD DEBT</u>	3,432,698.		3,432,698.	
c <u>SPECIAL EDUCATION</u>	2,620,408.	2,620,408.		
d <u>MISCELLANEOUS</u>	37,732.		37,732.	
e All other expenses	1,380.	1,380.		
25 Total functional expenses. Add lines 1 through 24e	43,415,295.	29,586,742.	13,828,553.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X.

		(A) Beginning of year		(B) End of year	
Assets	1	Cash – non-interest-bearing	3,978,337.	1	5,335,027.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net		3	
	4	Accounts receivable, net	11,024,069.	4	15,221,758.
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	346,511.	9	209,196.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D		10a	
	b	Less: accumulated depreciation		10b	10c
	11	Investments – publicly traded securities		11	
	12	Investments – other securities. See Part IV, line 11		12	
	13	Investments – program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11	5,400.	15	6,630.
16	Total assets. Add lines 1 through 15 (must equal line 33)	15,354,317.	16	20,772,611.	
Liabilities	17	Accounts payable and accrued expenses	3,405,853.	17	3,211,776.
	18	Grants payable		18	
	19	Deferred revenue		19	160,278.
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23	Secured mortgages and notes payable to unrelated third parties		23	3,093,725.
	24	Unsecured notes and loans payable to unrelated third parties	8,066,823.	24	
25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	9,762,000.	
26	Total liabilities. Add lines 17 through 25	11,472,676.	26	16,227,779.	
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.				
	27	Net assets without donor restrictions	3,881,641.	27	4,544,832.
	28	Net assets with donor restrictions		28	
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.				
	29	Capital stock or trust principal, or current funds		29	
	30	Paid-in or capital surplus, or land, building, or equipment fund		30	
	31	Retained earnings, endowment, accumulated income, or other funds		31	
32	Total net assets or fund balances.	3,881,641.	32	4,544,832.	
33	Total liabilities and net assets/fund balances.	15,354,317.	33	20,772,611.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI.

1	Total revenue (must equal Part VIII, column (A), line 12)	1	44,078,486.
2	Total expenses (must equal Part IX, column (A), line 25)	2	43,415,295.
3	Revenue less expenses. Subtract line 2 from line 1	3	663,191.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	3,881,641.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	4,544,832.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII.

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked 'Other,' explain in Schedule O.		
2 a	Were the organization's financial statements compiled or reviewed by an independent accountant? If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
2 b	Were the organization's financial statements audited by an independent accountant? If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
2 c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.		X
3 a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	X	
3 b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	X	

BAA

TEEA0112L 10/19/20

Form 990 (2020)

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization PACIFIC COAST ACADEMY	Employer identification number 82-1707686
--	---

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2 A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990 or 990-EZ).)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9 An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
- 10 An organization that normally receives (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 11 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 12 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
 - f Enter the number of supported organizations
 - g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants'.)						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3.						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
7 Amounts from line 4.						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources.						
9 Net income from unrelated business activities, whether or not the business is regularly carried on.						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10.						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ▶ <input type="checkbox"/>						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2020 (line 6, column (f), divided by line 11, column (f)).	14	%
15 Public support percentage from 2019 Schedule A, Part II, line 14.	15	%
16a 33-1/3% support test—2020. If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
b 33-1/3% support test—2019. If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
17a 10%-facts-and-circumstances test—2020. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
b 10%-facts-and-circumstances test—2019. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions. ▶ <input type="checkbox"/>		

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants'.)						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose.						
3 Gross receipts from activities that are not an unrelated trade or business under section 513.						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						
5 The value of services or facilities furnished by a governmental unit to the organization without charge.						
6 Total. Add lines 1 through 5.						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons.						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year.						
c Add lines 7a and 7b.						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
9 Amounts from line 6.						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources.						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975.						
c Add lines 10a and 10b.						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on.						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2020 (line 8, column (f), divided by line 13, column (f)).	15	%
16 Public support percentage from 2019 Schedule A, Part III, line 15.	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2020 (line 10c, column (f), divided by line 13, column (f)).	17	%
18 Investment income percentage from 2019 Schedule A, Part III, line 17.	18	%

19a 33-1/3% support tests—2020. If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33-1/3% support tests—2019. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If 'No,' describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If 'Yes,' explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If 'Yes,' answer lines 3b and 3c below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If 'Yes,' describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If 'Yes,' explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ('foreign supported organization')? <i>If 'Yes' and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If 'Yes,' describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If 'Yes,' explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If 'Yes,' answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If 'Yes,' provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If 'Yes,' provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If 'Yes,' provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If 'Yes,' provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If 'Yes,' answer line 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in lines 11b and 11c below, the governing body of a supported organization?	11a	
b A family member of a person described in line 11a above?	11b	
c A 35% controlled entity of a person described in line 11a or 11b above? If 'Yes' to line 11a, 11b, or 11c, provide detail in Part VI .	11c	

Section B. Type I Supporting Organizations

	Yes	No
1 Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? If 'No,' describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.	1	
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If 'Yes,' explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.	2	

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If 'No,' describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).	1	

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1	
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If 'No,' explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).	2	
3 By reason of the relationship described in line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If 'Yes,' describe in Part VI the role the organization's supported organizations played in this regard.	3	

Section E. Type III Functionally Integrated Supporting Organizations

- 1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).
 - a The organization satisfied the Activities Test. Complete **line 2** below.
 - b The organization is the parent of each of its supported organizations. Complete **line 3** below.
 - c The organization supported a governmental entity. Describe in **Part VI** how you supported a governmental entity (see instructions).

2 Activities Test. **Answer lines 2a and 2b below.**

- a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If 'Yes,' then in **Part VI** identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.
- b Did the activities described in line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If 'Yes,' explain in **Part VI** the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.

3 Parent of Supported Organizations. **Answer lines 3a and 3b below.**

- a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? If 'Yes' or 'No,' provide details in **Part VI**.
- b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If 'Yes,' describe in **Part VI** the role played by the organization in this regard.

	Yes	No
2a		
2b		
3a		
3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B – Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by 0.035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C – Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1	
2	Enter 0.85 of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

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Schedule A (Form 990 or 990-EZ) 2020

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D – Distributions		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3
4	Amounts paid to acquire exempt-use assets	4
5	Qualified set-aside amounts (prior IRS approval required – <i>provide details in Part VI</i>)	5
6	Other distributions (describe in Part VI). See instructions.	6
7	Total annual distributions. Add lines 1 through 6.	7
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	8
9	Distributable amount for 2020 from Section C, line 6	9
10	Line 8 amount divided by line 9 amount	10

Section E – Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2020	(iii) Distributable Amount for 2020
1 Distributable amount for 2020 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2020 (reasonable cause required – <i>explain in Part VI</i>). See instructions.			
3 Excess distributions carryover, if any, to 2020			
a From 2015			
b From 2016			
c From 2017			
d From 2018			
e From 2019			
f Total of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2020 distributable amount			
i Carryover from 2015 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2020 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2020 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2020, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, <i>explain in Part VI</i> . See instructions.			
6 Remaining underdistributions for 2020. Subtract lines 3h and 4b from line 1. For result greater than zero, <i>explain in Part VI</i> . See instructions.			
7 Excess distributions carryover to 2021. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2016			
b Excess from 2017			
c Excess from 2018			
d Excess from 2019			
e Excess from 2020			

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Schedule A (Form 990 or 990-EZ) 2020

Part VI

Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Schedule B**(Form 990, 990-EZ,
or 990-PF)**Department of the Treasury
Internal Revenue Service**Schedule of Contributors**▶ **Attach to Form 990, Form 990-EZ, or Form 990-PF.**
▶ **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047

2020

Name of the organization

PACIFIC COAST ACADEMY

Employer identification number

82-1707686

Organization type (check one):**Filers of:****Section:**

Form 990 or 990-EZ

 501(c)(3) (enter number) organization 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation 527 political organization

Form 990-PF

 501(c)(3) exempt private foundation 4947(a)(1) nonexempt charitable trust treated as a private foundation 501(c)(3) taxable private foundationCheck if your organization is covered by the **General Rule** or a **Special Rule**.**Note:** Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.**General Rule**

-
- For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

- For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.
- For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering 'N/A' in column (b) instead of the contributor name and address), II, and III.
- For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year. ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer 'No' on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

BAA For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF.

Schedule B (Form 990, 990-EZ, or 990-PF) (2020)

Name of organization PACIFIC COAST ACADEMY	Employer identification number 82-1707686
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	CALIFORNIA DEPARTMENT OF EDUCATION 1430 N STREET SACRAMENTO, CA 95814	\$ 41,864,696.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	SAN DIEGO COUNTY 1600 PACIFIC HIGHWAY SAN DIEGO, CA 92101	\$ 885,797.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	US DEPT OF EDUCATION 400 MARYLAND AVE WASHINGTON, DC 20202	\$ 1,232,348.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
---	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
---	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
---	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization PACIFIC COAST ACADEMY	Employer identification number 82-1707686
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Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of *exclusively* religious, charitable, etc., contributions of **\$1,000 or less** for the year. (Enter this information once. See instructions.)..... ▶\$ _____ *N/A*
 Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	<i>N/A</i>		
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
-----		-----	
-----		-----	
-----		-----	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
-----		-----	
-----		-----	
-----		-----	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
-----		-----	
-----		-----	
-----		-----	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
-----		-----	
-----		-----	
-----		-----	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
-----		-----	
-----		-----	
-----		-----	

**SCHEDULE D
(Form 990)**

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ **Complete if the organization answered 'Yes' on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**
▶ **Attach to Form 990.**
▶ **Go to www.irs.gov/Form990 for instructions and the latest information.**

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization

Employer identification number

PACIFIC COAST ACADEMY

82-1707686

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Part II Conservation Easements.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

Preservation of land for public use (for example, recreation or education) Preservation of a historically important land area

Protection of natural habitat Preservation of a certified historic structure

Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2 a
b Total acreage restricted by conservation easements	2 b
c Number of conservation easements on a certified historic structure included in (a)	2 c
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2 d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? Yes No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? Yes No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 8.

1 a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1. ▶ \$ _____

(ii) Assets included in Form 990, Part X. ▶ \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1. ▶ \$ _____

b Assets included in Form 990, Part X. ▶ \$ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange program
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered 'Yes' on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1 a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If 'Yes,' explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1 c |
| d Additions during the year | 1 d |
| e Distributions during the year | 1 e |
| f Ending balance | 1 f |
- 2 a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If 'Yes,' explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII.

Part V Endowment Funds. Complete if the organization answered 'Yes' on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1 a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Term endowment _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3 a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|--|--------|----|
| (i) Unrelated organizations | 3a(i) | |
| (ii) Related organizations | 3a(ii) | |
| b If 'Yes' on line 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1 a Land				
b Buildings				
c Leasehold improvements				
d Equipment				
e Other				

Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.) 0.

Part VII Investments – Other Securities.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A) -----		
(B) -----		
(C) -----		
(D) -----		
(E) -----		
(F) -----		
(G) -----		
(H) -----		
(I) -----		
Total. (Column (b) must equal Form 990, Part X, column (B) line 12.)		

Part VIII Investments – Program Related.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. (Column (b) must equal Form 990, Part X, column (B) line 13.)		

Part IX Other Assets.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. (Column (b) must equal Form 990, Part X, column (B) line 15.)	

Part X Other Liabilities.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) SHORT TERM LOANS PAYABLE	9,762,000.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. (Column (b) must equal Form 990, Part X, column (B) line 25.)	9,762,000.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII. **SEE PART XIII.**

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements	1	44,078,486.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
	a Net unrealized gains (losses) on investments	2 a	
	b Donated services and use of facilities	2 b	
	c Recoveries of prior year grants	2 c	
	d Other (Describe in Part XIII.)	2 d	
	e Add lines 2a through 2d	2 e	
3	Subtract line 2e from line 1	3	44,078,486.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
	a Investment expenses not included on Form 990, Part VIII, line 7b	4 a	
	b Other (Describe in Part XIII.)	4 b	
	c Add lines 4a and 4b	4 c	
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)	5	44,078,486.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements	1	43,415,295.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
	a Donated services and use of facilities	2 a	
	b Prior year adjustments	2 b	
	c Other losses	2 c	
	d Other (Describe in Part XIII.)	2 d	
	e Add lines 2a through 2d	2 e	
3	Subtract line 2e from line 1	3	43,415,295.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
	a Investment expenses not included on Form 990, Part VIII, line 7b	4 a	
	b Other (Describe in Part XIII.)	4 b	
	c Add lines 4a and 4b	4 c	
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)	5	43,415,295.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X - FASB ASC 740 FOOTNOTE

THE SCHOOL FOLLOWS PROVISIONS OF UNCERTAIN TAX POSITIONS AS ADDRESSED IN ASC 958.

THE SCHOOL RECOGNIZES ACCRUED INTEREST AND PENALTIES ASSOCIATED WITH UNCERTAIN TAX

POSITIONS AS PART OF THE INCOME TAX PROVISION, WHEN APPLICABLE.

**SCHEDULE E
(Form 990 or 990-EZ)**

Department of the Treasury
Internal Revenue Service

Schools

- ▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
 - ▶ Attach to Form 990 or Form 990-EZ.
- ▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization

PACIFIC COAST ACADEMY

Employer identification number

82-1707686

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	X	
3 Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If 'Yes,' please describe. If 'No,' please explain. If you need more space, use Part II	X	
<u>RACIALLY NONDISCRIMINATORY POLICY IS CLEARLY STATED ON ALL ENROLLMENT FORMS.</u>		

4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	X	
If you answered 'No' to any of the above, please explain. If you need more space, use Part II.		

5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities?		X
If you answered 'Yes' to any of the above, please explain. If you need more space, use Part II.		

6 a Does the organization receive any financial aid or assistance from a governmental agency?		X
b Has the organization's right to such aid ever been revoked or suspended?		X
If you answered 'Yes' on either line 6a or line 6b, explain on Part II.		

7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If 'No,' explain on Part II	X	

Part II Supplemental Information. Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

**SCHEDULE J
(Form 990)**

Compensation Information

OMB No. 1545-0047

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

2020

- ▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 23.
- ▶ Attach to Form 990.

Open to Public Inspection

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

Department of the Treasury
Internal Revenue Service

Name of the organization

Employer identification number

PACIFIC COAST ACADEMY

82-1707686

Part I Questions Regarding Compensation

1 a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|--|--|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (such as maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If 'No,' complete Part III to explain.

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?

3 Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|--|--|
| <input type="checkbox"/> Compensation committee | <input type="checkbox"/> Written employment contract |
| <input type="checkbox"/> Independent compensation consultant | <input type="checkbox"/> Compensation survey or study |
| <input type="checkbox"/> Form 990 of other organizations | <input type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment? **4 a**
- b** Participate in or receive payment from a supplemental nonqualified retirement plan? **4 b**
- c** Participate in or receive payment from an equity-based compensation arrangement? **4 c**
- If 'Yes' to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization? **5 a**
- b** Any related organization? **5 b**
- If 'Yes' on line 5a or 5b, describe in Part III.

6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization? **6 a**
- b** Any related organization? **6 b**
- If 'Yes' on line 6a or 6b, describe in Part III.

7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If 'Yes,' describe in Part III. **7**

8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If 'Yes,' describe in Part III. **8**

9 If 'Yes' on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)? **9**

	Yes	No
1 a		
1 b		
2		
3		
4 a		X
4 b		X
4 c		X
5 a		X
5 b		X
6 a		X
6 b		X
7		X
8		X
9		

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2020

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns(B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
1 KRYSTIN DEMOFONTE DIRECTOR	(i)	196,967.	0.	0.	0.	0.	196,967.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
2	(i)							
	(ii)							
3	(i)							
	(ii)							
4	(i)							
	(ii)							
5	(i)							
	(ii)							
6	(i)							
	(ii)							
7	(i)							
	(ii)							
8	(i)							
	(ii)							
9	(i)							
	(ii)							
10	(i)							
	(ii)							
11	(i)							
	(ii)							
12	(i)							
	(ii)							
13	(i)							
	(ii)							
14	(i)							
	(ii)							
15	(i)							
	(ii)							
16	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

SCHEDULE O
(Form 990 or 990-EZ)Department of the Treasury
Internal Revenue Service

Name of the organization

Supplemental Information to Form 990 or 990-EZComplete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2020**Open to Public
Inspection**

PACIFIC COAST ACADEMY

Employer identification number

82-1707686

FORM 990, PART VI, LINE 11B - FORM 990 REVIEW PROCESS

FORM 990 REVIEWED BY MANAGEMENT AND THEN THE BOARD BEFORE APPROVAL.

FORM 990, PART VI, LINE 12C - EXPLANATION OF MONITORING AND ENFORCEMENT OF CONFLICTS

BOARD REVIEWS CONFLICT OF INTEREST STATEMENTS ANNUALLY DURING A BOARD

MEETING. INTEREST STATEMENTS ANNUALLY DURING A BOARD MEETING.

FORM 990, PART VI, LINE 15A - COMPENSATION REVIEW & APPROVAL PROCESS - CEO & TOP MANAGEMENT

SALARY RANGES FOR OTHER CHARTER SCHOOLS WERE PRESENTED TO THE BOARD FOR APPROVAL.

FORM 990, PART VI, LINE 15B - COMPENSATION REVIEW & APPROVAL PROCESS - OFFICERS & KEY EMPLOYEES

SALARY RANGES FOR OTHER CHARTER SCHOOLS WERE PRESENTED TO THE BOARD FOR APPROVAL.

FORM 990, PART VI, LINE 19 - OTHER ORGANIZATION DOCUMENTS PUBLICLY AVAILABLE

DOCUMENTS AVAILABLE UPON REQUEST FROM THE SCHOOL.

SCHEDULE R
(Form 990)

Department of the Treasury
Internal Revenue Service

Name of the organization

PACIFIC COAST ACADEMY

Related Organizations and Unrelated Partnerships

- ▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 33, 34, 35b, 36, or 37.
 - ▶ Attach to Form 990.
- ▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2020

Open to Public Inspection

Employer identification number

82-1707686

Part I Identification of Disregarded Entities. Complete if the organization answered 'Yes' on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1) ----- ----- -----					
(2) ----- ----- -----					
(3) ----- ----- -----					

Part II Identification of Related Tax-Exempt Organizations. Complete if the organization answered 'Yes' on Form 990, Part IV, line 34, because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Sec 512(b)(13) controlled entity?	
						Yes	No
(1) INSPIRE CHARTER SCHOOL LA 1740 HUNTINGTON DR STE 205 DUARTE, CA 91010 82-1799135	EDUCATION				N/A		X
(2) GRANITE MOUNTAIN CHARTER SCHOOL 1740 HUNTINGTON DR STE 205 DUARTE, CA 91010 83-3660999	EDUCATION				N/A		X
(3) ----- ----- -----							
(4) ----- ----- -----							

Part III Identification of Related Organizations Taxable as a Partnership. Complete if the organization answered 'Yes' on Form 990, Part IV, line 34, because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	
(1) ----- ----- -----												
(2) ----- ----- -----												
(3) ----- ----- -----												

Part IV Identification of Related Organizations Taxable as a Corporation or Trust. Complete if the organization answered 'Yes' on Form 990, Part IV, line 34, because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Sec 512(b)(13) controlled entity?	
								Yes	No
(1) ----- ----- -----									
(2) ----- ----- -----									
(3) ----- ----- -----									

Part V Transactions With Related Organizations. Complete if the organization answered 'Yes' on Form 990, Part IV, line 34, 35b, or 36.

Note: Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

	Yes	No
1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?		
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)		X
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)		X
l Performance of services or membership or fundraising solicitations for related organization(s)		X
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses	X	
q Reimbursement paid by related organization(s) for expenses	X	
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)		X

2 If the answer to any of the above is 'Yes,' see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1) INSPIRE CHARTER SCHOOL LA	P	819,871.	P
(2) GRANITE MOUNTAIN CHARTER SCHOOL	Q	282,960.	Q
(3)			
(4)			
(5)			
(6)			

Part VI Unrelated Organizations Taxable as a Partnership. Complete if the organization answered 'Yes' on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners section 501(c)(3) organizations?		(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
				Yes	No			Yes	No		Yes	No	
(1) ----- ----- -----													
(2) ----- ----- -----													
(3) ----- ----- -----													
(4) ----- ----- -----													
(5) ----- ----- -----													
(6) ----- ----- -----													
(7) ----- ----- -----													
(8) ----- ----- -----													

Part VII Supplemental Information

Provide additional information for responses to questions on Schedule R. See instructions.

TAXABLE YEAR

2020

California Exempt Organization Annual Information Return

FORM

199

Calendar Year 2020 or fiscal year beginning (mm/dd/yyyy) 7/01/2020, and ending (mm/dd/yyyy) 6/30/2021.

Corporation/Organization name
PACIFIC COAST ACADEMY

California corporation number
4027532

Additional information. See instructions.
FEIN
82-1707686

Street address (suite or room)
13915 DANIELSON ST STE 103

City
POWAY

State
CA

Zip code
92064

Foreign country name
Foreign province/state/county
Foreign postal code

A First return. Yes No

B Amended return. Yes No

C IRC Section 4947(a)(1) trust. Yes No

D Final information return?
 Dissolved Surrendered (Withdrawn) Merged/Reorganized
 Enter date: (mm/dd/yyyy)

E Check accounting method:
 1 Cash 2 Accrual 3 Other

F Federal return filed? 1 990T 2 990-PF 3 Sch H (990)
 4 Other 990 series

G Is this a group filing? See instructions. Yes No

H Is this organization in a group exemption? If "Yes," what is the parent's name? Yes No

I Did the organization have any changes to its guidelines not reported to the FTB? See instructions. Yes No

J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. Yes No

K Is the organization exempt under R&TC Section 23701g? If "Yes," enter the gross receipts from nonmember sources. Yes No \$

L Is the organization a limited liability company? Yes No

M Did the organization file Form 100 or Form 109 to report taxable income? Yes No

N Is the organization under audit by the IRS or has the IRS audited in a prior year? Yes No

O Is federal Form 1023/1024 pending? Yes No
 Date filed with IRS

Part I Complete Part I unless not required to file this form. See General Information B and C.

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8.	1	22,983.
	2	Gross dues and assessments from members and affiliates.	2	
	3	Gross contributions, gifts, grants, and similar amounts received. SEE SCH. B.	3	44,055,503.
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than \$50,000, see General Information B.	4	44,078,486.
	5	Cost of goods sold.	5	
	6	Cost or other basis, and sales expenses of assets sold.	6	
	7	Total costs. Add line 5 and line 6.	7	
	8	Total gross income. Subtract line 7 from line 4.	8	44,078,486.
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18.	9	43,415,295.
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8.	10	663,191.
Filing Fee	11	Total payments.	11	
	12	Use tax. See General Information K.	12	
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11.	13	
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12.	14	
	15	Penalties and Interest. See General Information J.	15	
	16	Balance due. Add line 12 and line 15. Then subtract line 11 from the result.	16	0.
Sign Here	Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.			
	Signature of officer Krystin Demofonte	Title EXECUTIVE DIRECTOR	Date 5/11/2022	Telephone (619) 215-0704
Paid Preparer's Use Only	Preparer's signature	Date	Check if self-employed <input type="checkbox"/>	PTIN P02037139
	Firm's name (or yours, if self-employed) and address WILKINSON HADLEY KING & CO. LLP 218 W. DOUGLAS AVE EL CAJON, CA 92020			Firm's FEIN 52-2354566
				Telephone 619-447-6700
May the FTB discuss this return with the preparer shown above? See instructions. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				

PACIFIC COAST ACADEMY

82-1707686

Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts – complete Part II or furnish substitute information.

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions.	●	1	
	2	Interest	●	2	
	3	Dividends	●	3	
	4	Gross rents	●	4	
	5	Gross royalties	●	5	
	6	Gross amount received from sale of assets (See Instructions)	●	6	
	7	Other income. Attach schedule. SEE STATEMENT 1	●	7	22,983.
	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Page 1, Part I, line 1.		8	22,983.
	9	Contributions, gifts, grants, and similar amounts paid. Attach schedule.	●	9	
	10	Disbursements to or for members.	●	10	
Expenses and Disbursements	11	Compensation of officers, directors, and trustees. Attach schedule. SEE STMT 2	●	11	321,259.
	12	Other salaries and wages	●	12	18,487,279.
	13	Interest	●	13	333,037.
	14	Taxes	●	14	406,728.
	15	Rents	●	15	196,515.
	16	Depreciation and depletion (See instructions)	●	16	
	17	Other expenses and disbursements. Attach schedule. SEE STATEMENT 3	●	17	23,670,477.
	18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Page 1, Part I, line 9.		18	43,415,295.

Schedule L Balance Sheet		Beginning of taxable year		End of taxable year	
		(a)	(b)	(c)	(d)
Assets					
1	Cash		3,978,337.		5,335,027.
2	Net accounts receivable		11,024,069.		15,221,758.
3	Net notes receivable				
4	Inventories				
5	Federal and state government obligations				
6	Investments in other bonds				
7	Investments in stock				
8	Mortgage loans				
9	Other investments. Attach schedule				
10 a	Depreciable assets				
	b Less accumulated depreciation				
11	Land				
12	Other assets. Attach schedule. STM 4		351,911.		215,826.
13	Total assets		15,354,317.		20,772,611.
Liabilities and net worth					
14	Accounts payable		3,405,853.		3,211,776.
15	Contributions, gifts, or grants payable				
16	Bonds and notes payable		8,066,823.		
17	Mortgages payable				3,093,725.
18	Other liabilities. Attach schedule. STM 5				9,922,278.
19	Capital stock or principal fund		3,881,641.		4,544,832.
20	Paid-in or capital surplus. Attach reconciliation				
21	Retained earnings or income fund				
22	Total liabilities and net worth		15,354,317.		20,772,611.

Schedule M-1 Reconciliation of income per books with income per return					
Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000					
1	Net income per books	663,191.	7	Income recorded on books this year not included in this return. Attach schedule	
2	Federal income tax		8	Deductions in this return not charged against book income this year. Attach schedule	
3	Excess of capital losses over capital gains		9	Total. Add line 7 and line 8	
4	Income not recorded on books this year. Attach schedule		10	Net income per return. Subtract line 9 from line 6	663,191.
5	Expenses recorded on books this year not deducted in this return. Attach schedule				
6	Total. Add line 1 through line 5	663,191.			

Schedule B**(Form 990, 990-EZ, or 990-PF)**Department of the Treasury
Internal Revenue ServiceCALIFORNIA COPY
Schedule of Contributors

OMB No. 1545-0047

2020▶ **Attach to Form 990, Form 990-EZ, or Form 990-PF.**
▶ **Go to www.irs.gov/Form990 for the latest information.**

Name of the organization

PACIFIC COAST ACADEMY

Employer identification number

82-1707686

Organization type (check one):**Filers of:****Section:**

Form 990 or 990-EZ

 501(c)(3) (enter number) organization 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation 527 political organization

Form 990-PF

 501(c)(3) exempt private foundation 4947(a)(1) nonexempt charitable trust treated as a private foundation 501(c)(3) taxable private foundationCheck if your organization is covered by the **General Rule** or a **Special Rule**.**Note:** Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.**General Rule**

-
- For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

- For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.
- For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering 'N/A' in column (b) instead of the contributor name and address), II, and III.
- For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year. ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer 'No' on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

BAA For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF.

Schedule B (Form 990, 990-EZ, or 990-PF) (2020)

Name of organization PACIFIC COAST ACADEMY	Employer identification number 82-1707686
--	---

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	CALIFORNIA DEPARTMENT OF EDUCATION 1430 N STREET SACRAMENTO, CA 95814	\$ 41,864,696.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	SAN DIEGO COUNTY 1600 PACIFIC HIGHWAY SAN DIEGO, CA 92101	\$ 885,797.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	US DEPT OF EDUCATION 400 MARYLAND AVE WASHINGTON, DC 20202	\$ 1,232,348.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
---	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
---	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
---	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization PACIFIC COAST ACADEMY	Employer identification number 82-1707686
--	--

Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of *exclusively* religious, charitable, etc., contributions of **\$1,000 or less** for the year. (Enter this information once. See instructions.)..... ▶\$ _____ *N/A*
 Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	<i>N/A</i>		
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
-----		-----	
-----		-----	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
-----		-----	
-----		-----	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
-----		-----	
-----		-----	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
-----		-----	
-----		-----	

2020**CALIFORNIA STATEMENTS****PAGE 1****PACIFIC COAST ACADEMY****82-1707686****STATEMENT 1
FORM 199, PART II, LINE 7
OTHER INCOME**

OTHER INVESTMENT INCOME.....	\$	22,983.
TOTAL	\$	<u>22,983.</u>

**STATEMENT 2
FORM 199, PART II, LINE 11
COMPENSATION OF OFFICERS, DIRECTORS, TRUSTEES AND KEY EMPLOYEES****CURRENT OFFICERS:**

<u>NAME AND ADDRESS</u>	<u>TITLE AND AVERAGE HOURS PER WEEK DEVOTED</u>	<u>TOTAL COMPEN- SATION</u>	<u>CONTRI- BUTION TO EBP & DC</u>	<u>EXPENSE ACCOUNT/ OTHER</u>
KELLY DURSO 13915 DANIELSON ST STE 103 POWAY, CA 92064	PRESIDENT 2.00	\$ 0.	\$ 0.	\$ 0.
JOHN DAVID LUCKESEN 13915 DANIELSON ST STE 103 POWAY, CA 92064	DIRECTOR 2.00	0.	0.	0.
JESSICA ACKERMANN 13915 DANIELSON ST STE 103 POWAY, CA 92064	VICE PRESIDENT 2.00	0.	0.	0.
KRYSTIN DEMOFONTE 13915 DANIELSON ST STE 103 POWAY, CA 92064	DIRECTOR 40.00	196,967.	0.	0.
KRISTIN BURER 13915 DANIELSON ST STE 103 POWAY, CA 92064	DIRECTOR 40.00	124,292.	0.	0.
JOHNNY TRAN 13915 DANIELSON ST STE 103 POWAY, CA 92064	SECRETARY 2.00	0.	0.	0.
BEN FUNG 13915 DANIELSON ST STE 103 POWAY, CA 92064	DIRECTOR 2.00	0.	0.	0.
	TOTAL	<u>\$ 321,259.</u>	<u>\$ 0.</u>	<u>\$ 0.</u>

**STATEMENT 3
FORM 199, PART II, LINE 17
OTHER EXPENSES**

ACCOUNTING FEES.....	\$	13,076.
BAD DEBT.....		3,432,698.
BOOKS & SUPPLIES.....		6,239,201.
CONFERENCES, CONVENTIONS, AND MEETINGS.....		18,154.
EQUPT RENTAL.....		1,380.

2020**CALIFORNIA STATEMENTS****PAGE 2****PACIFIC COAST ACADEMY****82-1707686****STATEMENT 3 (CONTINUED)
FORM 199, PART II, LINE 17
OTHER EXPENSES**

INSURANCE.....	\$	371,412.
LEGAL FEES.....		224,266.
MANAGEMENT FEES.....		2,159,354.
MISCELLANEOUS.....		37,732.
OFFICE EXPENSES.....		135,436.
OTHER EMPLOYEE BENEFIT.....		2,431,645.
OTHER FEES.....		3,432,050.
PENSION PLAN CONTRIBUTIONS.....		2,537,960.
SPECIAL EDUCATION.....		2,620,408.
TRAVEL.....		15,705.
	TOTAL	<u>\$23,670,477.</u>

**STATEMENT 4
FORM 199, SCHEDULE L, LINE 12
OTHER ASSETS**

PREPAID EXPENSES AND DEFERRED CHARGES.....		209,196.
SECURITY DEPOSITS.....		6,630.
	TOTAL	<u>\$ 215,826.</u>

**STATEMENT 5
FORM 199, SCHEDULE L, LINE 18
OTHER LIABILITIES**

DEFERRED REVENUE.....		160,278.
SHORT TERM LOANS PAYABLE.....		9,762,000.
	TOTAL	<u>\$ 9,922,278.</u>

Signature: 
[Krystin Demofonte \(May 11, 2022 12:02 PDT\)](#)

Email: krystin.demofonte@pacificcoastacademy.org

Cover Sheet

Approve Minutes:4-28-22 Board Meeting

Section: V. Consent Agenda
Item: I. Approve Minutes:4-28-22 Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Scheduled Board Meeting on April 28, 2022

DRAFT



Pacific Coast Academy

Minutes

Regular Scheduled Board Meeting

Date and Time

Thursday April 28, 2022 at 5:00 PM

Location

13915 Danielson St. #200, Poway, CA 92064

Directors Present

Benjamin Fung, JD Luckesen, Jessica Ackermann, Johnny Tran, Kelly Durso

Directors Absent

None

Directors who arrived after the meeting opened

Benjamin Fung

Guests Present

Jennifer Faber, Krystin Demofonte, 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 Apr 28, 2022 at 5:00 PM.

B. Roll Call of Board Members**C. Approval of Agenda**

Jessica Ackermann made a motion to Approve the Agenda.
JD Luckesen seconded the motion.

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

D.

Public Comments

No public comments were made
Benjamin Fung arrived at 5:07 PM.

E. Executive Director's Report

The Executive Director shared updates regarding the following topics:

- New Hires
- PCA Community
- Teacher Appreciation Week
- Elevate Spring Market Fair and Online Learning Labs
- Spark Online Classes
- Testing and Assessment Completion Rates
- Enrollment

II. Finance

A. March financial package including January, February, and March check registers

Revenue projections \$61K from 2nd interim

Salaried and Benefits decreased by \$155K

\$284K was removed from the Granite Mountain Settlement

Supplies and Sub-agreements decreased by \$1.65, but will be closer to 2.5 million. Board discussed options for current surplus.

III. Academic Achievement

A. Resolution Regarding Testing Engagement Stipend

Jessica Ackermann made a motion to Approve the Resolution Regarding Testing Engagement Stipend.

Johnny Tran seconded the motion.

The board suggested we bring back a resolution that is a flat amount for all staff or instructional staff pending what the budget allows.

The motion did not carry.

Roll Call

JD Luckesen	No
Benjamin Fung	No
Jessica Ackermann	No
Kelly Durso	No
Johnny Tran	Abstain

B. Kindergarten and TK Policy

Johnny Tran made a motion to Approve the Kindergarten and TK Policy.

JD Luckesen seconded the motion.

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

IV. Operations

A. Declaration of Need Forms

JD Luckesen made a motion to Approve the Declaration of Need Forms.
Benjamin Fung seconded the motion.
The board approved both the 2021-2022 Declaration of Need form as well as the 2022-2023 Declaration of Need form.

Jessica Ackermann made a motion to Approve the Declaration of Need Form for 2021-2022.
Johnny Tran seconded the motion.
The board voted unanimously to approve the motion.

JD Luckesen made a motion to Approve the Declaration of Need Form for 2022-2023.
Benjamin Fung seconded the motion.
The board voted unanimously to approve the motion.

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

B. Disposal of Unneeded Books, Equipment and Supplies Policy

JD Luckesen made a motion to Approve Disposal of Unneeded Books, Equipment and Supplies Policy.
Johnny Tran seconded the motion.
Board approved with the request that the consumables that are disposed of have a value of under \$50 without board approval and a request to ensure there is no conflict of interest in the disposal. The Board asked to revisit the policy at the May board meeting.

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

C. Management of Charter School Assets and Accounts Policy

JD Luckesen made a motion to Approve Management of Charter School Assets and Accounts Policy.
Johnny Tran seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Resolution Regarding Automatic Renewal for Liability Insurance

JD Luckesen made a motion to Approve Resolution Regarding Automatic Renewal for Liability Insurance.
Benjamin Fung seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Proposal for 2022-23 Health Benefits

Johnny Tran made a motion to Approve the Proposal for 2022-23 Health Benefits.
Jessica Ackermann seconded the motion.
Five medical plans will be offered to staff

The only real change this year is a switch from Cigna to Delta Dental which was a 7-8% savings.

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

V. Other Business

A. Charter Board Oversight Process and Role of the Charter School Board

B. Resolution Regarding Employee Retention Stipends

C. Resolution Regarding Hiring and Retaining Out of State Employees

JD Luckesen made a motion to Approve Resolution Regarding Hiring and Retaining Out of State Employees.

Johnny Tran seconded the motion.

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

Roll Call

Benjamin Fung	Aye
Jessica Ackermann	Aye
Kelly Durso	Aye
JD Luckesen	No
Johnny Tran	Aye

D. Resolution Regarding Expenses Relating Robotics Competition

Johnny Tran made a motion to Approve Resolution Regarding Expenses Relating Robotics Competition.

JD Luckesen seconded the motion.

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

E. Recommendation and Nomination of New Board Members

Benjamin Fung made a motion to Approve Kim Gill and Eric Banatao as New Board Members.

JD Luckesen seconded the motion.

The board recommend Kim Gill and Eric Banatao.

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

Roll Call

JD Luckesen	Aye
Kelly Durso	Aye
Jessica Ackermann	Abstain
Johnny Tran	Aye
Benjamin Fung	Aye

F. Nomination and Election of Board Officers

Johnny Tran made a motion to Approve Benjamin Fung as President and Jessica Ackermann as Secretary for the 2022-23 school year.

Kelly Durso seconded the motion.

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

G. Executive Director Evaluation Update and Next Steps

H.

Closed Session: Employee Performance Evaluation: Executive Director § 54956.9

I. Executive Director Contract, Salary, and Fringe Benefits

Benjamin Fung made a motion to Approve Executive Director Salary, and Fringe Benefits.

JD Luckesen seconded the motion.

Board recommended that the Executive Director's compensation for the 2022-2023 school year will be \$229,000. Plus benefit opt-out and participation of the 403B plan. The board asked that the contract be a 2-year contract and not an at-will employee. Executive Director can only be fired with cause. The board also recommended severance of 6months and benefits through the end of the school year. Compensation for the 2023-2024 school year can be revisited next year.

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

VI. Consent Agenda

A. Invoices Over \$100,000

B. Board on Track Membership Renewal

C. Educational Materials and Restitution Policy

D. Fiscal Policies and Procedures

E. Interfund Transfers or Loans Policy

F. 2022-2023 Board Calendar

G. Approve Minutes:3-12-22 Board Meeting

Benjamin Fung made a motion to approve the minutes from Regular Scheduled Board Meeting on 03-12-22.

JD Luckesen seconded the motion.

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

H. Approve Consent Agenda

Benjamin Fung made a motion to Approve Consent Agenda.

JD Luckesen seconded the motion.

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

VII. Closing Items

A. Announcement of Next Scheduled Meeting May 19 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 9:34 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)).