



Pacific Coast Academy

Regular Scheduled Board Meeting

Date and Time

Thursday May 18, 2023 at 5:00 PM PDT

Location

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
A. Call the Meeting to Order		Benjamin Fung	1 m
B. Roll Call of Board Members		Benjamin Fung	1 m
C. Approval of Agenda	Vote	Benjamin Fung	1 m
D. Public Hearing for the Local Control Accountability Plan (LCAP)	Discuss	Rupi Boyd	
E. Public Comments			
F. Executive Director's Report		Krystin Demofonte	10 m
II. Finance			5:13 PM
A. March and April Finance Package	Vote	Kate Eng	10 m

	Purpose	Presenter	Time
III. Operational			5:23 PM
A. Employee Benefits Renewal Proposal	Vote	Shari Erlendson	10 m
B. 2023-24 Declaration of Need	Vote	Krystin Demofonte	5 m
C. Contract with Charter Impact	Vote	Shari Erlendson	5 m
IV. Other Business			5:43 PM
A. PCA Resolution Regarding Employee Retention Stipends	Vote	Krystin Demofonte	5 m
B. Edgility Executive Compensation Report Findings	FYI	Krystin Demofonte	5 m
C. Closed Session: Employee Performance Evaluation: Executive Director § 54956.9	Discuss	Benjamin Fung	15 m
D. Executive Director Contract, Salary, and Fringe Benefits	Vote	Benjamin Fung	10 m
V. Consent Agenda			6:18 PM
<p>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.</p>			
A. Approve Minutes	Approve Minutes		
Approve minutes for Regular Scheduled Board Meeting on March 11, 2023			
B. Form 990			
C. 2022-2023 Compensation Policy: Salary Schedules and Stipend Chart			
D. 2023-2024 Compensation Policy: Salary Schedules and Stipend Chart			
E. Non-Compliance and Withdraw Policy and Procedures			

	Purpose	Presenter	Time
F.	Math Placement Policy		
G.	Educational Vendor Policy		
H.	2023-24 Staff Contract Template		
I.	2023-24 High School Program Coordinator Calendar		
J.	Uniform Complaint Policy		
K.	Whistleblower Policy		
L.	Invoices over \$100,000		
M.	Approve Consent Agenda		1 m
	This Is The Vote To Approve The Consent Agenda Items.		
VI.	Closing Items		6:19 PM
A.	Announcement of Next Scheduled Meeting June 28 at 5:00pm	FYI Benjamin Fung	1 m
B.	Adjourn Meeting	Vote	

Prepared By:
Jennifer Faber

Noted By:

Board Secretary

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

is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

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

Coversheet

Public Hearing for the Local Control Accountability Plan (LCAP)

Section:	I. Opening Items
Item:	D. Public Hearing for the Local Control Accountability Plan (LCAP)
Purpose:	Discuss
Submitted by:	
Related Material:	Draft PCA_2023-24_LCAP 050823.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Coast Academy

CDS Code: 37 68049 0136416

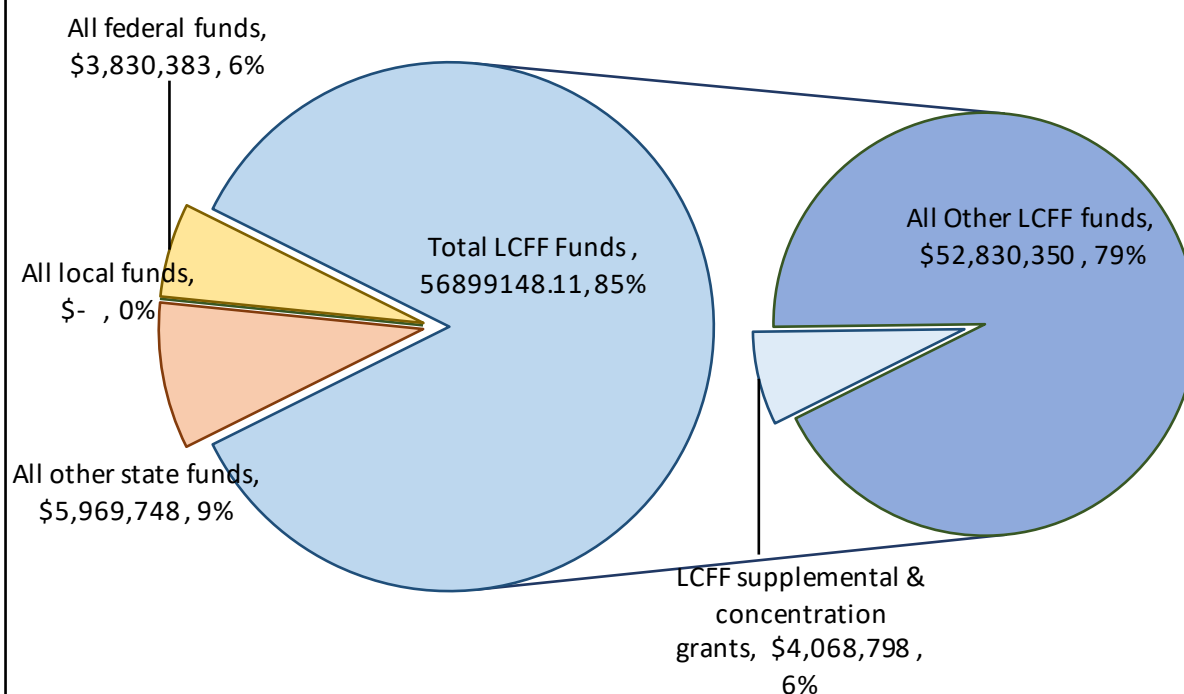
School Year: 2023-24

LEA contact information: Krystin Demofonte/ krystin.demofonte@pacificcoastacademy.org

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 2023-24 School Year

Projected Revenue by Fund Source

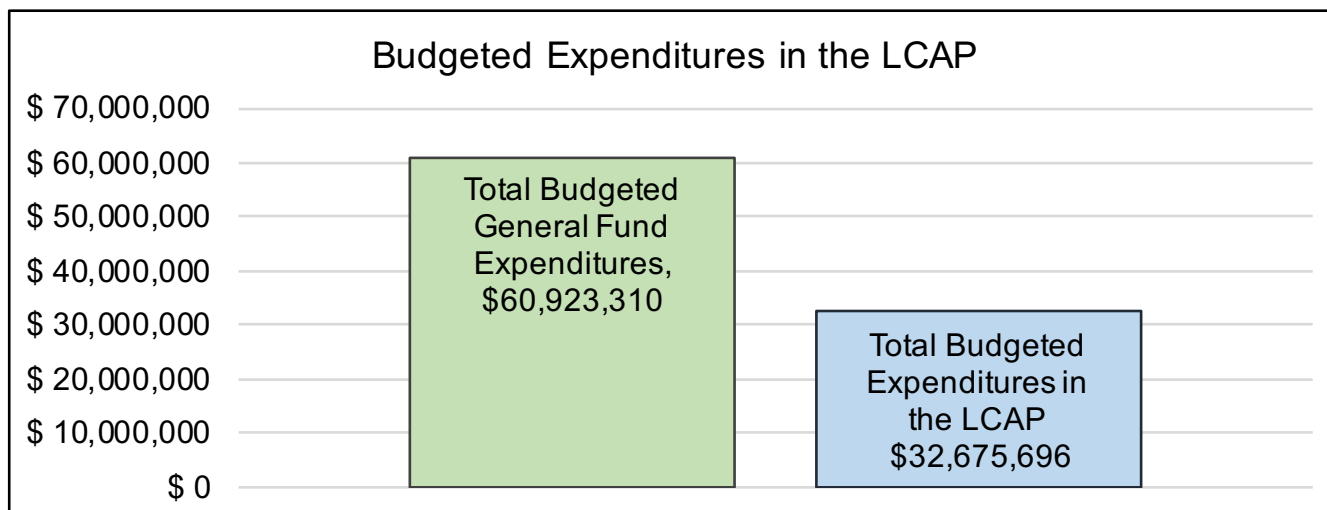


This chart shows the total general purpose revenue Pacific Coast Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific Coast Academy is \$66,699,279.08, of which \$56,899,148.11 is Local Control Funding Formula (LCFF), \$5,969,747.98 is other state funds, \$0.00 is local funds, and \$3,830,383.00 is federal funds. Of the \$56,899,148.11 in LCFF Funds, \$4,068,797.68 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Pacific Coast Academy plans to spend for 2023-24. 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 \$60,923,310.39 for the 2023-24 school year. Of that amount, \$32,675,696.00 is tied to actions/services in the LCAP and \$28,247,614.39 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

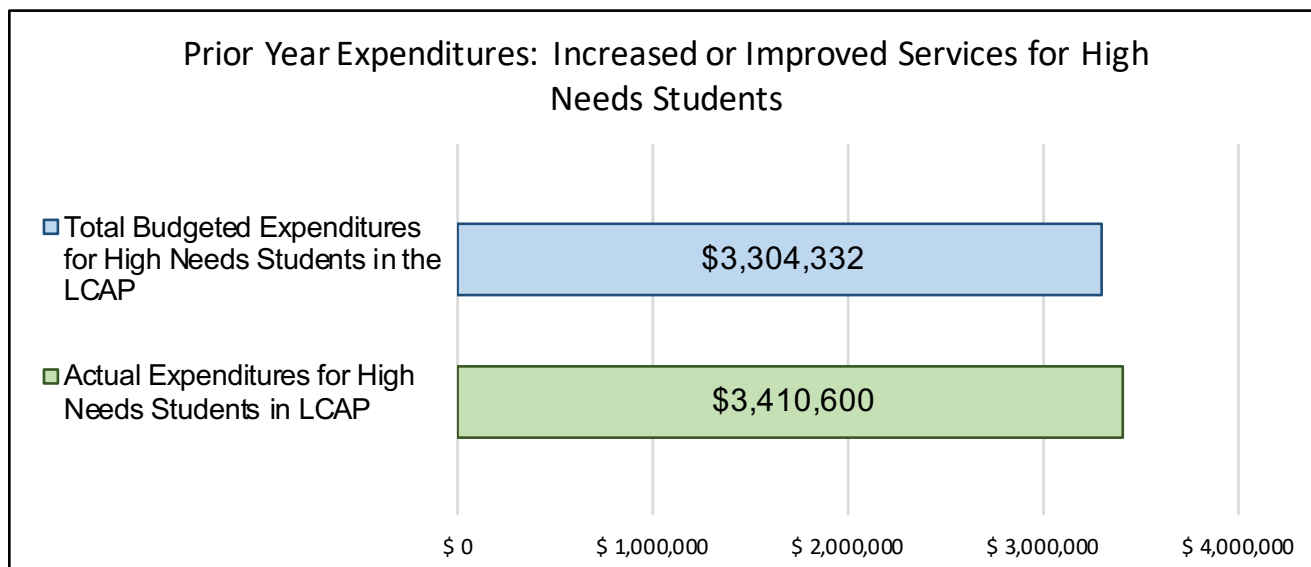
Non-certificated staffing and related benefits, special education services and instructional services, professional services, rent and facility costs, and other general operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Pacific Coast Academy is projecting it will receive \$4,068,797.68 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 \$3,304,312.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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 2022-23, Pacific Coast Academy's LCAP budgeted \$3,304,332.00 for planned actions to increase or improve services for high needs students. Pacific Coast Academy actually spent \$3,410,600.00 for actions to increase or improve services for high needs students in 2022-23.

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 [2023-24]

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, 52% of our students are White, 28% are Hispanic or Latino, 9% are Two or More Races, 2% are Black or African-American, and 3% are Asian.

As a non-classroom-based independent study charter school, we pride ourselves in 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 review of our LCAP metrics indicate:

- 2022 schoolwide high school graduation rate increased to 89% which is slightly higher than the statewide average of 87%. The graduation rates for our numerically significant subgroups are as follows: Students identified as low-socioeconomic 84%, Hispanic students 85%, White students 91% and Students with Disabilities 47% (Dashboard).
- 2022 Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and Mathematics will be considered the baseline for the California School Dashboard. The student participation rate on the CAASPP assessments increased by 10% to 94%. The percentage of students who Met or Exceeded the Standard for ELA was 49%, slightly higher than the state rate of 47%. The schoolwide percentage of students who Met or Exceed the Standard for Mathematics was 33%, same as the statewide average.
- 2022 English Learner (ELL) Progress on the Dashboard indicated 53% of our ELLs were making progress towards English Language proficiency.
- 2022 California Science Test (CAST): The schoolwide percentage for students who Met or Exceeded the Standard for Science is 40%, higher than the state rate of 29%.
- 2022 The state did not report results for the College and Career Indicator on the 2021-22 Dashboard.

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. Most notably in our data, socioeconomic disadvantaged students, Homeless youth, students with disabilities, African American, Hispanic, and English learners continue to struggle across multiple metrics as compared to all students in math and English language arts proficiency.

Below is a summary:

2022 SBAC ELA

All Students (grades 3-8 & 11): **49%** of All Students Meet or Exceeded Standard

English Learners: **9%**

Student with Disabilities: **26%**

African American: **35%**

Socioeconomic Disadvantaged: **38%**

Hispanic: **41%**

American Indian: **46%**

2022 SBAC Math

All Students (grades 3-8 & 11): **33%** of All Students Meet or Exceeded Standard

English Learners **6%**
Student with Disabilities **15%**
African American **9%**
Socioeconomic Disadvantaged **22%**
Hispanic **20%**

2022 California Science Test (CAST)

All students (Grades 5, 8 & 10-12): **40%**
English Learners **4%**
Reclassified Fluent English Proficient (RFEP): **32%**
Students with Disabilities **19%**
Socioeconomic Disadvantage **30%**
African American **14%**
Asian: **71%**
Filipino: **50%**
Latino **30%**

2022 Graduation Data

All students: **89%**
Hispanic/Latino **85%**
Students with Disabilities **47%**
Socioeconomic Disadvantaged **84%**

2022 Chronic Absenteeism Rate:

Schoolwide **2%**
English Learners **7%**
Students with Disabilities **6%**
Homeless **18%**
Socioeconomically Disadvantaged: **4%**
African American or Black **8%**
Asian: **1%**
Hispanic or Latino: **3%**
White: **2%**
Two or more races: **2%**

To address these continuing needs, the school will continue to utilize professional development opportunities (Goal 1.6) for teachers to ensure all students have access to high quality instruction. We will maintain a data-based culture with actionable commitments and continue a focus on becoming a model professional learning community (Goal 1.6) school. In all grades, the school is expanding social emotional support (Goal 3.2) and programs to help students and families meet basic needs so they can access curriculum. Our administrative team will continue to provide Targeted Instructional Feedback to all teachers, with a focus on the essential lesson components to support teachers in further developing their instruction and engagement strategies to improve student growth outcomes. The elementary and middle school will continue to utilize our intervention programs (Goal 3.10), along with remediation, review and enrichment sessions to provide targeted academic support to our students, at all academic levels, to further develop and enhance their academic foundation. The high school will continue to implement remediation strategies to address gaps in learning. The high school has reduced the student to counselor ratio to provide one-on-one student support. Staff will continue to provide assistance to both new students and families and students who are struggling with daily engagement, low attendance, or low progress by providing student and parent coaching, training, and consistent attendance outreach. The School Support Leads provides targeted support to ensure the engagement of underrepresented families, and foster youth and provides bilingual engagement support for families.

LCAP Highlights

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

The Local Control and Accountability Plan (LCAP) reflects the strategic planning to address student needs over three years, from the 2021-22 school year through the 2023-24 school year. Below are a few highlights with feedback from our educational partners. The focus of the three goals has not changed. The only additional metric added was to track the number of students who graduate earning California Golden Seal Merit Award (Goal 2).

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

Goal 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.

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

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 - The school isn't identified for Comprehensive Support and Improvement (CSI)

Support for Identified Schools

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

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.

Throughout the LCAP development process, the school receives input on a variety of programs and services provided to students. This process consists of two objectives: 1) Inform educational partners of progress towards meeting the LCAP goals and, 2) Determine changes or additions needed to meet current goals. The process provides a broad group of educational partners an opportunity to review progress, provide input, and support the implementation of actions through meaningful feedback. Feedback was gathered using the following strategies: surveys, committees, parent coffee chats, meetings, focus groups, and student and teacher surveys. While the school considers all feedback in relation to school goals and identified needs, not all expressed needs can be addressed in the LCAP due to limited LCFF resources.

The school engaged Educational Partners during the 2022-23 school year as follows: Below, Educational Partners refers to parents, staff, students, administrators, and other school personnel. Educational partner meeting to discuss the LCAP data (September 2022) and a survey was also sent to educational partners (February 2023). Educational partner meeting to share progress towards meeting the LCAP goals, review and update the Federal Addendum, (November 2022). EL parent meeting to discuss EL program and gather feedback from parents (January 2023, February 2023, March 2023, and April 2023)). A Spanish translator was present. Title I parent meeting to discuss Title program and gather feedback from parents (February 2023). Educational partner meeting to discuss Dashboard results, the Annual Update to the 2021 LCAP, needs assessment for 2022 LCAP, review and update the Parent & Family Engagement Policy (October 2022, January 2023, March 2023, and April 2023). Educational partner meeting to review and discuss the draft 2022 LCAP (May 2023). Multilingual Learner Advisory Committee (MLAC) meeting to discuss LCAP goals and actions Climate survey sent to 5, 7, 9, and 11 grade students during second semester to determine student perceptions of school safety and connectedness in a virtual school setting. The LCAP Survey was sent to educational partners in February 2023. Monthly Coffee Chats for parents (offered in English and Spanish) to provide opportunities for formal and informal input. Monthly HST-Family meetings to strengthen student support by increasing partnership between home and school.

The leadership team, including administrators, principals, and teacher leaders participate in a root cause analysis to identify potential causes to current outcomes at the end of each quarter. Focus groups were held by Regional Coordinators to collect feedback and identify areas of need. Professional development coordinator collaborated to share instructional practices and increase academic outcomes for our students. Accountability meetings were held monthly to identify barriers and ensure schoolwide goals (proficiency, chronic absenteeism, and graduation rates) are met. PLC structure, including meetings, ensure staff is engaged in professional dialogue around achievement and support. Schoolwide messaging platform (Text, email), digital parent-student handbook, social media, and the school website ensure families understand their rights, have opportunities to build relationships, and are encouraged to advocate for students. Parent Connections, including parent training, park days, meet and greets, and orientations to provide opportunities for formal and informal feedback. Weekly community newsletter highlights events and activities sent to staff and families.

A summary of the feedback provided by specific educational partners.

Based on the review of student performance data, our families, students, and staff expressed a desire to continue with the three overarching LCAP Goals:

- Optimize Conditions for Learning
- Facilitate College and Career Readiness; and
- Facilitate Access/Success in a Broad Course of Study

When we developed our (LCAP) before the 2021-22 school year, we ensured families, students, and staff understood we were developing a three-year plan that could be adjusted each year based on student performance data or other concerns. We anticipate it will take three-year to accomplish our LCAP goals. Most of the same themes that emerged from input this year continue to serve as foci for our LCAP.

Below is a summary:

Staff (teachers/classified/administrators)

Staff has expressed a desire to continue improving/increasing opportunities for English Learners and tutoring to all students below grade level in ELA and/or math, while ensuring high school students are college and career ready and professional development in the following areas:

- training and support for topics related to community college concurrent enrollment, CTE opportunities, job shadowing and internship opportunities for high school students.
- sample conversations or talking points about curriculum recommendations, testing that they can use with students and their families, interpreting test results, and using results to drive instruction.
- training on the Schoology platform, Online Subscription Package (OSP) programs, and best practices for using the program as an HST.
- training on available assessments to monitor student progress toward IEP goals, the grade-level retention process, SST meetings, and achievement checks throughout the school year.

Students

- Students indicate they enjoy increased opportunities to participate in educational field trips, like the variety of curriculum to support individual learners and want to continue to have these options.

Families (including our English Language and LCAP Advisory Committees)

- Families continued to express the benefits of learning more about the various educational opportunities available to their child including, tutoring and college and career readiness before their pre-teens start high school and increasing the number of CTE pathways, social emotional support for students, a-g and the importance of participating in the state assessments.

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:

Educational partners continue to stress the importance of keeping the LCAP short in length and depth. Consequently, we continue to shorten the length, reword the explanation section of each Goal, and shorten the length of the descriptions.

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 and Naviance software for college preparation. 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). Families also wanted additional bilingual staff to support students and families (LCAP Goal 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 2023-24: 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. In addition, our staff requested additional professional development which will continue to be our focus in Goal 3. Goal 3 in the LCAP reflects additional bilingual staff to support students and families. The School Support Leads will continue to monitor and support students in our priority group.

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.

The 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. This Goal is considered a Maintenance Goal, and relevant data suggests corresponding actions are effectively helping to meet this Goal.

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%).

2021-22: The cohort high school graduation rate has slightly improved from 88% to 89%, which is slightly higher than the state rate of 87%. The dropout rate decreased from 8% to 6%. The graduation rates for the numerically significant subgroups are as follows: Students identified as low-socioeconomic 84%, Hispanic students 85%, and White students 91%. The graduation rate of students with identified disabilities is 47%, which continues to be a focus for the school. The high school dropout rate decreased two percentage points. One-hundred percent (100%) of the teachers were fully credentialed and appropriately assigned. All students had access to instructional material aligned to state academic standards. The impact of the COVID 19 pandemic manifested itself with chronic absenteeism which increased from 1% to 2%.

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%	100%	N/A	100%
% of students who have access to the standards-aligned instruction materials resources	100%	100%	100%	N/A	100%
% of facilities maintained in good repair (metric may be School facilities in “Good Repair” (local survey)	100%	100%	100%	N/A	100%
Attendance Rate	100%	99%	99%	N/A	100%
Chronic Absenteeism Rate	0%	1%	2%	N/A	0%
# of students in middle school who dropout	0	0	0	N/A	0
% of students in high school who dropout	4%	8%	6%	N/A	0%
High School Graduation Rate	89%	88%	89%	N/A	90%
Student Suspension Rate	0%	0%	0%	N/A	0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Expulsion Rate	0%	0%	0%	N/A	0%
% of students who feel high levels of connectedness to their school	NA	75%	52%	N/A	90%
% of parents who strongly agree/agree our learning environment is inviting	NA	78%	65%	N/A	98%
% of staff who strongly agree/agree our school offers a safe place for students	NA	60%	N/A The question was not asked in the 2022 survey.	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 \$28,0689,883 1000 Salaries/3000 Benefits	N

Action #	Title	Description	Total Funds	Contributing
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 \$6,564,217 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 technology (improving the likelihood they will succeed academically), we will purchase servers for our school, laptops for students, modems and routers, and cybersecurity software.	LCFF \$61,410 1000 Salaries/3000 Benefits \$544,500 3220 Non Capitalized Equipment Total: \$605,910	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: California Healthy Kids Survey, California School Parent Survey, and California School Staff Survey.	LCFF \$500 5000 Purchase Services	Y
6	Systems of professional growth and improvement	To improve our professional growth and improvement systems for teachers and administrators, we will provide professional learning opportunities for staff to refine the curriculum by grade and subject.	Title II: \$87,000 1000 Salaries/3000 Benefits \$ 20,000 5000 Purchase Services Total: \$107,000	N

Goal Analysis 2022 LCAP Year

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

Page 21

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. We were able to increase our graduation rate by 1% and decrease the dropout rate by 2%. The chronic absentee rate increased by 1%, which is the result of the pandemic related to our Homeless Youth.

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

Estimation of actual expenditures:

Action 1.4 - We spent approximately \$7,000 more on the purchase of technology due to increased prices.

Action 1.5 - We did not have any expenses related to the engagement survey.

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. For example, our cohort high school graduation rate has improved slightly to 89% from 88% which is higher than the statewide average of 87%. The dropout rate decreased by 2%. The staff is 100% credential and appropriately assigned.

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 Educational Partners have continued to express difficulty in accessing our LCAP due to its length and depth. Consequently, we continue to decrease educational jargon as much as possible.

Our educational partners did not want to use the California Healthy Survey (low participation rate and expressed concern with some questions), so we are using the inhouse survey which has increased participation of educational partners. In 2020-21, there was a significant drop in the percentage of students who participated in the engagement survey. Students and parents expressed concern regarding some questions being asked on the "California Healthy Survey". In 2021-22, the school used a new survey but the lack of student participation in the engagement survey continued. For example, in 2022, 45% of parents/guardians and only 18% of the students completed the parent I engagement survey, a rate much lower than anticipated especially since the survey changed from California Healthy Survey to a local climate survey. In 2023, the survey will need to be shortened to increase Educational Partner participation.

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

Goal

Goal #	Description
2	<p>Improve College and Career Readiness:</p> <p>Goal 2 is a Focused Goal intended to increase/improve college and career readiness. This goal's success will be measurable (see metrics below) by the end of the 2023-24 school year. Research indicates that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college. This Goal is essential to offering high school students a quality opportunity to prepare for and demonstrate college and career readiness, particularly those living in poverty or foster care and those learning English. This Goal addresses LCFF priorities 4 and 7.</p>

An explanation of why the LEA has developed this goal.

This Focused Goal and corresponding Actions were developed in collaboration with our educational partners based on related student performance data and interests. Students indicated 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. The Actions were intentionally aligned to the state's metrics to assess 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. The staff has made a huge effort to increase student participation in statewide testing which increased from 79% to 94%.

2022-23: The state did not publish the results of the College Career Indicator (CCRI) in 2022, but 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 2022, approximately 21% of the students completed A-G requirements which did increase from 9% in 2021. In 2022, 0.9% of the students completed at least one CTE pathway or and 2.7% of the students passed at least two or more AP exams with a score of 3 or higher.

The following examples indicate that the Actions in Goal 2 are beginning to improve college and career readiness among students. For example, the percentage of students who passed a college credit course surpasses that of the state. In particular, 26% of the students completed one semester of a college course (or two quarters, or two trimesters), nearly double the state rate of 13% in 2021. 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%.

2021-22: The percentage of students who Met or Exceeded the Standard for ELA is 49%, slightly higher than the state rate of 47%. The schoolwide percentage of students who Met or Exceeded the Standard for mathematics is 33%, matching the state rate. Please note the

state has decided to make the 2022 CAASPP rates as the baseline post COVID pandemic. The participation rates increased for both ELA and math assessments

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%	2.7%	N/A	5%
% of high school graduation cohort students who meet A-G requirements	28%	9%	21%	N/A	40%
% of students scoring at Conditionally Ready or Prepared on ELA Early Assessment Program (EAP)	58%	70%	63%	N/A	60%
% of students scoring at Conditionally Ready or Prepared on Math Early Assessment Program or (EAP) Baseline	22%	35%	23%	N/A	50%
Schoolwide ELA Distance From Standard (DFS)	-20.8 (Yellow)	State did not publish DFS this year N/A	- 6.8 (dashboard color was not provided by CDE)	N/A	-5 (Green)
Schoolwide math Distance From Standard (DFS)	-71 (Yellow)	State did not publish DFS this year N/A	- 47.7 (dashboard color was not provided by CDE)	N/A	-25 (Green)

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%	40%	N/A	25%
% of 12 th -grade students who complete a CTE Pathway	3%	0%	0.9%	N/A	10%
% of students who complete both A-G requirements AND a CTE Pathway	0%	0%	0.9%	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 maintaining the additional CTE certified teachers, associated training, creation of internships, curriculum development, and instructional materials.	LCFF \$113,091 1000 Salaries/3000 Benefits \$9,075 4000 Instructional Materials Total: \$122,166	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 \$72,624 1000 Salaries 3000 Benefits \$2,500 4000 Instructional Materials Total: \$75,124	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 to 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 \$122,454 1000 Salaries/3000 Benefits \$6,500 4000 Instructional Materials/ 5000 Purchase Services Total: \$128,954	Y
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 \$8,400 1000 Salaries/3000 Benefits \$50,000 4000 Instructional Materials Total: \$58,400	Y

Goal Analysis 2022 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. We implemented all Actions. In 2021, 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. In 2022, we re-purchased the Naviance platform to support students and staff. In 2022, we did not pay for the National Student Clearinghouse because the San Diego County Office of Education paid for the program. We continued with the implementation of the night/weekend college awareness sessions for families, particularly for Spanish-speaking families.

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

Estimation of actual expenditures: Is spending consistent with the budgeted expenditures and planned % of improved services?

- Action 2.1 - The cost for this action came in slightly less at \$99,692 than projected at \$100,964 because we had purchased the materials for the CTE pathways in 2021-2022.
- Action 2.2 - The cost for this action came in slightly less at \$60,960 than projected at \$62,020 because staff had received the AP training in 2021-2022.
- Action 2.3 - The cost for this action came in higher \$115,456 than projected at \$106,202 due to increase in salaries and benefits.
- Action 2.4 - The cost for this action came in slightly higher at \$48,144 than projected at \$46,930 due to increase in the cost of 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) was higher than that of the state but was lower than desired. Our schoolwide percentage of students who Met or Exceeded the Standard for ELA is 49%, slightly higher than the state rate of 47%. Our schoolwide percentage of students who Met or Exceeded the Standard for mathematics is 33%, matching the state rate. We are making a concerted effort to convey the importance and benefit of participating in state assessments to our families. The student participation rate increased to 94% on the state ELA and math 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. Our staff is working diligently to increase the A-G rate for the upcoming class. In addition, we have increased CTE pathways and AP course offering. In 2022, approximately 21% of our high school graduates completed the A-G requirements, 2.7% scored 3 or higher on two AP courses, 0.9% completed at least one CTE pathway, 2.7% earned the State Seal of Biliteracy, 34.5% completed one semester or two quarters or two trimesters of college credit courses, and 26.5% completed two semester or three quarters, or three trimesters of college credits.

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 maintained the length of the description for Actions 1 through 4 without changing the substance of each action.

The explanation of how the actions indicated with a “Y” in the contributing column are provided in Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. This adjustment will provide additional clarity and reduce the length of our LCAP, making it more accessible to families.

There were no modifications made to the metrics in 2022 related to the College and Career Metrics. The 2022 percentage of students scoring at Conditionally Ready or Prepared on the Early Assessment Program (EAP) was 63% for ELA and 23% for math. Similarly, the baseline for the percentage of students who complete both A-G requirements in 2022 was 21% *and* a CTE Pathway is 0.9%. The schoolwide Distance From Standard (DFS) for ELA and math has been entered in the chart above. According to the state, the 2022 California Dashboard will be the baseline data and color was not assigned to any of the categories until 2023.

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, and 7</p>

An explanation of why the LEA has developed this goal.

Our Local Control and Accountability Plan (LCAP) is a three-year plan (2021-22 through 2023-24) initially informed by performance data in the 2019-20 school year.

This Goal and corresponding Actions 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. In 2019-20 engagement survey results indicated that many of the students struggled to remain engaged in school due to COVID-related reasons.

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. The designed metrics measure the success of the Actions. For example, one of the 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 support to maximize student learning. We believe student disengagement affected student performance outcomes. 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 2021 and 2022, the College and Career Indicator was not released by the state but in 2020, 26% of the students scored At Prepared on the College Career Indicator (CCRI). Although the CCRI score has improved since 2019, we would like to improve our performance significantly. In 2022, approximately 22% of the high school students completed A-G requirements which did increase from 9% in 2021. The state did not release reports or dashboard for any of the measures in College and Career Indicator. But based on our data In 2021, none of the students completed a CTE pathway or passed at least two AP exams (score of 3 or higher). Thus indicating the need to maintain Goal 3 while there are indications that our Goal 3 Actions are affecting positive change. For example, according to the English Learner Progress indicator (ELPI) in 2022, 24% of the English Language Learners (ELLs) scored At Proficient on the English Language Proficiency Assessment for California (ELPAC), higher than the state rate of 16%. The state has not posted the ELL redesignation rate but in 2021 ELL

redesignation rate was 7%, matching the state rate. The success of the ELL progress is attributed to 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%	The state did not publish this data for 2021 N/A	53%	N/A	58%
% of English Learners (ELs) who reclassify	8%	7%	The state has not publish this data for 2022	N/A	14%
% of students who score At Prepared on College Career Indicator (California Schools Dashboard)	26%	The state did not publish this data for 2021 N/A	The state did not publish this data for 2022 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%	46%	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 Did not measure in 2020-21—please see Goal analysis section for details	100%	N/A	100%
% English Language Development (ELD) teachers who participate in research-based instructional strategies and academic support professional learning	100%	100%	100%	N/A	100%
% of students who have access to in a broad course of study	100%	100%	100%	N/A	100%
% of students <i>enrolled</i> in a broad course of study	100%	100%	100%	N/A	100%
% of exceptional learning needs students (and pertinent family and community members) who complete a program-specific exit survey	NA	N/A Did not measure in 2020-21—please see Goal analysis section for details	N/A Did not measure in 2020-21—please see Goal analysis section for details	N/A	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of English Learners, those in foster care, those living in low socio-economic conditions (priority groups) who are <i>offered</i> and participate in supplemental supports (beyond Tier 1) through our Multi-Tiered System of Supports (MTSS)	NA	15%	26%	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 \$97,458 1000 Salaries/3000 Benefits \$12,100 5000 Purchase Services Total: \$109,558	Y

Action #	Title	Description	Total Funds	Contributing
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 (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.	LCFF \$2,213,500 1000 Salaries/3000 Benefits \$350,000 4000 Instructional Materials Total: \$2,563,500	Y
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 \$111,285 1000 Salaries/3000 Benefits \$30,250 4000 Instructional Materials \$5,000 5000 Purchase Services Total: \$146,535	Y

Action #	Title	Description	Total Funds	Contributing
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 \$135,047 1000 Salaries/3000 Benefits \$73,810 4000 Instructional Materials Total: \$208,857	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
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	School Support 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 School Support Lead positions that directly support priority group students.	LCFF \$50,000 1000 Salaries/3000 Benefits	Y

Action #	Title	Description	Total Funds	Contributing
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.	\$ 16,887 Title III, A 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 continue to 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 I, A: \$123,600 1000 Salaries/3000 Benefits \$76,400 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 the additional English Language Development (ELD) teachers to lower the number of students enrolled in dedicated ELD classes to 20, and the additional counselor to continue to improve direct academic support to students not demonstrating proficiency.	Title I, A \$390,000 1000 Salaries/3000 Benefits	N

Action #	Title	Description	Total Funds	Contributing
11	Non-English Speaking Parent Support	Approximately 64% of our English Language Learners speak Spanish at home. To increase the support/engagement of Spanish-speaking families, we plan to continue our bi-lingual (Spanish) ELD program assistants to help communicate with Spanish-speaking parents and students.	Title I, A \$94,933 1000 Salaries/3000 Benefits	N

Goal Analysis 2022 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 3 is a Broad Goal focused on providing students with the support they need to succeed academically. We were able to implement most of the corresponding Actions for the goal. The school has offered Department of Rehabilitation (DOR) webinars and workshops for our families and students. We provided more than 2 hours throughout the year through the DOR. We have also provided additional training to our Education Specialists regarding transition programs, specifically through a new curriculum we purchased. Teachers received 6 hours of training and also received coaching and support in the implementation of the new transition program for our department. Each hour focused on a different topic. This has supported our students in developing their readiness skills as they prepare to exit our program and has allowed us to address all three domains with much greater success. Due to personnel and logistical issues, we could not monitor the percentage of exceptional learning needs of students, parents, and community partners that completed a program-specific exit survey. We have r webinars and workshops to support students with transition from school to career.

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

Estimation of actual expenditures: Is spending consistent with the budgeted expenditures and planned % of improved services?

- Action 3.3 - The cost for this action came in higher \$122,225 than projected at \$116,971 due to increase in salaries and benefits.
- Action 3.4 - The cost for this action came in slightly higher at \$223,000 than projected at \$172,608 due to increase in the cost of instructional materials.
- Action 3.7 -The cost for this action came in higher at \$72,000 than projected at \$36,000 due to increase in salaries and benefits.

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, 100% of our English Language Development (ELD) teachers participated in research-based professional learning, and available English Language Learner's (ELL) performance indicators indicate positive results. Twenty-three (23%) of our English Language Learners scored At Proficient on the 2022 English Language Proficiency Assessment for California (ELPAC), higher than the state rate of 16%. The 2021 ELL redesignation rate was 9%, higher than the state rate of 7%. The 2022 ELL redesignation rate has not been released by the state as of May 2023. In 2022, according to the dashboard, 53% of English Learners are making progress towards English Proficiency which is slightly higher than the state rate of 50%. The state has stated the 2022 dashboard data will be the baseline data for upcoming school years.

The state did not publish College and Career Indicator progress but did publish some reports related to the indicator. Twenty-one percent of the students completed a-g requirement, 2.7% of the students scored at least 3 on two or more Advanced Placement Exams, 0.9% of the students completed at least one Career Technical Education Pathways, 35% of our graduate cohort students completed one semester (or two quarters, or two trimesters), and 27% of our graduate cohort students completed two semesters (or three quarters, or three trimesters). In addition, we have added Fashion Design and Merchandising, Social Media Programming and Games and Simulations to the Career Technical Education (CTE) pathways. The increased offering of the pathways has had a positive impact on the enrollment in the various programs by increasing the number of students who are prepared for College and Career. In addition, we continue to encourage and support our high school students with dual enrollment in the local community colleges.

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:

In 2022, Goal 3's length and explanation, and updated performance data was maintained from 2021. The length was shortened in the description for Actions 3.1, 3.2, 3.3, 3.7, 3.8, 3.9, and 3.10 without changing the substance of each action in 2021. Further, the baseline percentage of reclassified English Language Learners was corrected and reflects the corrected percentage of 8% (incorrectly posted at 13% in 2019). In 2022, the school purchased a digital library after trying out the state funded digital library in 2021.

The explanation of how the actions indicated with a "Y" in the contributing column are provided in Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. This adjustment will provide additional clarity and reduce the length of our LCAP, making it more accessible to families.

In 2022, the state did not publish College Career Indicator on the California School Dashboard and did not publish the percentage of English Learners (ELs) who had reclassified. Additionally, due to personnel/logistical reasons, we were unable to provide the percentage of exceptional learning needs students, parents, and community partners that completed 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 2023 LCAP Year

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$4,068,798	\$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
7.15%	0%	\$0	7.15%

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 efficient* use of funds based on the needs of our school;
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.

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 the school, digital library, laptops, modems, routers for students, and cybersecurity software.

These expenditures are the most efficient use of funds because most of the families choose to access the school's base instructional program online and thus need technology capable of operating the latest versions (upgrades) of internet-based instructional support and access to them online.

The unduplicated priority group percentage is 40%, 38% are eligible for free/reduced lunch, 3% are English Learners, and approximately 1% live in foster care.

The effectiveness of this action was measured through various metrics listed in Action 1, including graduation rate, the percentage of students who have access to the standards-aligned instruction materials/resources, and chronic absentee rate. The cohort high school graduation rate continues to improve over the previous four years.

- The 2022 schoolwide high school graduation rate increased to 89% which is slightly higher than the statewide average of 87%. The graduation rates for our numerically significant subgroups are as follows: Students identified as low-socioeconomic 84%, Hispanic students 85%, White students 91% and Students with Disabilities 47% (Dashboard)
- The 2022 chronic absentee rate was 2%, slight increase from last year by 1%. According to the California School Dashboard, the Homeless students group was rated high and the African American students group was medium.
- **Action 1.5- Monitor Student Engagement.** Due to the social/emotional and economic impact from the Pandemic, many of our students have struggled to remain cognitively engaged in school. In 2022, to determine why students were disengaged from school, a local climate survey was administered to students, families, and staff. The survey was implemented 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. The effectiveness of this Action is measured 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 the 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 the score. In 2022, the state did not publish the College and Career indicator data. In 2020, 26% of the students scored At Prepared on the CCRI, and 3% completed a Career Technical Education (CTE) Pathway. In 2021, none completed a CTE pathway. In 2022, the CCRI was not published but 0.9% completed a Career Technical Education. To increase the number of students who complete a CTE Pathway, additional CTE certified teachers were hired, provide additional staff training, create additional industry-specific internships, and increase the number of offered CTE courses and pathways. This expenditure is the most efficient use of funds because it establishes increased and improved CTE courses and sequenced pathways. This action will be implemented 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. The effectiveness of this Action will be measured by analyzing the percentage of

students who complete a CTE Pathway and the percentage of students who score At Prepared (or higher) on the CCRI.

- Action 2.2- Advanced Placement (AP) courses and exams. In 2022, 2.7% of the students scored 3 or higher on at least two AP exams. To increase the number of students who take and pass at least two AP examinations, the school will increase 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. This Action will be implemented 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. The effectiveness of this Action will be measured by analyzing the percentage of students who pass at least two AP exams and the percentage of students who score At Prepared (or higher) on the CCRI.

- Action 2.3- A-G Readiness. In 2022, 21% of the Cohort met A-G requirements which is an increase from 2021 where only 9% met the A-G requirements which may have contributed to the impact of COVID 19 pandemic. To increase the A-G completion rate, the school will increase the number of approved A-G classes, staff 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 efficient 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). This Action will be implemented 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 off from work to meet with counselors during regular school hours of operation. The effectiveness of this Action will be measured by analyzing the percentage of students who pass at least two AP exams and the percentage of students who score At Prepared (or higher) on the CCRI.

- Action 2.4- College Credit Courses. In 2022, the state did not release data for the College and Career Indicator In 2020. In 2019-20, 50% of students scored At Prepared on the College Career Indicator 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/coordinators to meet with families at night and on weekends to explain college course opportunities and support. Expenditures are the most efficient 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. This Action will be implemented 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 off from work to meet with counselors during regular school hours of operation. The effectiveness of this Action will be measured 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 supports offered by the school. To increase awareness of academic and social-emotional supports, the school offers workshops for families to explain the multi-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 efficient use of funds because services include direct interaction with families. This Action will be implemented 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. The effectiveness of this Action will be measured by monitoring the percentage of families who attend the workshops and the number of students identified for support beyond Tier 1, particularly unduplicated students (see Goal 3 metrics).
- **Action 3.2- Academic and Social-Emotional Support.** The school experience survey results indicate the need for increased and improved academic and social-emotional support (beyond Tier 1) due to the lasting impact of the COVID 19 pandemic, particularly for unduplicated students. To increase/improve Tier 2 student support, the school 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 efficient use of funds because services are provided directly to students in a manner most likely to address their needs. Even though this Action will be implemented schoolwide, 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. The supports mirror California's multi-tiered system of support framework (MTSS), an inclusive model for meeting all students' needs, including those with exceptional needs. The MTSS provides a structured approach to providing quality core instruction by aligning resources to support student academic, behavioral, and social success. The effectiveness of this Action will be measured by monitoring the percentage of students identified for and receiving support beyond Tier 1, particularly unduplicated students (see Goal 3 metrics) and the percentage of parents/guardians of unduplicated students who meet with a counselor/coordinator at least once per school year (see Goal 3 metrics).
- **Action 3.4- Interim Assessments.** To better assess student learning loss and proficiency, the STAR360 diagnostic for ELA, early literacy, and math will be administered to students. 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 efficient 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. This action will be implemented schoolwide, but it will principally benefit the needs of unduplicated groups because they are

most vulnerable as a result of the lasting impact of COVID 19 pandemic and inflation, resulting in significant learning loss. The effectiveness of this Action will be measured 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 school-wide (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 school-wide) 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 7.15% (\$4,068,798). The planned quantitative increase in services is 7.15% (\$4,068,798) for actions listed below.

The following **school-wide** Action (please see the previous prompt) contribute to meeting our required percentage to increase or improve services—please see Action/Expenditure tables for details:

- Action 1.4- Technology
- Action 1.5- Monitor Student Engagement
- Action 2.1- Career Technical Education (CTE) Pathways
- Action 2.2- Advanced Placement (AP) courses and exams
- Action 2.3- A-G Readiness
- Action 2.4- College Credit Courses
- Action 3.1 -Parent Involvement.
- Action 3.2- Academic and Social-Emotional Support.
- Action 3.4- Interim Assessments

The following Actions are provided on a **Limited basis** (not school-wide) to improve or increase services for priority groups (in addition to the school-wide 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 2021-22 California Schools Dashboard English Learner Progress Indicator score demonstrates 53% of our ELs are making progress towards English Proficiency and 24% of our English Language Learners scored at Proficient on the 2022 English Language Proficiency Assessment for California (ELPAC), higher than the state rate of 16%. Further, our 2021 ELL redesignation rate is 7%, matching the state rate and higher than the county average of 6%. The 2022 ELL redesignation rate has not been released by the state. This action includes paying for an English Language Development Director and integrated ELD professional learning costs. Expenditures are the most efficient use of funds because research demonstrates

the need to provide ELLs with dedicated and integrated access to the core curriculum while simultaneously developing English proficiency. See the California ELA-ELD Curriculum Framework for additional details. The effectiveness of this Action will be measured 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 School Support 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 49%. However, 9% of our English Language Learners (ELL), 26% of our students with reported disabilities, 41% of Latino students, and 38% 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 33%. Moreover, 6% of our ELLs, 15% of our students with reported disabilities, 20% of our Latino students, and 22% of economically disadvantaged students Met or Exceeded the Standard for math, demonstrating an achievement gap. Expenditures include funding a position to help monitor the academic progress of ELLs and other priority group students. Expenditures are the most efficient 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. The effectiveness of this Action will be measured by the percentage of unduplicated students scoring proficient (or higher) on the California Assessment of Student Performance and Progress (CAASPP) .

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	N/A	N/A

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

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 32,267,200	\$ -	\$ -	\$ 808,430	39,639,847	\$ 31,818,649	\$ 7,821,198

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Fully credentialed & appropriately assigned teachers	All	\$ 28,198,250	\$ -	\$ -	\$ -	\$ 28,198,250
1	2	Access to the standards-aligned instruction materials	All	\$ -	\$ -	\$ -	\$ -	\$ 6,564,217
1	3	Maintain all facilities in "Good Repair"	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	4	Technology	All	\$ 605,910	\$ -	\$ -	\$ -	\$ 605,910
1	5	Monitor student engagement	All	\$ 500	\$ -	\$ -	\$ -	\$ 500
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	All	\$ -	\$ -	\$ -	\$ 107,000	\$ 107,000
2	1	Career Technical Education (CTE) Pathways	All	\$ 122,166	\$ -	\$ -	\$ -	\$ 122,166
2	2	Advanced Placement (AP) courses and exams	All	\$ 75,020	\$ -	\$ -	\$ -	\$ 75,020
2	3	A-G Readiness	All	\$ 128,504	\$ -	\$ -	\$ -	\$ 128,504
2	4	College Credit Courses	All	\$ 58,400	\$ -	\$ -	\$ -	\$ 58,400
3	1	Parental Involvement	All	\$ 109,558	\$ -	\$ -	\$ -	\$ 109,558
3	2	Academic and Social-Emotional Supports	All	\$ 2,563,500	\$ -	\$ -	\$ -	\$ 2,563,500
3	3	English Learner Support	English Learners	\$ 146,535	\$ -	\$ -	\$ -	\$ 146,535
3	4	Interim Assessments	All	\$ 208,857	\$ -	\$ -	\$ -	\$ 208,857
3	5	Students with exceptional needs: Community partnerships	Exceptional Needs	\$ -	\$ -	\$ -	\$ -	\$ -
3	6	Students with exceptional needs: Post-secondary readiness	Exceptional Needs	\$ -	\$ -	\$ -	\$ -	\$ -
3	7	Special Program Lead Position	Priority Group	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
3	8	Professional learning related to English Learners (Title 3 Federal Funds)	English Learners	\$ -	\$ -	\$ -	\$ 16,497	\$ 16,497
3	9	Digital Library (Title 1 Federal Funds)	All	\$ -	\$ -	\$ -	\$ 200,000	\$ 200,000
3	10	Targeted Academic Support (Title 1 Federal Funds)	All	\$ -	\$ -	\$ -	\$ 390,000	\$ 390,000
3	11	Non-English Speaking Parent Support (Title 1 Federal Funds)	English Learners	\$ -	\$ -	\$ -	\$ 94,933	\$ 94,933

2023-24 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
\$ 56,899,148	\$ 4,068,798	7.15%	0.00%	7.15%	\$ 4,068,950	0.00%	7.15%	Total:	\$ 4,068,950
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 4,068,950

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	schoolwide	\$ 605,910	0.00%
1	5	Monitor student engagement	Yes	schoolwide	all	schoolwide	\$ 500	0.00%
2	1	Career Technical Education (CTE) Pathways	Yes	schoolwide	all	schoolwide	\$ 122,166	0.00%
2	2	Advanced Placement (AP) courses and exams	Yes	schoolwide	all	schoolwide	\$ 75,020	0.00%
2	3	A-G Readiness	Yes	schoolwide	all	schoolwide	\$ 128,504	0.00%
2	4	College Credit Courses	Yes	schoolwide	all	schoolwide	\$ 58,400	0.00%
3	1	Parental Involvement	Yes	schoolwide	all	schoolwide	\$ 109,558	0.00%
3	2	Academic and Social-Emotional Supports	Yes	schoolwide	all	schoolwide	\$ 2,563,500	0.00%
3	3	English Learner Support	Yes	schoolwide	all	schoolwide	\$ 146,535	0.00%
3	4	Interim Assessments	Yes	schoolwide	all	schoolwide	\$ 208,857	0.00%
3	7	Special Program Lead Position	Yes	schoolwide	all	schoolwide	\$ 50,000	0.00%

2022-23 PCA Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 32,675,696.00	\$ 34,633,405.00

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 teachers	No	\$ 23,198,250	\$ 24,592,457
1	2	Access to the standards-aligned instruction materials	No	\$ 5,424,973	\$ 5,848,265
1	3	Maintain all facilities in "Good Repair"	No	\$ -	\$ -
1	4	Technology	Yes	\$ 500,752	\$ 507,716
1	5	Monitor student engagement	Yes	\$ 1,000	\$ -
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	No	\$ 106,899	\$ 105,624
2	1	Career Technical Education (CTE) Pathways	Yes	\$ 100,964	\$ 99,692
2	2	Advanced Placement (AP) courses and exams	Yes	\$ 62,000	\$ 60,960
2	3	A-G Readiness	Yes	\$ 106,202	\$ 115,456
2	4	College Credit Courses	Yes	\$ 46,930	\$ 48,144
3	1	Parental Involvement	Yes	\$ 90,544	\$ 94,149
3	2	Academic and Social-Emotional Supports	Yes	\$ 2,070,340	\$ 2,067,258
3	3	English Learner Support	Yes	\$ 116,971	\$ 122,225
3	4	Interim Assessments	Yes	\$ 172,609	\$ 223,000
3	5	Students with exceptional needs: Community partnerships	No	\$ -	\$ -
3	6	Students with exceptional needs: Post-secondary	No	\$ -	\$ -
3	7	Special Program Lead Position	Yes	\$ 36,000	\$ 72,000
3	8	Professional learning related to English Learners	No	\$ 13,956	\$ 19,418
3	9	Digital Library (Title 1 Federal Funds)	No	\$ 200,000	\$ 189,367
3	10	Targeted Academic Support (Title 1 Federal	No	\$ 348,849	\$ 390,517
3	11	Non-English Speaking Parent Support (Title 1	No	\$ 78,457	\$ 77,157

2022-23 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)
\$ 3,304,332	\$ 3,304,312	\$ 3,410,600	\$ (106,288)	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	1	Fully credentialed & appropriately assigned teachers	No	\$ -	\$ -	0.00%	0.00%
1	2	Access to the standards-aligned instruction materials	No	\$ -	\$ -	0.00%	0.00%
1	3	Maintain all facilities in "Good Repair"	No	\$ -	\$ -	0.00%	0.00%
1	4	Technology	Yes	\$ 500,752	\$ 507,716.00	0.00%	0.00%
1	5	Monitor student engagement	Yes	\$ 1,000	\$ -	0.00%	
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	No	\$ -	\$ -	0.00%	0.00%
2	1	Career Technical Education (CTE) Pathways	Yes	\$ 100,964	\$ 99,692.00	0.00%	0.00%
2	2	Advanced Placement (AP) courses and exams	Yes	\$ 62,000	\$ 60,960.00	0.00%	0.00%
2	3	A-G Readiness	Yes	\$ 106,202	\$ 115,456.00	0.00%	0.00%
2	4	College Credit Courses	Yes	\$ 46,930	\$ 48,144.00	0.00%	0.00%
3	1	Parental Involvement	Yes	\$ 90,544	\$ 94,149.00	0.00%	0.00%
3	2	Academic and Social-Emotional Supports	Yes	\$ 2,070,340	\$ 2,067,258.00	0.00%	0.00%
3	3	English Learner Support	Yes	\$ 116,971	\$ 122,225.00	0.00%	0.00%
3	4	Interim Assessments	Yes	\$ 172,609	\$ 223,000.00	0.00%	0.00%
3	5	Students with exceptional needs: Community partnerships	No	\$ -	\$ -	0.00%	0.00%
3	6	Students with exceptional needs: Post-secondary	No	\$ -	\$ -	0.00%	0.00%
3	7	Special Program Lead Position	Yes	\$ 36,000	\$ 72,000.00	0.00%	0.00%
3	8	Professional learning related to English Learners	No	\$ -	\$ -	0.00%	0.00%
3	9	Digital Library (Title 1 Federal Funds)	No	\$ -	\$ -	0.00%	0.00%
3	10	Targeted Academic Support (Title 1 Federal)	No	\$ -	\$ -	0.00%	0.00%
3	11	Non-English Speaking Parent Support (Title 1	No	\$ -	\$ -	0.00%	0.00%

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/fg/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

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Pacific Coast Academy

CDS code:

37680490136416

Link to the LCAP:

(optional)

<https://pacificcoastacademy.org/about/accountability>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Pacific Coast Academy (PCA) is a direct-funded, WASC-accredited, public charter school that opened on July 1, 2017. Pacific Coast Academy takes great pride in offering flexible, personalized learning experiences through its many unique and dynamic programs. The school provide standards-based educational experiences that prepare students for college, career, and life in the 21st century while nurturing the whole child. PCA serves independent study and homeschooled students in Transitional Kindergarten through grade 12.

Although the state did not technically report results in the California Schools Dashboard for 2020 (SB98), it did publish valid and reliable data collected in 2019-20 that would have been included in the 2020 Dashboard. This data demonstrates our cohort high school graduation rate is 89%, an increase of 14% from the previous year and higher than the schoolwide rate of 87%. Further, our numerically significant subgroups' graduation rates are as follows: Students with a low-socio-economic status, 88%, Hispanic students 87%, and White students 93%. Our 2018-19 schoolwide Distance From Standard (DFS) score in ELA is -20.8 (Yellow), doubling our DFS improvement from the previous year. In 2019-20, 12% of our English Learners reclassified, and in 2018-19, 53% of our English Learners made progress towards English language proficiency (English Learner Progress Indicator).

Although our 2019-20 cohort high school graduation rate is 89%, it is well below what we want. Moreover, the graduation rate for students with disabilities is low at 57%. This data also demonstrates a need to improve the percentage of students who score At Prepared on the College Career Indicator (CCI). For example, in 2019-2020, 26% of our graduate cohort scored At Prepared on the CCI, 3% completed a Career Technical Education (CTE) pathway, 28% met the A-G requirements, and 50% completed a college credit course. 51% of our students who took the California state assessments (CAASPP) in 2018-19 scored at Conditionally Ready or Prepared in ELA on the Early ELA Early Assessment Program (EAP), and 40% scored likewise in math. Similarly, our 2018-19 schoolwide Distance From Standard (DFS) score in ELA is -20.8 (Yellow) and -71 (Yellow) for math.

To improve student performance, we will use federal funds to implement the following strategies:

Title I, Part A: We plan to focus on supplementing and enhancing mathematics instruction for 6th to 9th grade. This is where the achievement gap widens for low-income students and some students begin to give up on school. Our theory of action is that by providing more intensive support during grades 6th through 9th, we can prepare struggling students to meet state academic standards, so they are well prepared for high school, college, and career. We hypothesized that the most effective use of the Title I fund would be to provide small intervention classes virtually in math, where the achievement gap was widest, in order to provide teachers, the time and opportunity to build relationships with struggling students. In addition, our data shows that socio-emotional challenges contribute to a lack of academic and general school success, we are also enhancing socio-emotional support at our school. Most of the Title I funding will go to support efforts to improve performance of low-income students and other students not meeting standards in math. Additional uses of Title I funds may include funding parent involvement and education activities for parents whose children qualify for Title I services, such as Parent Workshops and support for parent access to Naviance, our online college and career planning software, and meeting the needs of homeless students.

Title II, Part A: Title II funds will be used to supplement school funds used for professional development for professional development for principals, vice principals, coordinators, and coaches to improve initial instruction in identified areas of need, including math achievement. Professional development is currently focused on Common Core Math Standards approach, including the practice standards. Our professional development also focuses on academic supports for students who are not successful in learning to read using our core program and current intervention programs and plan instructional improvements to increase student success; and new teacher induction to help teachers new to the profession become effective as quickly as possible. Additionally, our professional development for school leaders and teachers focuses on collecting, interpreting, and using data to inform our instructional practice and curriculum.

Title III, Part A: Professional learning to guide and support administrators, coordinators, and teachers in addressing English learners' academic needs to ensure they gain academic content knowledge and English language proficiency.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Our LCAP Goals are as follows: Optimizing Conditions for Learning, Improving College and Career Readiness, and Improving Access and Success in a Broad Course of Study. To ensure alignment, our Federal Addendum to the LCAP outlines strategies and activities that are based on federal funding that are in addition to the overall approach covered in the LCAP as a whole. Specifically, we plan to utilize ESSA funds to enhance our state-funded programs so no student falls through the cracks, especially with our personalized learning approach.

Title I

- Goal 3, Action 10- Increase and improve targeted academic support for students who are not meeting proficiency on state assessments (ELA and math).

- Goal 3, Action 11- Monthly parent meetings (in addition to regular HST meetings) focused on understanding state academic standards and their relation to their children's education.
- Goal 3, Action 12- Monthly teacher professional development focused on understanding state academic standards and integrating them into classes, teacher resources, instructional material, and educational support.
- Goal 3, Action 13- Establish a digital library program to provide students an opportunity to develop digital literacy skills and improve academic achievement. A digital library will emulate college approaches to creating centers of technology and information literacy, allowing students to access a vast array of books online and includes English Learner supports such as audiobooks and those written in their native language.

Title II

- Goal 1, Action 6- To improve our professional growth and improvement systems for teachers and administrators, we will provide staff training related to formative, diagnostic, and interim assessments. To optimize data produced by diagnostic and interim assessments, it is vital that staff fully understand how to interpret results and modify curriculum and instructional appropriately.

Title III

- Goal 3, Action 9- Professional learning to guide and support administrators, coordinators, and teachers in addressing English learners' academic needs to ensure they gain academic content knowledge and English language proficiency.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

During the 2019-2020 school year, significant outreach and engagement was conducted with families. This included parent surveys and virtual town hall meetings. This was critical in providing the information needed for the 2020-2021 school year, given the challenges of COVID-19. During the 2020-2021 school year, these strategies were repeated to ensure families are able to share their experiences and provide input into the LCAP. We collect data from a broad range of stakeholders (parents/guardians, students, staff, community members) regarding their priorities in a series of meetings and surveys throughout the school year.

In addition, we hold virtual town hall meetings and focus groups to gather additional information related to the LCAP. For parents and family members specifically, we hold meetings where families

provide input on their priorities for the LCAP. Staff discusses the LCAP in DELAC meetings, and one to one meeting with students and families. These comments/suggestions, along with the student achievement and school climate data informed the drafting of the LCAP goals, actions, and services.

PCA involves parents of Title I students in an organized, ongoing, and timely way. Parents will be involved in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. The policy will be annually distributed in the Parent Student Handbook and be included in board policy. It will be available on the school website with hardcopies available as needed from the school office. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. The policy will be updated annually based on the feedback received from our parent advisory group, School Site Council and ESSA updates.

Parents are involved in the governing of the school through participation in surveys, DELAC, and our parent advocacy group. Parent groups may assist the school with community outreach, resource development, extracurricular programs, and community service projects. PCA views parents/guardians as our partners in educating our students. We have dedicated staff to assist all Title I parents/guardians the opportunities to participate in school activities and meetings including parents/guardians with limited English proficiency, with disabilities, and/or migrant students. We ensure all school information and reports are provided in a format and language that parents/guardians understand via digital format that can be translated with the use of technology. School provides use of interpreters, translators, and/or American sign language. In addition, educators communicate regularly with parents and families regarding school events, students' progress via zoom, email, phone, IM, or text. We have established an ongoing process to gather information through regular surveys.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Targeted Support Program:

We plan to focus on supplementing and enhancing mathematics instruction for 6th to 9th grade. This is where the achievement gap widens for low-income students and some students begin to give up on school. Our theory of action is that by providing more intensive support during grades 6th through 9th, we can prepare struggling students to meet state academic standards, so they are well prepared for high school, college, and career. We hypothesized that the most effective use of the Title I fund would be to provide small intervention classes virtually in math, where the achievement gap was widest, in order to provide teachers, the time and opportunity to build relationships with struggling students. In addition, our data shows that socio-emotional challenges contribute to a lack of academic and

general school success, we are also enhancing socio-emotional support at our school. Most of the Title I funding will go to support efforts to improve performance of low-income students and other students not meeting standards in math. Additional uses of Title I funds may include funding parent involvement and education activities for parents whose children qualify for Title I services, such as Parent Workshops and support for parent access to Naviance, our online college and career planning software, and meeting the needs of homeless students.

The school's academic support program includes opportunities for low-performing students to meet academic standards. Our students have access to tutoring services, personalized educational plans, personalized curriculum selections, intervention instructors, virtual academy instructors, Instructional Administrators, online academic support and instructional materials, technology, curriculum development, academic incentive programs, Career & Technical Education (CTE) Pathways, and college and career preparation, and other evidence-based intervention programs. Parent engagement strategies meet the needs of all students in the school with a specific focus on the lowest-achieving students and student groups who are at risk of not meeting grade-level proficiency. Parent and Community Engagement are provided in our community connections opportunities, parent education meetings, workshops and classes, multiple communication methods, and incentives for engagement. These strategies include counseling, additional teacher Professional Development, parent engagement opportunities, and supplemental curricular materials. Social-Emotional Learning (SEL) classes are provided for students weekly, curriculum development, professional development, parent meetings and training, SEL specialists, and psychologists. Title 1 funding is used to provide more intensive targeted support to close the achievement gap of the students who are considered unduplicated, high need students. Based on the California Longitudinal Pupil Achievement Data System (CALPADS), Home Language Surveys (HLS), Household Data Collection (HDC) forms, and Housing Questionnaires, we can identify students in the greatest need of support. Our identified socioeconomically disadvantaged, English Learners, and Foster youth students are not making adequate progress towards achieving grade-level academic standards. We believe that providing these students with targeted supports will help these students meet academic goals. Targeted intensive supports include academic intervention and support, social-emotional intervention and support, and parent and community engagement.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

PCA recognizes the right of all students residing within the school's boundaries, including those who are homeless, the opportunity to enroll in, and participate in PCA's educational and support programs. PCA will use Title I funds to supplement programs and supports aligned with the provisions of the McKinney-Vento Homeless Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The school will provide specific information in outreach materials, websites, and social media platforms notifying parents that the school is open to enroll and provide services to all

students, which shall include contact number to access additional information regarding enrollment. A student's IEP or report card will never be required prior to participation in any attendance lottery or as a condition of enrollment.

School Homeless Liaison

The school will designate a member of the leadership team as the School Homeless Liaison ("Homeless Liaison") for homeless students attending a school or program. The Homeless Liaison will receive annual training in appropriate enrollment practices and techniques for homeless students and families. Training includes informing families about immediate enrollment, regardless of documentation, guiding families through filling out registration documents and providing families with a list of pamphlets designed to inform them of the services provided for them. The pamphlet also includes the contact information our homeless liaison so that parents and students know who they can contact for help. The Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordinated activities with other entities and agencies.
2. Homeless students will be enrolled and provided a full and equal opportunity to succeed school and various programs. Enrollment disputes are mediated in accordance with law, Board policy, and procedure.
3. Homeless families and students receive all educational services for which they are eligible.

Parents/guardians are informed of the educational services and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. Homeless students are provided with technology, supplies and counseling in order to support them academically as well as social-emotionally. These needs could include academic, attendance, or social emotional support. PCA helps support the needs of homeless students as well as offering counseling services to students in need. Graduation requirements are adjusted for homeless students as necessary, and our enrollment practices are in alignment with the McKinney-Vento Homeless Assistance Act.

Other services provided to homeless students include:

- Educational Planning
- Assistance with Participation in school programs, college entry programs, and transition to college and career.
- Tutoring or other instructional support
- Expedited Evaluations
- Referrals for Medical, Dental, counseling, housing and other services/programs
- Coordination between Schools and Agencies
- Obtaining or Transferring Records for easy Enrollment

Student Rights

Homeless students who are enrolled in the school have the right to:

- Equal access to all educational programs and services, including transportation and school nutrition programs.
- Continue to attend the school for the duration of homelessness or the current school year.
- Right to return to the school if PCA was their most recent previous school.
- Receive all educational services for which they are eligible.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Transition into Our School Model

Through school-provided videos and information during the enrollment process, families are provided the details of our school's educational model. Once enrolled, an initial meeting with their assigned home school teacher (HST) serves to inform parents and students about our school policies and expectations. Together, and with guidance from the high school counselor as appropriate, the HST and the parent develop an Individual Learning Plan (ILP) for each student; this facilitates a smooth transition from the students' previous school programs to the flexible, rigorous academic curriculum of PCA'S instructional program. Students who struggle with the transition are identified early through diagnostic assessments, standards-based assessments, teacher and parent observations, and are then given extra support as appropriately deemed through our multi-tiered system of support, to include our intervention program.

Supporting All Transitions through Social Emotional Learning (SEL)

Transitions of all kinds are supported at our school through our Social Emotional Learning (SEL) program. These transitions can include school changes, personal changes in the home, medical changes, and societal changes. Our SEL team has developed comprehensive trainings to staff and students. The SEL team offers slide show presentations (with optional voiceover recordings) and corresponding supplemental resources as tools for teachers to use with each of their students on monthly basis. These SEL lessons complement a monthly webinar offered to high school students on the given theme (such as Anger Management, Relationship Skills, etc). We plan to provide additional SEL curriculum for all grade levels, professional development to all staff on how to support our students in greatest need through transitions, and parents' trainings/workshops. Stakeholder engagement in SEL program will include: Input from school staff, survey sent to families, parent focus group, and communications through our school newsletter, emails, and meetings.

Middle school to high school

So that they can guide their students, teachers are trained in pertinent topics such as: graduation requirements, curriculum options, Career & Technical Education (CTE) programs, A-G College entrance requirements, concurrent enrollments, etc. While students are in 8th grade, teachers meet with students and parents to discuss high school options and requirements. Together, they consider student goals and create an individualized graduation plan. These plans are all reviewed by our counseling department. Once the plan is completed, the teacher and student select classes and order the necessary curriculum before the summer break. Families are also invited to meet with counselors as desired.

We offer high school orientation meetings to all of our new high school students and their families. A career planning course is mandatory for all incoming high school students to learn necessary study and organizational skills. This course also allows the students to begin to explore career options to work towards. As the year progresses, high school support specialists can recommend curriculum and adjust the graduation plan if it isn't in alignment with their most up-to-date life goals.

For our Special Education (SPED) students, we offer the Transition Bridge Program. It is designed to provide support to students and their families as they embark on the high school journey. In order to have an effective, meaningful transition to high school, students and families need to be given tools for academic and social success. Our highly qualified transition team will guide, mentor, and support students throughout the process.

High school to college and career

PCA supports students who are credit deficient in meeting graduation requirements. In addition, students are offered an opportunity for concurrent enrollment to get a head start on college or to learn job skills, such as computer programming or nursing. PCA is actively engaged in collaboration with local colleges to make concurrent enrollment options even more accessible to our students who need it the most. Career & Technical Education (CTE) pathways are made known to our students as course options during the school year. In 2021, we have enhanced student access and success with CTE pathways via collaboration with eDynamics and other virtual programs.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We will establish a digital library program to provide students an opportunity to develop digital literacy skills and improve academic achievement. A digital library will emulate college approaches to creating centers of technology and information literacy, allowing students to access a vast array of books online and includes English Learner supports such as audiobooks and those written in their native language.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our school provides professional learning to all staff based on evidence-based high-leverage instructional practices and curriculum development to improve student achievement. Professional learning activities are grounded in student achievement results and adjusted per staff feedback. We support teachers, administrators, and teachers through various opportunities designed to build their professional capacity:

- Beginning Teacher Support Program- Our Lead Teachers referred to as RCs, mentor and provide beginning teaches with intensive and individualized support aligned with current schoolwide initiatives and goals, leading to accelerating new teacher practice.
- New Administrator Support- New administrators receive coaching and mentorship from the principal and the National Center for Urban School Transformation (NCUST) located within San Diego State University. Principals themselves receive individual coaching from NCUST, including curriculum and instruction.
- New Teacher Orientation - New teacher orientation is provided at the beginning of each year to support teachers in lesson planning, supporting English Learners and students with special needs, and curriculum.
- Lead Teachers- Our Lead Teachers are referred to as RCs and help mentor new teachers and support them with curriculum-related needs.
- Professional Learning Communities (PLC) – Each month, teachers and administrators participate in PLC meetings to review student achievement data, curriculum, practical instructional practices, and academic support. This includes focused support for English Learners, social-emotional supports, and formative assessments.

All of the listed professional growth and improvement systems are reviewed and adjusted regularly by analyzing student achievement data (including our internal diagnostic STAR360), professional learning feedback surveys, interviews, PLC discussions. Administrators review individual SMART Goals with the principal and discuss progress. The principal meets regularly with a coach from NCUST to review school culture and academic progress. The principal meets with faculty monthly to assess and discuss organizational culture, identified needs, and the effectiveness of school leadership.

Prioritizing Funding**ESSA SECTION 2102(b)(2)(C)**

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

We are single school charter.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We value collaboration with all of our stakeholders, particularly families. We regularly analyze feedback from all stakeholders. Professional growth and improvement systems are reviewed and adjusted regularly by analyzing student achievement data (including our internal diagnostic STAR360), professional learning feedback surveys, interviews, PLC discussions. We collaborate with the National Center for Urban School Transformation to engage in data analysis to support the continued academic success of our students. Our goal has been to identify root causes through a needs assessment and allocate resources to address them. We maintain a wide array of monitoring metrics in both our Local Control and Accountability Plan (LCAP) and reviews with our charter authorizing district to assist in targeting needs, allocating resources, and evaluating program effectiveness. We use Title II, Part A funds for staff professional development related to the state academic standards, high-leverage math practices, beginning teacher support program, commercial diagnostic assessments. We monitor the effectiveness of these programs using the same process we use to evaluate the progress of our LCAP actions, including a robust evaluation process that utilizes multiple measures to update and improve activities that includes:

- Student and Family Engagement Surveys- We administer an engagement survey to students and families annually. The survey responses help us identify academic and social-emotional needs.
- Employee Evaluation Process – All teachers and staff receive regular constructive feedback through an evaluation approach that provides constructive and feedback and encourages professional reflection to ensure all students have access to high-quality teachers.
 - Professional Development Feedback – Participants provide feedback on professional development workshops through evaluations. We use survey results to guide future professional development to ensure that content is relevant and meets the overall needs of the teachers and paraprofessionals.
- Stakeholder Input – We regularly seek out stakeholder input. For example, we develop our LCAP based on the input of our various stakeholder groups, including teachers, classified employees, students, and families.
- Achievement Results – We regularly analyzed student achievement data, including Smarter Balanced Assessment results, California Schools Dashboard Indicators, and our internal diagnostic results (STAR360). We use federal funds to purchase a data analysis system to purchase a robust and comprehensive student data analysis system.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PCA is grounded in the belief that teachers and parents are the key levers that boost student achievement; thus, quality professional development is essential for PCA students to excel academically. All professional development is designed to maximize student achievement, including that of our English Learners. The school's long-term planning and supplementing the selected instructional materials to best support all of our students. The leadership team shares best practices that are successful with staff and parents of English Learners, such as effective instructional methods and strategies. The staff monitors and supports students and families to enhance the effectiveness of instruction. Professional development for teachers takes place on a monthly basis. The primary function of dedicated professional development time is to analyze data from interim and formative assessments. The student progress toward grade level standards is analyzed monthly, whereas the results of formative assessments are analyzed quarterly.

Secondarily, school-wide professional development is a chance for the school's administration and teachers to use scientifically based research to address instructional trends in homeschooling and ways the students/families can be more effectively served. Topics may include instructional strategies like improving check for understandings, incorporating resulting in a positive and lasting impact on student achievement in their classrooms. Another integral component of professional development at the school are the monthly Professional Learning Community (PLC) meetings. Teachers collect student's achievement data, conduct one-one-one meetings and review student academic work. Following the student-teacher meeting, the team discusses student learning based on student data and notes from the observation. Teachers are empowered to provide feedback to their colleagues in supporting students' academic success. These meetings allow PCA staff to notice instructional and cultural trends across the school and align professional development accordingly. The PLC cultivates a profound desire in staff to continue to improve their craft.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We do not receive Title III, Immigrant funding.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PCA's strives to ensure all of our English Language Learners to advance each year in their language development and be redesignated. Based on the student's Home Language Survey, all students designated as potential English Learners will take the English Language Proficiency Assessment for California (ELPAC). PCA will purchase instructional materials that will support access to grade-level content for ELs in correlation with the California ELD standards. In addition, will also provide professional development for teachers in English Language Development and monitoring student progress. Additionally, the parents of English Learners will receive specialized training in how to support the development of their child's language proficiency at home at parent workshop.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The instructional programs were chosen because of their basis on scientifically based research and effectiveness with English Learners. The school will use proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English. Students' language proficiency levels as determined by the ELPAC will be closely monitored to ensure our students are advancing to higher levels of English Language proficiency.

Student mastery of the grade level content standards will be measured through standards-based assessments, as well as the SBAC, the STAR360 assessment, and other summative assessments. In addition, teachers will keep anecdotal records of their students' progress. Assessment results will be disaggregated by English language proficiency levels for further analysis. Additionally, the academic progress of reclassified students will be monitored for four years after reclassification. ELs and RFEP students not making adequate academic progress will be provided with appropriate interventions. ELs at risk of retention will receive additional intervention services.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We do not receive Title IV funds.

Coversheet

March and April Finance Package

Section:	II. Finance
Item:	A. March and April Finance Package
Purpose:	Vote
Submitted by:	
Related Material:	FY23-04-PCA-Financial Presentation.pdf



Pacific Coast Academy

Monthly Financial Presentation – April 2023

Highlights

Highlights

- Revenue decreased **\$295K** from 2nd Interim
- Expenses increased **\$1.3M**
- Projected surplus for year-end is **\$3.3M**
- No factoring outstanding or anticipated

SB740 Compliance and Reporting

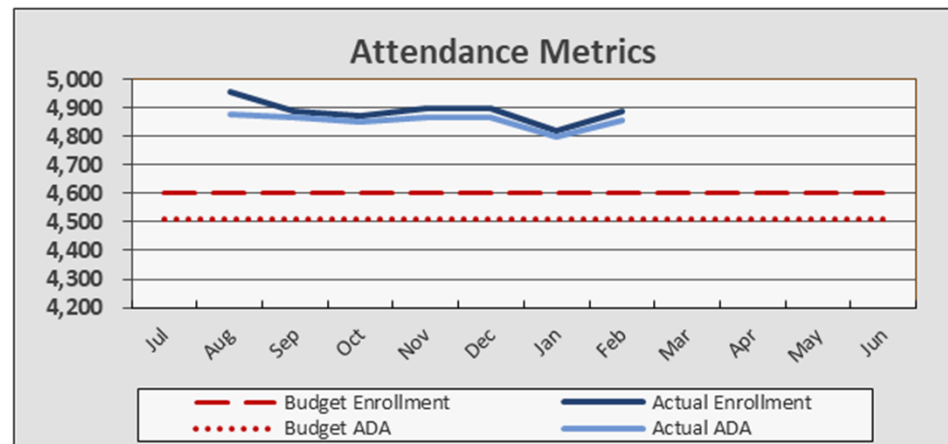
- PTR is within the requirement minimum
- 80% instructional spending in compliance

Pupil:Teacher Ratio	
21.26	:1

Cert.	Instr.
50.1%	81.9%
6,358,640	1,205,656

Attendance

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	4,948	4,948	4,600
ADA	4,847	4,847	4,508
Attendance Rate	98.0%	98.0%	98.0%
Unduplicated %	39.0%	39.0%	39.0%
Revenue per ADA		\$12,967	\$12,095
Expenses per ADA		\$12,293	\$11,534



- P2 ADA = 4,847 (+8% to original budget)
- 23 less ADA from 2nd Interim

Revenue

- Revenue increased **\$295K** from 2nd Interim, driven by:
 - 23 less ADA: **-\$340K**, \$15K per ADA
 - Local Revenue: **+\$50K** (Fundraising, Interest, & Healthcare Credits)

Revenue

Year-to-Date			
Actual		Budget	Fav/(Unf)
\$	41,963,215	\$ 37,110,812	\$ 4,852,402
	2,004,867	3,058,820	(1,053,953)
	4,323,430	3,557,168	766,262
	136,440	-	136,440
\$	48,427,952	\$ 43,726,801	\$ 4,701,151

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 52,586,193	\$ 45,689,297	\$ 6,896,896
4,378,359	3,803,810	574,549
5,751,852	5,032,671	719,181
136,440	-	136,440
\$ 62,852,844	\$ 54,525,778	\$ 8,327,065

Expenses

- Expenses increased **\$1.3M** from 2nd Interim:
 - Salaries & Benefits: **+\$670K**
 - Special Activities/Field Trips: **+\$315K** (March event)
 - SPED: **+\$185K** (February Overspend)

Expenses

	Year-to-Date		
	Actual	Budget	Fav/(Unf)
Certificated Salaries	\$ 19,532,489	\$ 17,628,573	\$ (1,903,917)
Classified Salaries	3,431,188	3,003,208	(427,980)
Benefits	7,151,001	7,132,101	(18,900)
Books and Supplies	7,114,184	6,287,591	(826,593)
Subagreement Services	8,171,941	5,008,245	(3,163,696)
Operations	535,748	415,333	(120,414)
Facilities	327,250	318,667	(8,583)
Professional Services	2,044,316	1,768,479	(275,837)
Depreciation	8,638	28,571	19,934
Total Expenses	\$ 48,316,755	\$ 41,590,769	\$ (6,725,986)

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 24,873,612	\$ 21,442,791	\$ (3,430,820)
Classified Salaries	4,450,445	3,608,905	(841,540)
Benefits	8,551,012	8,612,722	61,709
Books and Supplies	8,719,764	8,632,671	(87,093)
Subagreement Services	9,484,961	6,628,836	(2,856,125)
Operations	640,428	498,400	(142,028)
Facilities	400,133	382,400	(17,733)
Professional Services	2,448,627	2,156,135	(292,492)
Depreciation	14,536	34,286	19,750
Total Expenses	\$ 59,583,518	\$ 51,997,146	\$ (7,586,372)

Fund Balance

- Projected year-end surplus decreased by **\$1.6M** to 2nd Interim
- End-of-year fund balance exceeds State and Authorizer requirements of **3%** and **5%** of total expenses, respectively.

Total Surplus(Deficit)

Beginning Fund Balance

Ending Fund Balance

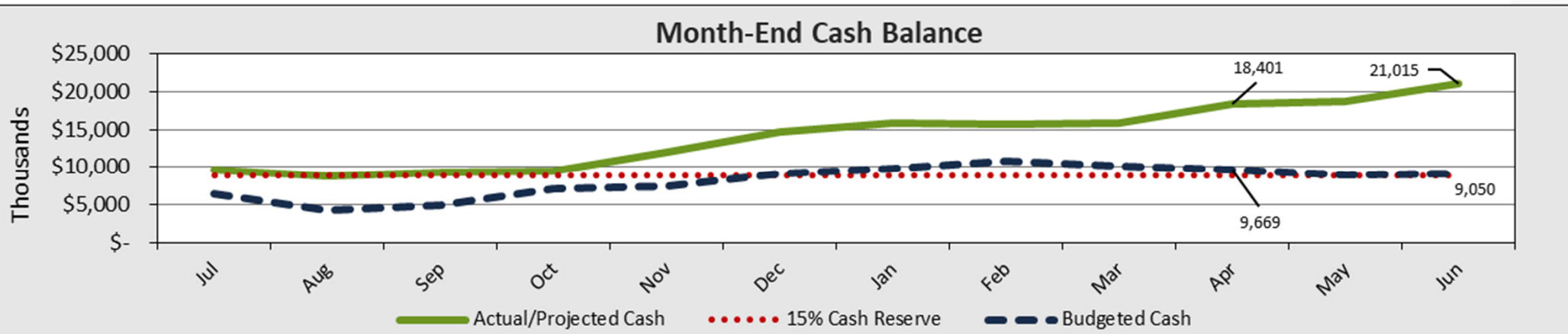
As a % of Annual Expenses

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ 111,197	\$ 2,136,032	\$ (2,024,835)
8,906,708	8,906,708	
<u>\$ 9,017,905</u>	<u>\$ 11,042,740</u>	
15.1%	21.2%	

Annual/Full Year		
Forecast	Budget	Fav/(Unf)
\$ 3,269,326	\$ 2,528,632	\$ 740,693
8,906,708	8,906,708	
<u>\$ 12,176,034</u>	<u>\$ 11,435,340</u>	
20.4%	22.0%	

Cash Balance

- 4/30 cash balance: **\$18.4M**
- Cash remains strong with no projected factoring needed



Appendices

- Budget vs. Actuals
- Statement of Financial Position
- Statement of Cash Flows
- AP Aging

Pacific Coast Academy

Monthly Cash Flow/Forecast FY22-23

Revised 5/10/2023

ADA = 4847.03

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

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
8011 LCFF State Aid	2,275,126	2,275,126	4,095,227	4,095,227	4,095,227	4,095,227	4,095,227	5,109,386	5,109,386	5,109,386	5,100,904	5,111,300	(53,568)	50,513,181	43,721,841	6,791,341
8012 Education Protection Account	-	-	219,513	-	-	219,512	-	-	286,759	-	-	-	243,622	969,406	901,600	67,806
8019 State Aid - Prior Year	-	-	-	-	-	-	-	(8,482)	(8,482)	(8,482)	(8,482)	(8,482)	-	(42,410)	-	(42,410)
8096 In Lieu of Property Taxes	-	61,684	123,368	82,245	82,245	125,337	82,245	102,829	198,188	50,191	81,197	81,197	75,289	1,146,016	1,065,856	80,159
	2,275,126	2,336,810	4,438,108	4,177,472	4,177,472	4,440,076	4,177,472	5,203,733	5,585,851	5,151,095	5,173,619	5,184,016	265,343	52,586,193	45,689,297	6,896,896

Federal Revenue

8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	117,049	117,049	350,575	584,673	540,960	43,713
8290 Title I, Part A - Basic Low Income	-	-	-	-	55,304	42,294	527,875	-	-	-	-	-	1,833	627,306	627,306	-
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	27,009	71,346	-	9,600	-	-	(953)	107,002	107,002	-
8293 Title III - Limited English	-	-	-	-	-	-	3,784	3,784	-	7,569	-	16,497	(15,137)	16,497	16,497	-
8296 Other Federal Revenue	-	-	-	262,252	78,878	144,157	40,758	-	465,368	209,587	-	-	1,786,579	2,987,577	2,512,045	475,532
8299 Prior Year Federal Revenue	-	-	-	-	-	55,304	-	-	-	-	-	-	-	55,304	-	55,304
	-	-	-	262,252	134,181	241,755	599,426	75,130	465,368	226,756	117,049	133,546	2,122,897	4,378,359	3,803,810	574,549

Other State Revenue

8311 State Special Education	173,277	173,277	311,898	312,764	314,592	312,764	312,764	386,183	386,183	385,596	385,574	385,574	(4,991)	3,835,455	3,527,059	308,396
8550 Mandated Cost	-	-	-	-	100,137	-	-	-	-	-	-	-	-	100,137	100,137	0
8560 State Lottery	-	-	-	-	-	-	323,277	-	419,178	-	-	-	406,291	1,148,746	1,027,824	120,922
8598 Prior Year Revenue	-	-	-	25,168	-	23,435	162,356	-	-	-	-	-	-	210,958	-	210,958
8599 Other State Revenue	-	21,952	173,191	32,989	(230,542)	29,078	28,918	32,134	74,621	38,241	21,812	21,812	212,351	456,556	377,651	78,905
	173,277	195,229	485,089	370,921	184,187	365,276	827,315	418,317	879,981	423,837	407,386	407,386	613,651	5,751,852	5,032,671	719,181

Other Local Revenue

8660 Interest Revenue	-	3,629	-	3,410	-	2,655	4,050	-	10,630	2,670	-	-	-	27,044	-	27,044
8699 School Fundraising	-	4,375	781	1,633	9,410	2,753	5,542	9,228	12,646	69	-	-	-	46,437	-	46,437
8980 Contributions, Unrestricted	13,846	35,000	37	-	32	-	-	14,044	-	-	-	-	-	62,959	-	62,959
	13,846	43,004	818	5,043	9,442	5,408	9,592	23,272	23,277	2,739	-	-	-	136,440	-	136,440

Total Revenue

	2,462,249	2,575,043	4,924,015	4,815,688	4,505,283	5,052,515	5,613,805	5,720,452	6,954,476	5,804,427	5,698,054	5,724,947	3,001,891	62,852,844	54,525,778	8,327,065
--	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	------------	------------	-----------

Expenses**Certificated Salaries**

1100 Teachers' Salaries	269,331	1,333,201	1,356,034	1,385,694	1,387,772	1,476,282	1,439,086	1,438,345	1,441,200	1,429,056	1,429,056	742,049	-	15,127,105	14,649,264	(477,841)
1175 Teachers' Extra Duty/Stipends	39,908	264,157	254,635	222,128	221,793	222,580	220,854	232,148	224,900	218,169	218,169	218,169	1,480,002	4,037,611	2,108,721	(1,928,890)
1200 Pupil Support Salaries	38,492	130,570	133,085	155,925	152,833	164,129	176,249	173,035	181,843	177,994	177,994	75,494	154,386	1,892,027	1,596,983	(295,044)
1300 Administrators' Salaries	192,537	202,344	195,044	194,594	194,744	203,227	202,236	202,286	202,236	202,236	202,236	196,432	206,747	2,596,900	2,208,835	(388,065)
1900 Other Certificated Salaries	17,399	94,243	95,720	98,439	103,368	110,308	114,035	110,173	119,331	116,564	116,564	41,552	82,273	1,219,969	878,989	(340,980)
	557,667	2,024,514	2,034,518	2,056,780	2,060,509	2,176,526	2,152,460	2,155,987	2,169,510	2,144,018	2,144,018	1,273,696	1,923,408	24,873,612	21,442,791	(3,430,820)

Classified Salaries

2100 Instructional Salaries	8,424	29,036	28,050	26,704	27,821	32,156	26,562	24,007	27,521	24,069	24,069	26,116	40,500	345,036	380,861	35,825
2200 Support Salaries	92,380	126,899	108,223	107,418	106,104	118,270	123,804	115,772	149,713	142,136	118,876	116,617	135,000	1,561,213	1,228,515	(332,698)
2300 Classified Administrators'	46,187	38,035	34,710	43,766	41,565	44,932	43,515	43,515	43,515	43,515	43,515	42,759	22,500	532,030	493,370	(38,660)
2400 Clerical and Office Staff Salaries	115,744	131,798	127,415	122,957	126,749	134,218	135,966	122,285	149,569	130,612	130,612	130,612	117,000	1,675,537	1,347,707	(327,830)
2900 Other Classified Salaries	19,852	21,714	20,780	19,885	20,767	27,077	33,150	32,291	41,242	28,790	28,790	28,790	13,500	336,628	158,452	(178,176)
	282,587	347,483	319,178	320,730	323,007	356,652	362,997	337,870	411,561	369,123	345,863	344,894	328,500	4,450,445	3,608,905	(841,540)

Benefits

3101 STRS	103,974	375,142	373,257	268,447	379,784	397,674	396,147	396,233	399,387	394,463	394,463	238,929	172,947	4,290,849	4,095,573	(195,276)
3301 OASDI	16,543	20,817	19,260	19,096	19,295	21,366	21,822	20,266	23,600	22,231	21,085	21,026	-	246,406	223,752	(22,654)
3311 Medicare	11,672	33,408	33,178	33,378	33,509	35,287	35,386	35,084	36,355	35,365	35,464	23,054	-	381,141	363,250	(17,891)
3401 Health and Welfare	466,053	193,984	218,108	241,370	233,180	216,120	329,374	361,584	9,094	226,127	226,127	226,127	-	2,947,246	3,170,000	222,754
3501 State Unemployment	1,305	5,634	3,154	56	506	31,226	24,957	1,664	1,295	746	9,359	1,305	-	81,206	156,800	75,594
3601 Workers' Compensation	12,653	19,607	34,199	15,063	26,258	15,062	15,062	15,062	15,062	15,062	15,062	15,062	-	213,213	350,724	137,511
3901 Other Benefits	-	-	-	390,951	-	-	-	-	-	-	-	-	-	390,951	252,623	(138,328)
	612,200	648,592	681,155	968,361	692,532	716,735	822,747	829,894	484,793	693,993	701,561	525,504	172,947	8,551,012	8,612,722	61,709

Books and Supplies

4100 Textbooks and Core Materials	27,675	15,398	501	4,648	12,441	88	12,872	6,186	2,842	5,500	7,667	7,667	-	103,484	14,100	(89,384)
4302 School Supplies	104,847	691,276	538,920	295,658	154,989	293,068	323,514	418,759	1,370,817	666,227	526,069	137,279	-	5,521,424	6,385,698	864,274
4305 Software	365,074	311,947	72,262	129,292	8,114	21,050	68,577	31,793	56,311	111,251	100,126	76,875	-	1,352,671	847,600	(505,071)
4310 Office Expense	12,547	17,566	4,933	5,436	2,004	1,386	5,150	7,674	2,725	3,613	13,283	13,283	-	89,601	118,000	28,399
4311 Business Meals	-	-	-	-	477	987	199	593	5,393	(2,720)	125	125	-	5,179	600	(4,579)
4400 Noncapitalized Equipment	-	1,449	24,540	57,011	-	31,760	129,423	58,663	214,956	406,522	338,810	384,271	-	1,647,405	1,266,672	(380,733)
	510,143	1,037,637	641,156	492,044	178,025	348,339	539,734	523,669	1,653,044	1,190,393	986,080	619,500	-	8,719,764	8,632,671	(87,093)

Pacific Coast Academy

Monthly Cash Flow/Forecast FY22-23

Revised 5/10/2023

ADA = 4847.03



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	63	-	125	-	-	-	-	188	-	(188)
5102 Special Education	194	47,932	15,054	153,376	291,504	225,343	158,141	336,574	228,405	247,238	220,052	220,052	-	2,143,864	2,272,700	128,836
5105 Security	-	-	652	125	434	260	260	260	520	-	358	358	-	3,228	1,100	(2,128)
5106 Other Educational Consultants	3,983	60,742	978,562	710,338	448,366	490,019	586,000	1,279,045	1,034,566	873,864	691,698	180,501	-	7,337,682	4,355,036	(2,982,646)
	4,176	108,674	994,269	863,838	740,304	715,621	744,463	1,615,879	1,263,615	1,121,102	912,109	400,911	-	9,484,961	6,628,836	(2,856,125)
Operations and Housekeeping																
5201 Auto and Travel	108	3,734	5,240	10,609	7,519	3,817	9,136	10,541	21,072	7,973	4,742	4,742	-	89,234	35,600	(53,634)
5300 Dues & Memberships	770	2,231	1,102	11,020	-	3,770	-	770	-	-	2,017	2,017	-	23,697	23,000	(697)
5400 Insurance	33,018	39,307	39,307	39,307	39,390	39,390	39,391	39,391	39,391	39,612	39,307	39,307	-	466,118	386,200	(79,918)
5501 Utilities	-	3,446	1,316	1,287	1,124	999	948	1,475	1,536	1,561	2,033	2,033	-	17,759	15,500	(2,259)
5900 Communications	3,752	1,878	251	844	908	-	2,819	2,548	5,406	145	2,600	2,600	-	23,751	18,200	(5,551)
5901 Postage and Shipping	485	4,115	1,110	1,919	1,708	772	1,247	2,616	1,333	1,282	1,642	1,642	-	19,870	19,900	30
	38,133	54,711	48,326	64,986	50,650	48,748	53,541	57,341	68,738	50,573	52,340	52,340	-	640,428	498,400	(142,028)
Facilities, Repairs and Other Leases																
5601 Rent	33,653	35,266	697	35,513	35,370	35,363	35,388	35,300	35,333	35,300	35,400	35,400	-	387,982	367,300	(20,682)
5604 Other Leases	-	1,200	-	125	1,061	417	2,325	25	7,581	(4,414)	808	808	-	9,937	13,400	3,463
5610 Repairs and Maintenance	-	-	857	149	49	-	-	-	545	148	233	233	-	2,214	1,700	(514)
	33,653	36,466	1,554	35,787	36,480	35,780	37,713	35,325	43,458	31,035	36,442	36,442	-	400,133	382,400	(17,733)
Professional/Consulting Services																
5801 IT	2,982	338	30	768	30	30	1,526	30	284	30	300	300	-	6,648	158,000	151,352
5802 Audit & Taxes	-	-	-	-	3,900	-	-	1,950	1,150	-	-	-	-	7,000	8,800	1,800
5803 Legal	345	5,181	1,943	3,523	30,668	9,230	5,190	9,561	8,524	8,551	15,500	15,500	-	113,715	211,600	97,885
5804 Professional Development	4,541	11,317	2,490	19,603	7,096	8,283	1,862	5,415	675	8,167	4,500	4,500	-	78,449	70,100	(8,349)
5805 General Consulting	95	-	340	1,725	63,865	2,708	(57,554)	4,618	1,750	-	1,158	1,158	-	19,862	14,000	(5,862)
5806 Special Activities/Field Trips	6,682	13,394	35,213	39,154	30,327	25,672	65,973	73,399	116,256	74,404	22,267	5,811	-	508,552	168,641	(339,911)
5807 Bank Charges	-	-	-	-	-	-	-	-	-	-	1,767	1,767	-	3,533	19,800	16,267
5808 Printing	-	-	-	-	-	-	-	-	-	45	67	67	-	178	1,700	1,522
5809 Other taxes and fees	3	1,994	946	2,259	134	126	1,161	2,208	(206)	2,653	1,825	1,825	-	14,930	32,800	17,870
5810 Payroll Service Fee	4,480	4,480	4,480	4,480	4,480	4,480	4,480	4,480	16,258	4,480	4,480	4,480	-	65,538	37,700	(27,838)
5811 Management Fee	79,517	79,517	84,328	84,328	84,328	96,240	96,240	96,240	96,240	96,315	91,660	91,660	23,311	1,099,925	954,201	(145,724)
5812 District Oversight Fee	22,751	23,368	44,381	41,775	41,775	44,401	41,775	52,122	55,933	51,606	51,736	51,840	2,399	525,862	456,893	(68,969)
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	1,100	1,100	1,900	800
5815 Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	1,667	1,667	-	3,333	20,000	16,667
	121,396	139,589	174,150	197,615	266,603	191,170	160,653	250,023	296,865	246,251	196,927	180,575	26,810	2,448,627	2,156,135	(292,492)
Depreciation																
6900 Depreciation Expense	491	491	491	491	491	491	491	491	2,355	2,355	2,949	2,949	-	14,536	34,286	19,750
	491	491	491	491	491	491	491	491	2,355	2,355	2,949	2,949	-	14,536	34,286	19,750
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	2,160,446	4,398,157	4,894,796	5,000,633	4,348,601	4,590,063	4,874,799	5,806,478	6,393,939	5,848,844	5,378,289	3,436,810	2,451,664	59,583,518	51,997,146	(7,586,372)
Monthly Surplus (Deficit)	301,803	(1,823,114)	29,218	(184,945)	156,682	462,452	739,006	(86,026)	560,537	(44,417)	319,765	2,288,137	550,227	3,269,325	2,528,632	740,693

Pacific Coast Academy

Monthly Cash Flow/Forecast FY22-23

Revised 5/10/2023

ADA = 4847.03

**Cash Flow Adjustments**

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast
Monthly Surplus (Deficit)	301,803	(1,823,114)	29,218	(184,945)	156,682	462,452	739,006	(86,026)	560,537	(44,417)	319,765	2,288,137	550,227	3,269,325
Cash flows from operating activities														
Depreciation/Amortization	491	491	491	491	491	491	491	491	2,355	2,355	2,949	2,949	-	14,536
Public Funding Receivables	15,206	(61,684)	349,007	327,310	515,760	193,557	(47,231)	(294,824)	(81,208)	588,437	-	-	(3,001,891)	(1,497,561)
Grants and Contributions Rec.	192,803	(472)	422	50	-	-	25	-	-	(25)	-	-	-	192,803
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	458,095	(246,677)	165,189	212,973	(171,864)	162,964	1,199	(2,431)	(137,314)	95,429	-	-	-	537,562
Other Assets	-	1,230	5,400	-	-	-	-	-	-	-	-	-	-	6,630
Accounts Payable	(309,697)	79,102	(8,615)	(108,876)	(124,503)	254,705	485,386	8,706	(206,814)	(150,864)	-	-	2,451,664	2,370,194
Accrued Expenses	(49,312)	1,170,861	(83,026)	90,951	78,056	169,002	78,676	8,513	143,720	86,276	-	-	-	1,693,720
Deferred Revenue	16,056	1,722	103	(149,459)	2,072,503	1,464,628	(49,920)	221,004	(14,142)	2,041,490	-	-	-	5,603,985
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	(178,915)	-	-	-	-	(178,915)
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	625,446	(878,542)	458,190	188,495	2,527,125	2,707,799	1,207,633	(144,567)	88,219	2,618,680	322,714	2,291,086	-	
Cash, Beginning of Month	9,002,988	9,628,434	8,749,892	9,208,082	9,396,577	11,923,702	14,631,502	15,839,135	15,694,568	15,782,787	18,401,467	18,724,181		
Cash, End of Month	9,628,434	8,749,892	9,208,082	9,396,577	11,923,702	14,631,502	15,839,135	15,694,568	15,782,787	18,401,467	18,724,181	21,015,267		

Cert.	Instr.
50.1%	81.9%
6,358,640	1,205,656

Pupil:Teacher Ratio
21.26 :1

Pacific Coast Academy**Budget vs Actual**

For the period ended April 30, 2023

	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	\$ 5,109,386	\$ 4,060,588	\$ 1,048,798	\$ 40,354,545	\$ 35,600,660	\$ 4,753,885	\$ 43,721,841
Education Protection Account	-	225,400	(225,400)	725,784	676,200	49,584	901,600
State Aid - Prior Year	(8,482)	-	(8,482)	(25,446)	-	(25,446)	-
In Lieu of Property Taxes	50,191	77,301	(27,110)	908,332	833,953	74,379	1,065,856
Total State Aid - Revenue Limit	5,151,095	4,363,289	787,806	41,963,215	37,110,812	4,852,402	45,689,297
Federal Revenue							
Special Education - Entitlement	-	50,241	(50,241)	-	440,479	(440,479)	540,960
Title I, Part A - Basic Low Income	-	-	-	625,473	627,306	(1,833)	627,306
Title II, Part A - Teacher Quality	9,600	-	9,600	107,955	107,002	953	107,002
Title III - Limited English	7,569	-	7,569	15,137	-	15,137	16,497
Other Federal Revenue	209,587	-	209,587	1,200,998	1,884,034	(683,036)	2,512,045
Prior Year Federal Revenue	-	-	-	55,304	-	55,304	-
Total Federal Revenue	226,756	50,241	176,515	2,004,867	3,058,820	(1,053,953)	3,803,810
Other State Revenue							
State Special Education	385,596	190,172	195,424	3,069,298	2,956,543	112,755	3,527,059
Mandated Cost	-	-	-	100,137	100,137	0	100,137
State Lottery	-	250,244	(250,244)	742,455	500,489	241,966	1,027,824
Prior Year Revenue	-	-	-	210,958	-	210,958	-
Other State Revenue	38,241	-	38,241	200,582	-	200,582	377,651
Total Other State Revenue	423,837	440,416	(16,580)	4,323,430	3,557,168	766,262	5,032,671
Other Local Revenue							-
Interest Revenue	2,670	-	2,670	27,044	-	27,044	-
School Fundraising	69	-	69	46,437	-	46,437	-
Contributions, Unrestricted	-	-	-	62,959	-	62,959	-
Total Other Local Revenue	2,739	-	2,739	136,440	-	136,440	-
Total Revenues	\$ 5,804,427	\$ 4,853,946	\$ 950,481	\$ 48,427,952	\$ 43,726,801	\$ 4,701,151	\$ 54,525,778
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 1,429,056	\$ 1,322,225	\$ (106,831)	\$ 12,956,000	\$ 12,004,815	\$ (951,185)	\$ 14,649,264
Teachers' Extra Duty/Stipends	218,169	175,727	(42,442)	2,121,271	1,757,267	(364,004)	2,108,721
Pupil Support Salaries	177,994	145,180	(32,813)	1,484,154	1,306,622	(177,531)	1,596,983
Administrators' Salaries	202,236	184,070	(18,166)	1,991,485	1,840,696	(150,789)	2,208,835
Other Certificated Salaries	116,564	79,908	(36,656)	979,580	719,173	(260,407)	878,989
Total Certificated Salaries	2,144,018	1,907,109	(236,909)	19,532,489	17,628,573	(1,903,917)	21,442,791
Classified Salaries							
Instructional Salaries	24,069	33,515	9,446	254,352	313,830	59,479	380,861
Support Salaries	142,136	102,706	(39,431)	1,190,720	1,023,104	(167,617)	1,228,515
Supervisors' and Administrators' Salaries	43,515	41,114	(2,401)	423,256	411,142	(12,115)	493,370
Clerical and Office Staff Salaries	130,612	112,309	(18,304)	1,297,312	1,123,089	(174,223)	1,347,707
Other Classified Salaries	28,790	13,204	(15,586)	265,548	132,043	(133,505)	158,452
Total Classified Salaries	369,123	302,848	(66,274)	3,431,188	3,003,208	(427,980)	3,608,905
Benefits							
State Teachers' Retirement System, certificated	394,463	364,258	(30,206)	3,484,510	3,367,057	(117,452)	4,095,573
OASDI/Medicare/Alternative, certificated posit	22,231	18,777	(3,454)	204,295	186,199	(18,096)	223,752
Medicare/Alternative, certificated positions	35,365	32,044	(3,320)	322,622	299,161	(23,461)	363,250
Health and Welfare Benefits, certificated positi	226,127	264,167	38,040	2,494,992	2,641,667	146,674	3,170,000
State Unemployment Insurance, certificated po	746	7,840	7,094	70,541	141,120	70,579	156,800
Workers' Compensation Insurance, certificated	15,062	30,939	15,877	183,089	288,845	105,756	350,724
Other Benefits, certificated positions	-	22,285	22,285	390,951	208,053	(182,899)	252,623
Total Benefits	693,993	740,310	46,317	7,151,001	7,132,101	(18,900)	8,612,722
Books & Supplies							
Textbooks and Core Materials	5,500	1,175	(4,325)	88,151	11,750	(76,401)	14,100
Books and Reference Materials	-	-	-	-	-	-	-
School Supplies	666,227	971,367	305,139	4,858,075	4,565,131	(292,944)	6,385,698
Software	111,251	70,633	(40,617)	1,175,670	706,333	(469,337)	847,600
Office Expense	3,613	9,833	6,220	63,035	98,333	35,299	118,000
Business Meals	(2,720)	50	2,770	4,929	500	(4,429)	600
Noncapitalized Equipment	406,522	192,681	(213,841)	924,324	905,543	(18,781)	1,266,672
Total Books & Supplies	1,190,393	1,245,739	55,346	7,114,184	6,287,591	(826,593)	8,632,671
Subagreement Services							

Pacific Coast Academy**Budget vs Actual**

For the period ended April 30, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Nursing	-	-	-	188	-	(188)	-
Special Education	247,238	189,392	(57,846)	1,703,760	1,893,917	190,157	2,272,700
Security	-	92	92	2,511	917	(1,595)	1,100
Other Educational Consultants	873,864	662,471	(211,393)	6,465,483	3,113,412	(3,352,071)	4,355,036
Total Subagreement Services	1,121,102	851,954	(269,148)	8,171,941	5,008,245	(3,163,696)	6,628,836
Operations & Housekeeping							
Auto and Travel	7,973	2,967	(5,006)	79,750	29,667	(50,084)	35,600
Dues & Memberships	-	1,917	1,917	19,663	19,167	(496)	23,000
Insurance	39,612	32,183	(7,429)	387,504	321,833	(65,671)	386,200
Utilities	1,561	1,292	(270)	13,692	12,917	(775)	15,500
Communications	145	1,517	1,372	18,551	15,167	(3,385)	18,200
Postage and Shipping	1,282	1,658	377	16,587	16,583	(4)	19,900
Total Operations & Housekeeping	50,573	41,533	(9,040)	535,748	415,333	(120,414)	498,400
Facilities, Repairs & Other Leases							
Rent	35,300	30,608	(4,692)	317,182	306,083	(11,099)	367,300
Other Leases	(4,414)	1,117	5,530	8,320	11,167	2,847	13,400
Repairs and Maintenance	148	142	(6)	1,748	1,417	(331)	1,700
Total Facilities, Repairs & Other Leases	31,035	31,867	832	327,250	318,667	(8,583)	382,400
Professional/Consulting Services							
IT	30	13,167	13,137	6,048	131,667	125,618	158,000
Audit & Taxes	-	-	-	7,000	8,800	1,800	8,800
Legal	8,551	17,633	9,082	82,715	176,333	93,618	211,600
Professional Development	8,167	5,842	(2,325)	69,449	58,417	(11,032)	70,100
General Consulting	-	1,167	1,167	17,546	11,667	(5,879)	14,000
Special Activities/Field Trips	74,404	25,653	(48,751)	480,474	120,562	(359,913)	168,641
Bank Charges	-	1,650	1,650	-	16,500	16,500	19,800
Printing	45	142	97	45	1,417	1,372	1,700
Other Taxes and Fees	2,653	2,733	80	11,280	27,333	16,053	32,800
Payroll Service Fee	4,480	3,142	(1,338)	56,578	31,417	(25,162)	37,700
Management Fee	96,315	79,517	(16,798)	893,293	795,168	(98,125)	954,201
District Oversight Fee	51,606	43,633	(7,973)	419,887	371,108	(48,778)	456,893
County Fees	-	475	475	-	1,425	1,425	1,900
Public Relations/Recruitment	-	1,667	1,667	-	16,667	16,667	20,000
Total Professional/Consulting Services	246,251	196,419	(49,832)	2,044,316	1,768,479	(275,837)	2,156,136
Depreciation							
Depreciation Expense	2,355	2,857	502	8,638	28,571	19,934	34,286
Total Depreciation	2,355	2,857	502	8,638	28,571	19,934	34,286
Total Expenses	\$ 5,848,844	\$ 5,320,638	\$ (528,206)	\$ 48,316,755	\$ 41,590,769	\$ (6,725,986)	\$ 51,997,146
Change in Net Assets	(44,417)	(466,692)	422,275	111,196	2,136,032	(2,024,835)	2,528,632
Net Assets, Beginning of Period	9,062,322			8,906,708			
Net Assets, End of Period	\$ 9,017,905			\$ 9,017,905			

Pacific Coast Academy**Statement of Financial Position****April 30, 2023**

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 11,222,036	\$ 9,002,988	\$ 2,219,048	\$ 0
Restricted Cash	7,179,431	-	7,179,431	0%
Total Cash & Cash Equivalents	18,401,467	9,002,988	9,398,479	104%
Accounts Receivable	-	192,803	(192,803)	-100%
Public Funding Receivables	747,151	2,251,481	(1,504,330)	-67%
Prepaid Expenses	437,353	974,916	(537,562)	-55%
Total Current Assets	19,585,972	12,422,188	7,163,784	58%
Long-Term Assets				
Property & Equipment, Net	216,436	46,159	170,277	369%
Deposits	999	7,629	(6,630)	-87%
Total Long Term Assets	217,435	53,788	163,647	304%
Total Assets	\$ 19,803,406	\$ 12,475,976	\$ 7,327,431	59%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 906,916	\$ 988,386	\$ (81,470)	-8%
Accrued Liabilities	2,699,155	1,005,435	1,693,720	168%
Deferred Revenue	7,179,431	1,575,447	5,603,985	356%
Total Current Liabilities	10,785,502	3,569,268	7,216,234	202%
Total Liabilities	10,785,502	3,569,268	7,216,234	202%
Total Net Assets	9,017,905	8,906,708	111,196	1%
Total Liabilities and Net Assets	\$ 19,803,406	\$ 12,475,976	\$ 7,327,431	59%

Pacific Coast Academy

Statement of Cash Flows

For the period ended April 30, 2023

	Month Ended 04/30/23	YTD Ended 04/30/23
Cash Flows from Operating Activities		
Change in Net Assets	\$ (44,417)	\$ 111,196
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	2,355	8,638
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	588,437	1,504,330
Grants, Contributions & Pledges Receivable	(25)	192,803
Prepaid Expenses	95,429	537,562
Other Assets	-	6,630
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	(150,864)	(81,470)
Accrued Expenses	86,276	1,693,720
Deferred Revenue	2,041,490	5,603,985
Total Cash Flows from Operating Activities	2,618,680	9,577,394
Cash Flows from Investing Activities		
Purchase of Property & Equipment	-	(178,915)
Total Cash Flows from Investing Activities	-	(178,915)
Change in Cash & Cash Equivalents	2,618,680	9,398,479
Cash & Cash Equivalents, Beginning of Period	15,782,787	9,002,988
Cash and Cash Equivalents, End of Period	\$ 18,401,467	\$ 18,401,467

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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+ In Home Tutors, Inc.	103074	4/10/2023	5/10/2023	\$ 140	\$ -	\$ -	\$ -	\$ -	\$ 140
A+ In Home Tutors, Inc.	103075	4/10/2023	5/10/2023	420	-	-	-	-	420
A+ In Home Tutors, Inc.	103076	4/10/2023	5/10/2023	420	-	-	-	-	420
A+ In Home Tutors, Inc.	103083	4/14/2023	5/14/2023	210	-	-	-	-	210
Academic Therapy Publications	309771	4/20/2023	5/20/2023	354	-	-	-	-	354
ACES	6012077	4/11/2023	4/26/2023	225	-	-	-	-	225
ACES	6012078	4/11/2023	4/26/2023	750	-	-	-	-	750
ACES	6012079	4/11/2023	4/26/2023	150	-	-	-	-	150
ACES	6012080	4/11/2023	4/26/2023	713	-	-	-	-	713
ACES	6012081	4/11/2023	4/26/2023	1,050	-	-	-	-	1,050
ACES	6012082	4/11/2023	4/26/2023	375	-	-	-	-	375
ACES	6012083	4/11/2023	4/26/2023	300	-	-	-	-	300
ACES	6012084	4/11/2023	4/26/2023	1,350	-	-	-	-	1,350
ACES	6012085	4/11/2023	4/26/2023	750	-	-	-	-	750
ACES	6012086	4/11/2023	4/26/2023	1,500	-	-	-	-	1,500
ACES	6012087	4/11/2023	4/26/2023	263	-	-	-	-	263
ACES	6012088	4/11/2023	4/26/2023	600	-	-	-	-	600
ACES	6012089	4/11/2023	4/26/2023	300	-	-	-	-	300
ACES	6012090	4/11/2023	4/26/2023	300	-	-	-	-	300
Achieve, Inc.	363	4/15/2023	5/15/2023	104	-	-	-	-	104
Achieve, Inc.	364	4/15/2023	5/15/2023	52	-	-	-	-	52
Achieve, Inc.	365	4/15/2023	5/15/2023	52	-	-	-	-	52
Adel Olahne-Szabo	40	4/12/2023	5/12/2023	90	-	-	-	-	90
Adel Olahne-Szabo	41	4/12/2023	5/12/2023	90	-	-	-	-	90
Age of Learning for Schools, Inc	1468	4/19/2023	5/19/2023	4,499	-	-	-	-	4,499
Aja Lee	94	4/1/2023	4/1/2023	240	-	-	-	-	240
Aja Lee	95	3/22/2023	3/22/2023	230	-	-	-	-	230
All About Learning Press, Inc.	915290	4/6/2023	5/6/2023	32	-	-	-	-	32
All About Learning Press, Inc.	915292	4/6/2023	5/6/2023	32	-	-	-	-	32
All About Learning Press, Inc.	915293	4/6/2023	5/6/2023	84	-	-	-	-	84
All About Learning Press, Inc.	915294	4/6/2023	5/6/2023	225	-	-	-	-	225
All About Learning Press, Inc.	915295	4/6/2023	5/6/2023	182	-	-	-	-	182
All About Learning Press, Inc.	915296	4/6/2023	5/6/2023	222	-	-	-	-	222
All About Learning Press, Inc.	915298	4/6/2023	5/6/2023	225	-	-	-	-	225
All About Learning Press, Inc.	915299	4/6/2023	5/6/2023	133	-	-	-	-	133
All About Learning Press, Inc.	915300	4/6/2023	5/6/2023	183	-	-	-	-	183
All About Learning Press, Inc.	915301	4/6/2023	5/6/2023	83	-	-	-	-	83
All About Learning Press, Inc.	915302	4/6/2023	5/6/2023	79	-	-	-	-	79
All About Learning Press, Inc.	915411	4/18/2023	5/18/2023	84	-	-	-	-	84
Alliance Jiu Jitsu San Diego	INV0266-R	4/1/2023	5/1/2023	260	-	-	-	-	260
Alliance Jiu Jitsu San Diego	INV0270	4/1/2023	5/1/2023	130	-	-	-	-	130
Alliance Jiu Jitsu San Diego	INV0271	4/1/2023	5/1/2023	130	-	-	-	-	130
Alyssa Rodas	222-R	4/1/2023	5/1/2023	1,200	-	-	-	-	1,200

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
Amanda Stubbs	STUB040623	4/6/2023	4/6/2023	336	-	-	-	-	336
Angela and Matthew Horak	HORAK-17	4/24/2023	4/24/2023	820	-	-	-	-	820
Anna Matuszczak	23	4/11/2023	5/11/2023	1,200	-	-	-	-	1,200
April Lipsky	20230415	4/15/2023	5/15/2023	710	-	-	-	-	710
Archi Kapoor	219	4/7/2023	5/7/2023	99	-	-	-	-	99
Archi Kapoor	220	4/7/2023	5/7/2023	99	-	-	-	-	99
Archi Kapoor	221	4/7/2023	5/7/2023	329	-	-	-	-	329
Archi Kapoor	222	4/7/2023	5/7/2023	329	-	-	-	-	329
Archi Kapoor	224	4/4/2023	5/4/2023	199	-	-	-	-	199
Archi Kapoor	226	4/4/2023	5/4/2023	199	-	-	-	-	199
Archi Kapoor	228	4/18/2023	5/18/2023	264	-	-	-	-	264
Art of Problem Solving	INV229698	4/12/2023	5/12/2023	168	-	-	-	-	168
Art of Problem Solving	INV229756	4/19/2023	5/19/2023	168	-	-	-	-	168
Art Smarts Inc	302023	4/10/2023	5/10/2023	240	-	-	-	-	240
Art Studio Pillar	PCA041323_1	4/13/2023	5/13/2023	100	-	-	-	-	100
Artskiddoo	2306	4/24/2023	5/24/2023	50	-	-	-	-	50
ASC - Orange County	032023SD25256	4/6/2023	5/6/2023	4,521	-	-	-	-	4,521
Ashley Collins	189	4/10/2023	5/10/2023	160	-	-	-	-	160
Ashley Collins	190	4/10/2023	5/10/2023	160	-	-	-	-	160
Ashley Collins	191	4/10/2023	5/10/2023	160	-	-	-	-	160
Ashley Collins	192	4/10/2023	5/10/2023	185	-	-	-	-	185
Ashley Collins	193	4/10/2023	5/10/2023	185	-	-	-	-	185
Ashley Collins	194	4/10/2023	5/10/2023	160	-	-	-	-	160
Barbara Ernst Ankele	PAC-2023-003	4/11/2023	5/11/2023	200	-	-	-	-	200
Beautiful Feet Books, Inc.	19535	4/6/2023	5/6/2023	227	-	-	-	-	227
Beautiful Feet Books, Inc.	19544	4/6/2023	5/6/2023	57	-	-	-	-	57
Beautiful Feet Books, Inc.	19553	4/10/2023	5/10/2023	474	-	-	-	-	474
Beautiful Feet Books, Inc.	19557	4/10/2023	5/10/2023	252	-	-	-	-	252
Beautiful Feet Books, Inc.	19590	4/18/2023	5/18/2023	99	-	-	-	-	99
Beautiful Feet Books, Inc.	19606	4/18/2023	5/18/2023	293	-	-	-	-	293
Benjamin Halcewicz	2023-2	4/1/2023	5/1/2023	436	-	-	-	-	436
Big Little Ones, LLC	00060	4/14/2023	4/14/2023	40	-	-	-	-	40
Big Little Ones, LLC	3239	4/18/2023	4/18/2023	104	-	-	-	-	104
Big Little Ones, LLC	3240	4/18/2023	4/18/2023	104	-	-	-	-	104
Big Little Ones, LLC	3241	4/18/2023	4/18/2023	104	-	-	-	-	104
Big Little Ones, LLC	3242	4/18/2023	4/18/2023	131	-	-	-	-	131
BioBox Labs LLC	2436	4/5/2023	5/5/2023	232	-	-	-	-	232
BioBox Labs LLC	2439	4/5/2023	5/5/2023	232	-	-	-	-	232
BioBox Labs LLC	2443	4/5/2023	5/5/2023	232	-	-	-	-	232
BioBox Labs LLC	2448	4/15/2023	5/15/2023	232	-	-	-	-	232
BioBox Labs LLC	2456	4/17/2023	5/17/2023	232	-	-	-	-	232
Blake Litschke	571	4/13/2023	5/13/2023	150	-	-	-	-	150
Blake Litschke	572	4/13/2023	5/13/2023	150	-	-	-	-	150

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
Blake Litschke	573	4/13/2023	5/13/2023	210	-	-	-	-	210
Blake Litschke	574	4/13/2023	5/13/2023	120	-	-	-	-	120
BookShark	BI0016110	12/6/2022	1/5/2023	195	-	-	-	-	195
BookShark	BI0016112	12/6/2022	1/5/2023	223	-	-	-	-	223
BookShark	BI0016133	12/7/2022	1/6/2023	258	-	-	-	-	258
BookShark	BI0016134	12/7/2022	1/6/2023	22	-	-	-	-	22
BookShark	BI0016135	12/7/2022	1/6/2023	22	-	-	-	-	22
BookShark	BI0018797	4/10/2023	5/10/2023	73	-	-	-	-	73
BookShark	BI0018887	4/13/2023	5/13/2023	6	-	-	-	-	6
Brandi Hartdegen	48	4/10/2023	5/10/2023	1,875	-	-	-	-	1,875
Brave Writer, LLC	106438-P001	3/30/2023	3/30/2023	79	-	-	-	-	79
Brave Writer, LLC	106768-P017	4/17/2023	4/17/2023	229	-	-	-	-	229
Brave Writer, LLC	35689-P056	4/17/2023	4/17/2023	199	-	-	-	-	199
Brave Writer, LLC	44457-P019	4/8/2023	5/8/2023	149	-	-	-	-	149
Brave Writer, LLC	70116-P043	3/29/2023	3/29/2023	129	-	-	-	-	129
Brave Writer, LLC	83455-P043	3/28/2023	3/28/2023	45	-	-	-	-	45
Brenda Harp	4192023	4/19/2023	5/19/2023	80	-	-	-	-	80
Brenna Hill	101	4/10/2023	5/10/2023	140	-	-	-	-	140
Brenna Hill	102	4/10/2023	5/10/2023	140	-	-	-	-	140
Brenna Hill	104	4/10/2023	5/10/2023	140	-	-	-	-	140
Brenna Hill	105	4/10/2023	5/10/2023	140	-	-	-	-	140
Brian Grogan	PAC-102295-C020	4/1/2023	5/1/2023	125	-	-	-	-	125
Brian Grogan	PAC-102301-C011	4/1/2023	5/1/2023	125	-	-	-	-	125
Cabrillo Point Academy	PCA-SHI022023	4/17/2023	5/17/2023	20	-	-	-	-	20
Cadence Dance Project Inc	74	4/7/2023	5/7/2023	150	-	-	-	-	150
Caroline Murphy	1817	4/11/2023	5/11/2023	100	-	-	-	-	100
Caroline Murphy	1818	4/11/2023	5/11/2023	50	-	-	-	-	50
Caroline Murphy	1819	4/11/2023	5/11/2023	100	-	-	-	-	100
Caroline Murphy	1820	4/11/2023	5/11/2023	180	-	-	-	-	180
Caroline Murphy	1821	4/11/2023	5/11/2023	100	-	-	-	-	100
Caroline Murphy	1822	4/11/2023	5/11/2023	640	-	-	-	-	640
CATF/CA Productions	PAC-91828-C016	4/11/2023	5/11/2023	150	-	-	-	-	150
Champion Gymnastics	0093	2/1/2023	2/28/2023	300	-	-	-	-	300
Champion Gymnastics	0211	4/1/2023	4/30/2023	135	-	-	-	-	135
Champion Gymnastics	0212	4/1/2023	4/30/2023	210	-	-	-	-	210
Champion Gymnastics	0213	4/1/2023	4/30/2023	235	-	-	-	-	235
Champion Gymnastics	0214	4/1/2023	4/30/2023	210	-	-	-	-	210
Champion Gymnastics	0215	4/1/2023	4/30/2023	235	-	-	-	-	235
Champion Gymnastics	0216	4/1/2023	4/30/2023	145	-	-	-	-	145
Champion Gymnastics	0217	4/1/2023	4/30/2023	90	-	-	-	-	90
Champion Gymnastics	0218	4/1/2023	4/30/2023	153	-	-	-	-	153
Champion Gymnastics	0219	4/1/2023	4/30/2023	313	-	-	-	-	313
Champion Gymnastics	0220	4/1/2023	4/30/2023	214	-	-	-	-	214

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Champion Gymnastics	0221	4/1/2023	4/30/2023	150	-	-	-	-	150
Champion Gymnastics	0222	4/1/2023	4/30/2023	171	-	-	-	-	171
Champion Gymnastics	0223	4/1/2023	4/30/2023	245	-	-	-	-	245
Champion Gymnastics	0224	4/1/2023	4/30/2023	385	-	-	-	-	385
Champion Gymnastics	0225	4/1/2023	4/30/2023	350	-	-	-	-	350
Champion Gymnastics	0226	4/1/2023	4/30/2023	150	-	-	-	-	150
Champion Gymnastics	0227	4/1/2023	4/30/2023	150	-	-	-	-	150
Champion Gymnastics	0228	4/1/2023	4/30/2023	125	-	-	-	-	125
Champion Gymnastics	0229	4/1/2023	4/30/2023	300	-	-	-	-	300
Champion Gymnastics	0230	4/1/2023	4/30/2023	270	-	-	-	-	270
Champion Gymnastics	0231	4/1/2023	4/30/2023	115	-	-	-	-	115
Champion Gymnastics	0232	4/1/2023	5/1/2023	150	-	-	-	-	150
Champion Gymnastics	0233	4/1/2023	4/30/2023	135	-	-	-	-	135
Champion Gymnastics	0234	4/1/2023	4/30/2023	122	-	-	-	-	122
Champion Gymnastics	0235	4/1/2023	4/30/2023	94	-	-	-	-	94
Champion Gymnastics	0236	4/1/2023	4/30/2023	320	-	-	-	-	320
Champion Gymnastics	0237	4/1/2023	4/30/2023	300	-	-	-	-	300
Champion Gymnastics	0238	4/1/2023	4/30/2023	360	-	-	-	-	360
Champion Gymnastics	0239	4/1/2023	4/30/2023	200	-	-	-	-	200
Champion Gymnastics	0240	4/1/2023	4/30/2023	215	-	-	-	-	215
Champion Gymnastics	0241	4/1/2023	4/30/2023	140	-	-	-	-	140
Champion Gymnastics	0242	4/1/2023	4/30/2023	140	-	-	-	-	140
Champion Gymnastics	0243	4/1/2023	4/30/2023	350	-	-	-	-	350
Champion Gymnastics	0244	4/1/2023	4/30/2023	320	-	-	-	-	320
Champion Gymnastics	0245	4/1/2023	4/30/2023	140	-	-	-	-	140
Champion Gymnastics	0246	4/1/2023	4/30/2023	215	-	-	-	-	215
Champion Gymnastics	0247	4/1/2023	4/30/2023	245	-	-	-	-	245
Champion Gymnastics	0248	4/1/2023	4/30/2023	140	-	-	-	-	140
Champion Gymnastics	0249	4/1/2023	4/30/2023	215	-	-	-	-	215
Champion Gymnastics	0250	4/1/2023	4/30/2023	140	-	-	-	-	140
Champion Gymnastics	0251	4/1/2023	4/30/2023	320	-	-	-	-	320
Champion Gymnastics	0252	4/1/2023	4/30/2023	215	-	-	-	-	215
Champion Gymnastics	0253	4/1/2023	4/30/2023	140	-	-	-	-	140
Champion Gymnastics	0254	4/1/2023	4/30/2023	115	-	-	-	-	115
Champion Gymnastics	0255	4/1/2023	4/30/2023	140	-	-	-	-	140
Champion Gymnastics	0256	4/1/2023	4/30/2023	140	-	-	-	-	140
Champion Gymnastics	0258	4/1/2023	4/30/2023	140	-	-	-	-	140
Champion Rhythmics	021	4/14/2023	5/14/2023	745	-	-	-	-	745
Champion Rhythmics	022	4/15/2023	5/15/2023	340	-	-	-	-	340
Charlotte Littlehales	042023	4/20/2023	5/20/2023	1,331	-	-	-	-	1,331
Chelsea Mukisa	MUKI033123	3/31/2023	3/31/2023	369	-	-	-	-	369
Chira Tennis Academy	5537	4/10/2023	5/10/2023	500	-	-	-	-	500
Christy Ross	6	4/13/2023	5/13/2023	150	-	-	-	-	150

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
Christy Ross	7	4/14/2023	5/14/2023	50	-	-	-	-	50
Christy Ross	8	4/19/2023	5/19/2023	100	-	-	-	-	100
Club Z! In-Home Tutoring	5349ADJ	4/1/2023	4/1/2023	472	-	-	-	-	472
Club Z! In-Home Tutoring	5350ADJ	4/1/2023	4/1/2023	260	-	-	-	-	260
CM School Supply	INV355	4/7/2023	5/7/2023	337	-	-	-	-	337
CM School Supply	INV384	4/10/2023	5/10/2023	203	-	-	-	-	203
Code Ninjas Encinitas	16	4/1/2023	5/1/2023	1,255	-	-	-	-	1,255
Code Ninjas Rancho Bernardo	CO35	4/20/2023	5/20/2023	229	-	-	-	-	229
Cool Creations	55	4/10/2023	5/10/2023	4,595	-	-	-	-	4,595
Coronado Arts Academy	4102023	4/10/2023	5/10/2023	198	-	-	-	-	198
Cristi Mamer	002	4/1/2023	5/1/2023	795	-	-	-	-	795
Culturehum PBC dba The Inside Voice	301	4/10/2023	5/10/2023	198	-	-	-	-	198
Danielle MacAdams	MACA033123	3/31/2023	3/31/2023	121	-	-	-	-	121
Douglas Bailey	2230401	4/6/2023	5/6/2023	140	-	-	-	-	140
Douglas Bailey	2230402	4/6/2023	5/6/2023	280	-	-	-	-	280
Drawn2Art	PCA042023	4/17/2023	5/17/2023	1,540	-	-	-	-	1,540
Drew's Art Box LLC	6002-6960	4/21/2023	5/21/2023	112	-	-	-	-	112
DS Arts Studio & Gallery-Debi Smerdon	10-2014 March	3/26/2023	4/25/2023	1,980	-	-	-	-	1,980
E-Therapy LLC	30394	3/31/2023	4/30/2023	12,821	-	-	-	-	12,821
eat2explore	1013824	4/12/2023	5/12/2023	35	-	-	-	-	35
eat2explore	1013825	4/12/2023	5/12/2023	105	-	-	-	-	105
eat2explore	1013826	4/12/2023	5/12/2023	100	-	-	-	-	100
eat2explore	1013827	4/12/2023	5/12/2023	150	-	-	-	-	150
eat2explore	1013828	4/12/2023	5/12/2023	175	-	-	-	-	175
eat2explore	1013829	4/12/2023	5/12/2023	150	-	-	-	-	150
eat2explore	1013830	4/12/2023	5/12/2023	70	-	-	-	-	70
eat2explore	1013831	4/12/2023	5/12/2023	150	-	-	-	-	150
eat2explore	1013832	4/12/2023	5/12/2023	635	-	-	-	-	635
eat2explore	1013833	4/12/2023	5/12/2023	100	-	-	-	-	100
eat2explore	1013834	4/12/2023	5/12/2023	150	-	-	-	-	150
eat2explore	1013835	4/12/2023	5/12/2023	175	-	-	-	-	175
eat2explore	1013856	4/17/2023	5/17/2023	140	-	-	-	-	140
eat2explore	1013857	4/17/2023	5/17/2023	220	-	-	-	-	220
eat2explore	1013858	4/17/2023	5/17/2023	105	-	-	-	-	105
EDMC	PCA 2023-12	4/10/2023	5/10/2023	276	-	-	-	-	276
EDMC	PCA 2023-13	4/17/2023	5/17/2023	174	-	-	-	-	174
Elizabeth Blackmore	20048	4/3/2023	5/3/2023	692	-	-	-	-	692
Elske Thompson	THOM031423	3/14/2023	3/14/2023	129	-	-	-	-	129
eLuma	12335	4/4/2023	4/30/2023	4,708	-	-	-	-	4,708
Evan-Moor	INV366822	4/11/2023	5/11/2023	44	-	-	-	-	44
Evan-Moor	INV366823	4/11/2023	5/11/2023	27	-	-	-	-	27
Evan-Moor	INV366824	4/11/2023	5/11/2023	27	-	-	-	-	27
Evan-Moor	INV366832	4/13/2023	5/13/2023	66	-	-	-	-	66

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
Evan-Moor	INV366885	4/13/2023	5/13/2023	193	-	-	-	-	193
Family Karate	EL0423	4/19/2023	5/19/2023	130	-	-	-	-	130
Family Karate	EM0423	4/19/2023	5/19/2023	150	-	-	-	-	150
Family Karate	JH0423	4/19/2023	5/19/2023	150	-	-	-	-	150
Floaties Swim School	5192	4/1/2023	5/1/2023	110	-	-	-	-	110
Floaties Swim School	5194	4/1/2023	5/1/2023	110	-	-	-	-	110
Floaties Swim School	5196	4/1/2023	5/1/2023	205	-	-	-	-	205
Floaties Swim School	5201	4/1/2023	5/1/2023	205	-	-	-	-	205
Floaties Swim School	783	5/1/2023	5/31/2023	285	-	-	-	-	285
Floaties Swim School	800	4/1/2023	5/1/2023	285	-	-	-	-	285
Floaties Swim School	802	4/1/2023	5/1/2023	285	-	-	-	-	285
Floaties Swim School	823	4/1/2023	5/1/2023	205	-	-	-	-	205
Floaties Swim School	825	4/1/2023	5/1/2023	110	-	-	-	-	110
Floaties Swim School	827	4/1/2023	5/1/2023	205	-	-	-	-	205
Floaties Swim School	830	4/1/2023	5/1/2023	285	-	-	-	-	285
Freed Music	208	4/11/2023	5/11/2023	360	-	-	-	-	360
Freedom in Motion	032023PCA	4/15/2023	5/15/2023	1,032	-	-	-	-	1,032
Gemstone Gymnastics LLC	1305	4/15/2023	5/15/2023	2,146	-	-	-	-	2,146
Gilmore Speaks	5-R	4/17/2023	5/17/2023	405	-	-	-	-	405
Glee Music Academy	CW-March-Voice	4/1/2023	5/1/2023	194	-	-	-	-	194
Gordon Rees Scully Mansukhani	21309281	4/19/2023	5/19/2023	972	-	-	-	-	972
Gracie Barra Encinitas	41123	4/12/2023	5/12/2023	200	-	-	-	-	200
Gracie Barra Encinitas	41223	4/13/2023	5/13/2023	220	-	-	-	-	220
Gracie Barra Encinitas	41723	4/8/2023	5/8/2023	300	-	-	-	-	300
Gracie Barra Encinitas	42023	4/20/2023	5/20/2023	320	-	-	-	-	320
Grappling Dynamics, LLC	423	4/10/2023	5/10/2023	1,393	-	-	-	-	1,393
Greene Music Education Center	49 PCA	4/18/2023	5/18/2023	328	-	-	-	-	328
Gym Trix, Inc.	43296	4/14/2023	4/14/2023	40	-	-	-	-	40
Gym Trix, Inc.	43297	4/13/2023	4/13/2023	40	-	-	-	-	40
Gym Trix, Inc.	43298	4/11/2023	4/11/2023	40	-	-	-	-	40
Gym Trix, Inc.	43300	4/14/2023	4/14/2023	40	-	-	-	-	40
Gym Trix, Inc.	43301	4/13/2023	4/13/2023	40	-	-	-	-	40
Gym Trix, Inc.	43302	4/11/2023	4/11/2023	40	-	-	-	-	40
Gym Trix, Inc.	43303	4/14/2023	4/14/2023	40	-	-	-	-	40
Gym Trix, Inc.	43304	4/13/2023	4/13/2023	40	-	-	-	-	40
Gym Trix, Inc.	43305	4/11/2023	4/11/2023	40	-	-	-	-	40
Gym Trix, Inc.	43767	4/17/2023	4/17/2023	20	-	-	-	-	20
Gym Trix, Inc.	43768	4/17/2023	4/17/2023	20	-	-	-	-	20
Gymninny Kids	1158	4/4/2023	5/4/2023	15,971	-	-	-	-	15,971
H4B TEAM, LLC	4147	4/18/2023	5/18/2023	259	-	-	-	-	259
H4B TEAM, LLC	4152	4/18/2023	5/18/2023	151	-	-	-	-	151
Harbottle Law Group	5230	4/10/2023	5/10/2023	173	-	-	-	-	173
Healthy Habits Kids	1	4/11/2023	5/11/2023	1,035	-	-	-	-	1,035

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
Healthy Habits Kids	2	4/19/2023	5/19/2023	40	-	-	-	-	40
Henry Doktorski	29	4/17/2023	5/17/2023	730	-	-	-	-	730
HiGASFY Productions	61277	4/10/2023	5/10/2023	150	-	-	-	-	150
History Unboxed LLC	wc-18010HU	4/12/2023	5/12/2023	183	-	-	-	-	183
History Unboxed LLC	wc-18012HU	4/12/2023	5/12/2023	309	-	-	-	-	309
History Unboxed LLC	wc-18013HU	4/12/2023	5/12/2023	185	-	-	-	-	185
History Unboxed LLC	wc-18022HU	4/12/2023	5/12/2023	395	-	-	-	-	395
History Unboxed LLC	wc-18133HU	4/12/2023	5/12/2023	68	-	-	-	-	68
History Unboxed LLC	wc-18155HU	4/12/2023	5/12/2023	61	-	-	-	-	61
History Unboxed LLC	wc-18163HU	4/12/2023	5/12/2023	548	-	-	-	-	548
History Unboxed LLC	wc-18171HU	4/12/2023	5/12/2023	68	-	-	-	-	68
History Unboxed LLC	wc-18184HU	4/12/2023	5/12/2023	183	-	-	-	-	183
History Unboxed LLC	wc-18190HU	4/12/2023	5/12/2023	68	-	-	-	-	68
History Unboxed LLC	wc-18191HU	4/12/2023	5/12/2023	183	-	-	-	-	183
History Unboxed LLC	wc-18209HU	4/12/2023	5/12/2023	113	-	-	-	-	113
History Unboxed LLC	wc-18210HU	4/12/2023	5/12/2023	113	-	-	-	-	113
History Unboxed LLC	wc-18232HU	4/12/2023	5/12/2023	365	-	-	-	-	365
History Unboxed LLC	wc-18233HU	4/12/2023	5/12/2023	288	-	-	-	-	288
History Unboxed LLC	wc-18234HU	4/12/2023	5/12/2023	288	-	-	-	-	288
History Unboxed LLC	wc-18238HU	4/12/2023	5/12/2023	243	-	-	-	-	243
History Unboxed LLC	wc-18239HU	4/12/2023	5/12/2023	365	-	-	-	-	365
History Unboxed LLC	wc-18240HU	4/12/2023	5/12/2023	68	-	-	-	-	68
History Unboxed LLC	wc-18241HU	4/12/2023	5/12/2023	367	-	-	-	-	367
History Unboxed LLC	wc-18242HU	4/12/2023	5/12/2023	127	-	-	-	-	127
History Unboxed LLC	wc-18272HU	4/12/2023	5/12/2023	243	-	-	-	-	243
History Unboxed LLC	wc-18273HU	4/12/2023	5/12/2023	301	-	-	-	-	301
History Unboxed LLC	wc-18275HU	4/12/2023	5/12/2023	301	-	-	-	-	301
History Unboxed LLC	wc-18276HU	4/12/2023	5/12/2023	127	-	-	-	-	127
History Unboxed LLC	wc-18281HU	4/12/2023	5/12/2023	301	-	-	-	-	301
History Unboxed LLC	wc-18282HU	4/12/2023	5/12/2023	301	-	-	-	-	301
History Unboxed LLC	wc-18283HU	4/12/2023	5/12/2023	68	-	-	-	-	68
History Unboxed LLC	wc-18284HU	4/12/2023	5/12/2023	69	-	-	-	-	69
History Unboxed LLC	wc-18299HU	4/12/2023	5/12/2023	183	-	-	-	-	183
History Unboxed LLC	wc-18300HU	4/12/2023	5/12/2023	127	-	-	-	-	127
History Unboxed LLC	wc-18301HU	4/12/2023	5/12/2023	127	-	-	-	-	127
History Unboxed LLC	wc-18302HU	4/12/2023	5/12/2023	155	-	-	-	-	155
History Unboxed LLC	wc-18303HU	4/12/2023	5/12/2023	185	-	-	-	-	185
History Unboxed LLC	wc-18304HU	4/12/2023	5/12/2023	127	-	-	-	-	127
History Unboxed LLC	wc-18305HU	4/12/2023	5/12/2023	68	-	-	-	-	68
History Unboxed LLC	wc-18306HU	4/12/2023	5/12/2023	183	-	-	-	-	183
History Unboxed LLC	wc-18307HU	4/12/2023	5/12/2023	185	-	-	-	-	185
History Unboxed LLC	wc-18308HU	4/12/2023	5/12/2023	127	-	-	-	-	127
History Unboxed LLC	wc-18312HU	4/12/2023	5/12/2023	78	-	-	-	-	78

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
History Unboxed LLC	wc-18336HU	4/12/2023	5/12/2023	68	-	-	-	-	68
History Unboxed LLC	wc-18337HU	4/12/2023	5/12/2023	127	-	-	-	-	127
History Unboxed LLC	wc-18347HU	4/12/2023	5/12/2023	78	-	-	-	-	78
History Unboxed LLC	wc-18383HU	4/12/2023	5/12/2023	68	-	-	-	-	68
History Unboxed LLC	wc-18384HU	4/12/2023	5/12/2023	185	-	-	-	-	185
History Unboxed LLC	wc-18385HU	4/12/2023	5/12/2023	127	-	-	-	-	127
History Unboxed LLC	wc-18407HU	4/19/2023	5/19/2023	243	-	-	-	-	243
History Unboxed LLC	wc-18408HU	4/12/2023	5/12/2023	68	-	-	-	-	68
History Unboxed LLC	wc-18409HU	4/12/2023	5/12/2023	68	-	-	-	-	68
History Unboxed LLC	wc-18410HU	4/12/2023	5/12/2023	127	-	-	-	-	127
History Unboxed LLC	wc-18426HU	4/19/2023	5/19/2023	105	-	-	-	-	105
Hollywood Music	0407WILLK	4/7/2023	5/7/2023	145	-	-	-	-	145
Hollywood Music	AprCook23	4/19/2023	5/19/2023	140	-	-	-	-	140
Hollywood Music	AprCRim23	4/5/2023	5/5/2023	280	-	-	-	-	280
Hollywood Music	AprHonaker23	4/10/2023	5/10/2023	105	-	-	-	-	105
Hollywood Music	AprPember23	4/3/2023	5/3/2023	480	-	-	-	-	480
Hollywood Music	AprSLegaspi23	4/7/2023	5/7/2023	240	-	-	-	-	240
Home Science Tools	000501657	4/10/2023	5/10/2023	59	-	-	-	-	59
Home Science Tools	000501998	4/11/2023	5/11/2023	116	-	-	-	-	116
Home Science Tools	000502001	4/11/2023	5/11/2023	217	-	-	-	-	217
Home Science Tools	000502002	4/11/2023	5/11/2023	59	-	-	-	-	59
Home Science Tools	000502004	4/11/2023	5/11/2023	49	-	-	-	-	49
Home Science Tools	000503199	4/17/2023	5/17/2023	91	-	-	-	-	91
Home Science Tools	000503200	4/17/2023	5/17/2023	91	-	-	-	-	91
Home Science Tools	000504091	4/20/2023	5/20/2023	30	-	-	-	-	30
Home Science Tools	000504092	4/20/2023	5/20/2023	128	-	-	-	-	128
Home Science Tools	000504100	4/20/2023	5/20/2023	59	-	-	-	-	59
Homeschool In A Box Inc. DBA Crafty Sc	73241	4/10/2023	4/10/2023	393	-	-	-	-	393
Honest History Co.	10242	4/14/2023	5/14/2023	74	-	-	-	-	74
Hooked on Phonics	HOP1630	4/11/2023	5/11/2023	87	-	-	-	-	87
Hope Horse Ranch	2023198443	3/30/2023	4/29/2023	60	-	-	-	-	60
Hope Horse Ranch	2023198444	3/30/2023	4/29/2023	60	-	-	-	-	60
Hope Horse Ranch	2023198445	3/30/2023	4/29/2023	60	-	-	-	-	60
Hope Horse Ranch	2023198447	3/30/2023	4/29/2023	60	-	-	-	-	60
Hope Horse Ranch	2023198448	3/30/2023	4/29/2023	60	-	-	-	-	60
Hope Horse Ranch	2023198449	3/30/2023	4/29/2023	60	-	-	-	-	60
Hope Horse Ranch	20231985321	4/14/2023	5/14/2023	345	-	-	-	-	345
Hope Horse Ranch	20231985333	4/14/2023	5/14/2023	345	-	-	-	-	345
Hope Horse Ranch	2023198768	3/30/2023	4/29/2023	300	-	-	-	-	300
HopSkipDrive, Inc.	13405	3/31/2023	4/30/2023	1,093	-	-	-	-	1,093
Ice town Carlsbad	174396	4/1/2023	4/1/2023	150	-	-	-	-	150
Ice town Carlsbad	174400	4/1/2023	4/1/2023	150	-	-	-	-	150
Ice town Carlsbad	174453	4/1/2023	4/1/2023	150	-	-	-	-	150

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
Imagine Learning LLC	930804	4/19/2023	5/19/2023	31,547	-	-	-	-	31,547
Institute for Excellence in Writing	1000282	4/10/2023	5/6/2023	195	-	-	-	-	195
Institute for Excellence in Writing	1000293	4/10/2023	5/6/2023	135	-	-	-	-	135
Institute for Excellence in Writing	1000295	4/10/2023	5/10/2023	199	-	-	-	-	199
Institute for Excellence in Writing	1000296	4/10/2023	5/6/2023	44	-	-	-	-	44
Institute for Excellence in Writing	1000297	4/10/2023	5/10/2023	65	-	-	-	-	65
Institute for Excellence in Writing	1000428	4/10/2023	5/7/2023	195	-	-	-	-	195
Institute for Excellence in Writing	1000712	4/10/2023	5/10/2023	44	-	-	-	-	44
Institute for Excellence in Writing	1000715	4/10/2023	5/10/2023	38	-	-	-	-	38
Institute for Excellence in Writing	1000720	4/10/2023	5/10/2023	54	-	-	-	-	54
Institute for Excellence in Writing	1000723	4/10/2023	5/10/2023	217	-	-	-	-	217
Institute for Excellence in Writing	1001327	4/13/2023	5/13/2023	66	-	-	-	-	66
Institute for Excellence in Writing	1001895	4/17/2023	5/17/2023	105	-	-	-	-	105
Intro 2 Skateboarding LLC	168	4/4/2023	5/4/2023	2,060	-	-	-	-	2,060
ISHARY CORP DBA Kumon of Murrieta-C	42023PAC	4/13/2023	5/13/2023	960	-	-	-	-	960
James C Harper	1003	4/1/2023	5/1/2023	100	-	-	-	-	100
Janelle Wilson	60	4/7/2023	5/7/2023	5,880	-	-	-	-	5,880
JCS & JC, LLC	CNSPCA10004	4/10/2023	5/10/2023	1,055	-	-	-	-	1,055
Jeffrey Ryan Starkey	508	4/11/2023	5/11/2023	2,280	-	-	-	-	2,280
Jennifer Amundsen	Nel-Fra-Fo 3-4-23	4/19/2023	5/19/2023	1,395	-	-	-	-	1,395
Joobilo LLC	1607	4/17/2023	5/17/2023	1,390	-	-	-	-	1,390
Joseph Lindstrom	LIND040323	4/3/2023	4/3/2023	385	-	-	-	-	385
Joseph Lindstrom	LIND040323-01	4/3/2023	4/3/2023	474	-	-	-	-	474
Joseph Lindstrom	LIND040323-02	4/3/2023	4/3/2023	516	-	-	-	-	516
Joseph Lindstrom	LIND040323-03	4/3/2023	4/3/2023	537	-	-	-	-	537
Joyful Journey Tutoring LLC	13	4/1/2023	5/1/2023	200	-	-	-	-	200
Judlyn Weesner	160284	4/10/2023	5/10/2023	1,345	-	-	-	-	1,345
Judlyn Weesner	160285	4/10/2023	5/10/2023	220	-	-	-	-	220
Judlyn Weesner	160286	4/10/2023	5/10/2023	420	-	-	-	-	420
Judlyn Weesner	160294	4/10/2023	5/10/2023	220	-	-	-	-	220
Kaitlin Homa	04012023	4/10/2023	5/10/2023	130	-	-	-	-	130
Kaitlin Homa	04022023	4/10/2023	5/10/2023	130	-	-	-	-	130
Kaitlin Homa	04032023	4/10/2023	5/10/2023	130	-	-	-	-	130
Kari Behrendt	2023D-1	4/12/2023	5/12/2023	2,025	-	-	-	-	2,025
Kathryn M Whelan	114	4/1/2023	5/1/2023	1,260	-	-	-	-	1,260
KB Music	035	4/17/2023	5/17/2023	240	-	-	-	-	240
Kenyon's Soo Bahk Do	AS0412232	4/12/2023	5/12/2023	250	-	-	-	-	250
Kenyon's Soo Bahk Do	ASO412234	4/12/2023	5/12/2023	250	-	-	-	-	250
Key Martial Arts	32	4/1/2023	5/1/2023	3,861	-	-	-	-	3,861
Kimberly Flatt	FLAT040323	4/3/2023	4/3/2023	602	-	-	-	-	602
Kimberly Flatt	FLATT-2	4/20/2023	5/20/2023	1,097	-	-	-	-	1,097
Kitchen Stewardship, LLC	556	4/11/2023	5/11/2023	210	-	-	-	-	210
Kitchen Stewardship, LLC	563	4/20/2023	5/20/2023	150	-	-	-	-	150

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
Kumon	1027	4/8/2023	5/8/2023	210	-	-	-	-	210
Kumon	1029	4/8/2023	5/8/2023	210	-	-	-	-	210
Kumon	1030	4/10/2023	5/10/2023	310	-	-	-	-	310
Kumon	1031	4/14/2023	5/14/2023	310	-	-	-	-	310
Kumon	1033	4/14/2023	5/14/2023	940	-	-	-	-	940
Lakeshore	590637041123	4/11/2023	5/11/2023	369	-	-	-	-	369
Lakeshore	590765040723	4/7/2023	5/7/2023	210	-	-	-	-	210
Lakeshore	594307041023	4/10/2023	5/10/2023	22	-	-	-	-	22
Lakeshore	594618041023	4/10/2023	5/10/2023	79	-	-	-	-	79
Lakeshore	595336041023	4/10/2023	5/10/2023	645	-	-	-	-	645
Lakeshore	595462040723	4/7/2023	5/7/2023	86	-	-	-	-	86
Lakeshore	595515040723	4/7/2023	5/7/2023	16	-	-	-	-	16
Lakeshore	595516040723	4/7/2023	5/7/2023	52	-	-	-	-	52
Lakeshore	595518040723	4/7/2023	5/7/2023	132	-	-	-	-	132
Lakeshore	595520040723	4/7/2023	5/7/2023	168	-	-	-	-	168
Lakeshore	595585040723	4/7/2023	5/7/2023	212	-	-	-	-	212
Lakeshore	595588040723	4/7/2023	5/7/2023	104	-	-	-	-	104
Lakeshore	595653041023	4/10/2023	5/10/2023	124	-	-	-	-	124
Lakeshore	595658040723	4/7/2023	5/7/2023	58	-	-	-	-	58
Lakeshore	595662041023	4/10/2023	5/10/2023	134	-	-	-	-	134
Lakeshore	595717040723	4/7/2023	5/7/2023	23	-	-	-	-	23
Lakeshore	595926040723	4/7/2023	5/7/2023	80	-	-	-	-	80
Lakeshore	596660040723	4/7/2023	5/7/2023	16	-	-	-	-	16
Lakeshore	596661040723	4/7/2023	5/7/2023	200	-	-	-	-	200
Lakeshore	596662040723	4/7/2023	5/7/2023	42	-	-	-	-	42
Lakeshore	596712040723	4/7/2023	5/7/2023	3	-	-	-	-	3
Lakeshore	596713040723	4/7/2023	5/7/2023	6	-	-	-	-	6
Lakeshore	596714040723	4/7/2023	5/7/2023	265	-	-	-	-	265
Lakeshore	596733040723	4/7/2023	5/7/2023	70	-	-	-	-	70
Lakeshore	596735040723	4/7/2023	5/7/2023	58	-	-	-	-	58
Lakeshore	596737040723	4/7/2023	5/7/2023	75	-	-	-	-	75
Lakeshore	596740041023	4/10/2023	5/10/2023	86	-	-	-	-	86
Lakeshore	596743040723	4/7/2023	5/7/2023	13	-	-	-	-	13
Lakeshore	596788040723	4/7/2023	5/7/2023	2	-	-	-	-	2
Lakeshore	596791040723	4/7/2023	5/7/2023	37	-	-	-	-	37
Lakeshore	596792040723	4/7/2023	5/7/2023	11	-	-	-	-	11
Lakeshore	596860040723	4/7/2023	5/7/2023	8	-	-	-	-	8
Lakeshore	596861040723	4/7/2023	5/7/2023	32	-	-	-	-	32
Lakeshore	596862040723	4/7/2023	5/7/2023	6	-	-	-	-	6
Lakeshore	596866040723	4/7/2023	5/7/2023	6	-	-	-	-	6
Lakeshore	596886040723	4/7/2023	5/7/2023	10	-	-	-	-	10
Lakeshore	596888040723	4/7/2023	5/7/2023	51	-	-	-	-	51
Lakeshore	596927040723	4/7/2023	5/7/2023	4	-	-	-	-	4

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
Lakeshore	597972040723	4/7/2023	5/7/2023	75	-	-	-	-	75
Lakeshore	598306041123	4/11/2023	5/11/2023	238	-	-	-	-	238
Lakeshore	599108041023	4/10/2023	5/10/2023	229	-	-	-	-	229
Lakeshore	600014041023	4/10/2023	5/10/2023	97	-	-	-	-	97
Lakeshore	600015041023	4/10/2023	5/10/2023	57	-	-	-	-	57
Lakeshore	600040041023	4/10/2023	5/10/2023	23	-	-	-	-	23
Lakeshore	600042041023	4/10/2023	5/10/2023	32	-	-	-	-	32
Lakeshore	607991041323	4/13/2023	5/13/2023	217	-	-	-	-	217
Lakeshore	611131041423	4/14/2023	5/14/2023	89	-	-	-	-	89
Lakeshore	614731041323	4/13/2023	5/13/2023	459	-	-	-	-	459
Lakeshore	614732041423	4/14/2023	5/14/2023	451	-	-	-	-	451
Lakeshore	614773041323	4/13/2023	5/13/2023	365	-	-	-	-	365
Lakeshore	614940041323	4/13/2023	5/13/2023	124	-	-	-	-	124
Lakeshore	614980041423	4/14/2023	5/14/2023	446	-	-	-	-	446
Lakeshore	615053041323	4/13/2023	5/13/2023	22	-	-	-	-	22
Lakeshore	615113041723	4/17/2023	5/17/2023	110	-	-	-	-	110
Lakeshore	615117041423	4/14/2023	5/14/2023	82	-	-	-	-	82
Lakeshore	615246041723	4/17/2023	5/17/2023	211	-	-	-	-	211
Lakeshore	615439041323	4/13/2023	5/13/2023	134	-	-	-	-	134
Lakeshore	615487041923	4/19/2023	5/19/2023	296	-	-	-	-	296
Lakeshore	615541041423	4/14/2023	5/14/2023	155	-	-	-	-	155
Lakeshore	616363041423	4/14/2023	5/14/2023	76	-	-	-	-	76
Lakeshore	616364041723	4/17/2023	5/17/2023	171	-	-	-	-	171
Lakeshore	616436041723	4/17/2023	5/17/2023	67	-	-	-	-	67
Lakeshore	616544041723	4/17/2023	5/17/2023	97	-	-	-	-	97
Lakeshore	618617041423	4/14/2023	5/14/2023	140	-	-	-	-	140
Lakeshore	618619041923	4/19/2023	5/19/2023	339	-	-	-	-	339
Lakeshore	618629041823	4/18/2023	5/18/2023	96	-	-	-	-	96
Lakeshore	618802041823	4/18/2023	5/18/2023	109	-	-	-	-	109
Lakeshore	624888041823	4/18/2023	5/18/2023	11	-	-	-	-	11
Lakeshore	626559041923	4/19/2023	5/19/2023	75	-	-	-	-	75
Lakeshore	627167041923	4/19/2023	5/19/2023	565	-	-	-	-	565
Lakeshore	627720041923	4/19/2023	5/19/2023	87	-	-	-	-	87
Lakeshore	628514041923	4/19/2023	5/19/2023	44	-	-	-	-	44
Lakeshore	628516041923	4/19/2023	5/19/2023	192	-	-	-	-	192
Lakeshore	628741041923	4/19/2023	5/19/2023	214	-	-	-	-	214
Lakeshore	628775041923	4/19/2023	5/19/2023	320	-	-	-	-	320
Lakeshore	629713041923	4/19/2023	5/19/2023	241	-	-	-	-	241
Lakeshore	629715041923	4/19/2023	5/19/2023	193	-	-	-	-	193
Lakeshore	629717041923	4/19/2023	5/19/2023	100	-	-	-	-	100
Lakeshore	630267041923	4/19/2023	5/19/2023	48	-	-	-	-	48
Lakeshore	630268041923	4/19/2023	5/19/2023	301	-	-	-	-	301
Lakeshore	630341042023	4/20/2023	5/20/2023	99	-	-	-	-	99

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
Lakeshore	635079042023	4/20/2023	5/20/2023	154	-	-	-	-	154
Laura DeSoto	2023Spring006	4/19/2023	5/19/2023	610	-	-	-	-	610
Leading Note Studios	2593	4/7/2023	5/7/2023	330	-	-	-	-	330
Leading Note Studios	2594	4/7/2023	5/7/2023	330	-	-	-	-	330
Leading Note Studios	2595	4/7/2023	5/7/2023	330	-	-	-	-	330
Leading Note Studios	2596	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2597	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2598	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2599	4/7/2023	5/7/2023	330	-	-	-	-	330
Leading Note Studios	2600	4/7/2023	5/7/2023	330	-	-	-	-	330
Leading Note Studios	2601	4/7/2023	5/7/2023	330	-	-	-	-	330
Leading Note Studios	2602	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2603	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2604	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2605	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2606	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2607	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2608	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2609	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2610	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2611	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2612	4/7/2023	5/7/2023	245	-	-	-	-	245
Leading Note Studios	2613	4/7/2023	5/7/2023	245	-	-	-	-	245
Leading Note Studios	2614	4/7/2023	5/7/2023	245	-	-	-	-	245
Leading Note Studios	2615	4/7/2023	5/7/2023	330	-	-	-	-	330
Leading Note Studios	2616	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2617	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2618	4/7/2023	5/7/2023	330	-	-	-	-	330
Leading Note Studios	2619	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2620	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2621	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2622	4/7/2023	5/7/2023	165	-	-	-	-	165
Leading Note Studios	2623	4/7/2023	5/7/2023	165	-	-	-	-	165
Leaps & Bounds Pediatric Therapy	1207229844	4/12/2023	5/12/2023	1,553	-	-	-	-	1,553
Learn to Rip	487	4/17/2023	5/17/2023	100	-	-	-	-	100
Learn to Rip	522	4/17/2023	5/17/2023	65	-	-	-	-	65
Learn to Rip	523	4/11/2023	5/11/2023	150	-	-	-	-	150
Learn to Rip	524	4/19/2023	5/19/2023	150	-	-	-	-	150
Learn to Rip	540	4/4/2023	5/4/2023	150	-	-	-	-	150
Learn to Rip	545	4/12/2023	5/12/2023	100	-	-	-	-	100
Learn to Rip	546	4/12/2023	5/12/2023	100	-	-	-	-	100
Learn to Rip	547	4/24/2023	5/24/2023	100	-	-	-	-	100
Learn to Rip	548	4/12/2023	5/12/2023	390	-	-	-	-	390

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
Learn to Rip	549	4/12/2023	5/12/2023	390	-	-	-	-	390
Learn to Rip	567	4/14/2023	5/14/2023	300	-	-	-	-	300
Learn to Rip	568	4/14/2023	5/14/2023	450	-	-	-	-	450
Learn to Rip	569	4/14/2023	5/14/2023	150	-	-	-	-	150
Learn to Rip	570	4/14/2023	5/14/2023	150	-	-	-	-	150
Learn to Rip	576	4/15/2023	5/15/2023	500	-	-	-	-	500
Learn to Rip	577	4/15/2023	5/15/2023	500	-	-	-	-	500
Learn to Rip	578	4/15/2023	5/15/2023	500	-	-	-	-	500
Learn to Rip	579	4/15/2023	5/15/2023	500	-	-	-	-	500
Learn to Rip	580	4/15/2023	5/15/2023	300	-	-	-	-	300
Learn to Rip	585	4/15/2023	5/15/2023	455	-	-	-	-	455
Learn to Rip	592	4/15/2023	5/15/2023	100	-	-	-	-	100
Learning Without Tears	INV171251	4/6/2023	5/6/2023	122	-	-	-	-	122
Learning Without Tears	INV171252	4/6/2023	5/6/2023	25	-	-	-	-	25
Learning Without Tears	INV171258	4/6/2023	5/6/2023	31	-	-	-	-	31
Learning Without Tears	INV171261	4/6/2023	5/6/2023	37	-	-	-	-	37
Learning Without Tears	INV171282	4/7/2023	5/7/2023	20	-	-	-	-	20
Learning Without Tears	INV171855	4/19/2023	5/19/2023	31	-	-	-	-	31
LegalShield	LS-041523PCA	4/15/2023	5/15/2023	568	-	-	-	-	568
LEGO Education	1190548747	4/7/2023	6/6/2023	267	-	-	-	-	267
LEGO Education	1190548748	4/7/2023	6/6/2023	431	-	-	-	-	431
LEGO Education	1190548749	4/7/2023	6/6/2023	108	-	-	-	-	108
LEGO Education	1190548750	4/7/2023	6/6/2023	160	-	-	-	-	160
LEGO Education	1190549648	4/10/2023	6/9/2023	160	-	-	-	-	160
LEGO Education	1190549649	4/10/2023	6/9/2023	161	-	-	-	-	161
LEGO Education	1190549650	4/10/2023	6/9/2023	160	-	-	-	-	160
LEGO Education	1190549651	4/10/2023	6/9/2023	160	-	-	-	-	160
LEGO Education	1190549758	4/11/2023	6/10/2023	267	-	-	-	-	267
LEGO Education	1190549759	4/11/2023	6/10/2023	161	-	-	-	-	161
LEGO Education	1190549760	4/11/2023	6/10/2023	345	-	-	-	-	345
LEGO Education	1190550471	4/18/2023	6/17/2023	160	-	-	-	-	160
LEGO Education	1190550610	4/20/2023	6/19/2023	160	-	-	-	-	160
Lenore Johnson	4162023	4/16/2023	5/16/2023	338	-	-	-	-	338
Little Passports, Inc.	IN-0000995746	4/4/2023	5/4/2023	367	-	-	-	-	367
Little Passports, Inc.	IN-0000995747	4/5/2023	5/5/2023	140	-	-	-	-	140
Little Passports, Inc.	IN-0000995760	4/7/2023	5/7/2023	92	-	-	-	-	92
Little Passports, Inc.	IN-0000995762	4/7/2023	5/7/2023	92	-	-	-	-	92
Little Passports, Inc.	IN-0000995763	4/7/2023	5/7/2023	92	-	-	-	-	92
Little Scouts Nature Classes Inc	1-26	4/20/2023	5/20/2023	3,810	-	-	-	-	3,810
Living Coast Discovery Center	41223	4/12/2023	5/12/2023	60	-	-	-	-	60
Logic of English	SI-176179	4/7/2023	5/7/2023	362	-	-	-	-	362
Logic of English	SI-176255	4/10/2023	5/10/2023	28	-	-	-	-	28
Logic of English	SI-176771	4/18/2023	5/18/2023	85	-	-	-	-	85

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
Logic of English	SI-176808	4/19/2023	5/19/2023	23	-	-	-	-	23
Lossing Enterprises/Mathnasium of La C	15	4/13/2023	5/13/2023	350	-	-	-	-	350
Lossing Enterprises/Mathnasium of La C	17	4/18/2023	5/18/2023	263	-	-	-	-	263
Lucy Conway	4-8-23	4/8/2023	5/8/2023	10,360	-	-	-	-	10,360
Lydia Dicola	23102	4/12/2023	5/12/2023	500	-	-	-	-	500
Mandie Schenkenberger	179	4/20/2023	5/20/2023	1,395	-	-	-	-	1,395
Manna's Martial Arts Inc.	21	3/22/2023	4/21/2023	600	-	-	-	-	600
Maria Tenery	TENE040523	4/5/2023	4/5/2023	53	-	-	-	-	53
Maria Tenery	TENE040523-01	4/5/2023	4/5/2023	53	-	-	-	-	53
Maria Tenery	TENE040523-02	4/5/2023	4/5/2023	56	-	-	-	-	56
Maria Tenery	TENE040523-03	4/5/2023	4/5/2023	70	-	-	-	-	70
Marnie Cooper School of Acting	B1	4/12/2023	5/12/2023	240	-	-	-	-	240
Marnie Young	PCA0041	3/31/2023	4/30/2023	16,942	-	-	-	-	16,942
Master Sports	04102023	4/10/2023	5/10/2023	1,195	-	-	-	-	1,195
Mathnasium of Poway	269440283	4/21/2023	5/21/2023	339	-	-	-	-	339
Mathnasium of Poway	269440284	4/21/2023	5/21/2023	339	-	-	-	-	339
Mathnasium of Poway	269440285	4/21/2023	5/21/2023	339	-	-	-	-	339
Mathnasium of Poway	269440286	4/21/2023	5/21/2023	339	-	-	-	-	339
Mathnasium of Poway	269440287	4/21/2023	5/21/2023	339	-	-	-	-	339
Mathnasium of Poway	269440288	4/21/2023	5/21/2023	339	-	-	-	-	339
Mathnasium of Poway	269440289	4/21/2023	5/21/2023	339	-	-	-	-	339
Mathnasium of Poway	269440290	4/21/2023	5/21/2023	339	-	-	-	-	339
Mathnasium of Poway	269440291	4/21/2023	5/21/2023	339	-	-	-	-	339
Mathnasium of Poway	269440292	4/21/2023	5/21/2023	339	-	-	-	-	339
Mathnasium of Temecula	APR23Fonseca	4/13/2023	5/13/2023	309	-	-	-	-	309
Mathnasium of Temecula	APR23Juarez	4/11/2023	5/11/2023	578	-	-	-	-	578
MEL Science U.S., LLC	DG2023041902	4/19/2023	5/19/2023	258	-	-	-	-	258
MEL Science U.S., LLC	SK2023042003	4/20/2023	5/20/2023	198	-	-	-	-	198
Melinda Call	12 Granados	4/10/2023	5/10/2023	240	-	-	-	-	240
Melinda Call	20 Gleason	4/10/2023	5/10/2023	120	-	-	-	-	120
Melinda Call	Izzo 18	4/10/2023	5/10/2023	120	-	-	-	-	120
Melissa Allen	25-R	4/17/2023	5/17/2023	2,880	-	-	-	-	2,880
Mercurius	08757	4/10/2023	6/9/2023	430	-	-	-	-	430
Mercurius	08814	4/20/2023	6/19/2023	474	-	-	-	-	474
Michael Bottomley	065	4/10/2023	5/10/2023	450	-	-	-	-	450
Michael Bottomley	066	4/10/2023	5/10/2023	500	-	-	-	-	500
Michael Bottomley	068	4/10/2023	5/10/2023	300	-	-	-	-	300
Michael Kiyoshi Lim	033	4/12/2023	5/12/2023	1,000	-	-	-	-	1,000
Mike McKinnon	PCA2MM_041623_500	4/16/2023	5/16/2023	500	-	-	-	-	500
Miss Sue's Dance Company	614	4/17/2023	5/17/2023	972	-	-	-	-	972
Moving Beyond the Page	278442	4/7/2023	5/7/2023	975	-	-	-	-	975
Moving Beyond the Page	278507	4/10/2023	5/10/2023	1,132	-	-	-	-	1,132
MoxieBox Art, Inc,	10188	4/10/2023	5/10/2023	127	-	-	-	-	127

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
MoxieBox Art, Inc,	10219	4/16/2023	5/16/2023	255	-	-	-	-	255
MoxieBox Art, Inc,	10220	4/16/2023	5/16/2023	212	-	-	-	-	212
MoxieBox Art, Inc,	10221	4/16/2023	5/16/2023	212	-	-	-	-	212
MoxieBox Art, Inc,	10222	4/16/2023	5/16/2023	42	-	-	-	-	42
MoxieBox Art, Inc,	10223	4/16/2023	5/16/2023	42	-	-	-	-	42
MoxieBox Art, Inc,	10224	4/16/2023	5/16/2023	212	-	-	-	-	212
MoxieBox Art, Inc,	10225	4/16/2023	5/16/2023	85	-	-	-	-	85
MoxieBox Art, Inc,	10226	4/16/2023	5/16/2023	85	-	-	-	-	85
MoxieBox Art, Inc,	10227	4/16/2023	5/16/2023	212	-	-	-	-	212
MoxieBox Art, Inc,	10228	4/16/2023	5/16/2023	219	-	-	-	-	219
MoxieBox Art, Inc,	10230	4/16/2023	5/16/2023	127	-	-	-	-	127
MoxieBox Art, Inc,	10231	4/16/2023	5/16/2023	127	-	-	-	-	127
MoxieBox Art, Inc,	10232	4/16/2023	5/16/2023	127	-	-	-	-	127
MoxieBox Art, Inc,	10233	4/16/2023	5/16/2023	176	-	-	-	-	176
MoxieBox Art, Inc,	10234	4/16/2023	5/16/2023	170	-	-	-	-	170
MoxieBox Art, Inc,	10235	4/16/2023	5/16/2023	42	-	-	-	-	42
MoxieBox Art, Inc,	10236	4/16/2023	5/16/2023	42	-	-	-	-	42
MoxieBox Art, Inc,	10237	4/16/2023	5/16/2023	42	-	-	-	-	42
MoxieBox Art, Inc,	10239	4/17/2023	5/17/2023	127	-	-	-	-	127
MoxieBox Art, Inc,	10244	4/17/2023	5/17/2023	42	-	-	-	-	42
Mpmentum Acrobatics	101	4/17/2023	5/17/2023	125	-	-	-	-	125
Mrs. Thompson's Learning Lounge	1296	4/19/2023	5/19/2023	130	-	-	-	-	130
N-PAC, LLC	13	4/15/2023	5/15/2023	1,610	-	-	-	-	1,610
Natalie Braun	1246	4/1/2023	5/1/2023	1,000	-	-	-	-	1,000
Nicole Anulewicz	ANUL040323	4/3/2023	4/3/2023	516	-	-	-	-	516
Noemi Cienega-Ovando	A117	4/4/2023	5/4/2023	330	-	-	-	-	330
Noemi Cienega-Ovando	SBJ107	4/18/2023	5/18/2023	330	-	-	-	-	330
Noemi Cienega-Ovando	YB107	4/18/2023	5/18/2023	330	-	-	-	-	330
Noonan Family Swim School, Inc.	11216_2	4/13/2023	5/13/2023	112	-	-	-	-	112
Noonan Family Swim School, Inc.	12076_1	4/6/2023	5/6/2023	150	-	-	-	-	150
Noonan Family Swim School, Inc.	21614_2	4/13/2023	5/13/2023	112	-	-	-	-	112
Noonan Family Swim School, Inc.	32316_1	4/13/2023	5/13/2023	184	-	-	-	-	184
Noonan Family Swim School, Inc.	71517_1	4/6/2023	5/6/2023	140	-	-	-	-	140
North Coast Jiu Jitsu, LLC	13	4/13/2023	5/13/2023	1,650	-	-	-	-	1,650
North County Academy of Dance	202304225	4/15/2022	5/15/2022	-	-	-	-	1,675	1,675
Oak Meadow Inc	138405	4/11/2023	5/11/2023	89	-	-	-	-	89
Oak Meadow Inc	138420	4/11/2023	5/11/2023	553	-	-	-	-	553
Oceanside Gymnastics	Arciga9-2223	4/10/2023	5/10/2023	234	-	-	-	-	234
Oceanside Gymnastics	Barraza2-2223	4/10/2023	5/10/2023	196	-	-	-	-	196
Oceanside Gymnastics	Barroso3-2223	4/10/2023	5/10/2023	117	-	-	-	-	117
Oceanside Gymnastics	Bredlau4-2223	4/10/2023	5/10/2023	372	-	-	-	-	372
Oceanside Gymnastics	Browne7-2223	4/10/2023	5/10/2023	117	-	-	-	-	117
Oceanside Gymnastics	Brust4-2223	4/6/2023	5/6/2023	117	-	-	-	-	117

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
Oceanside Gymnastics	Collaso3-2223	4/10/2023	5/10/2023	313	-	-	-	-	313
Oceanside Gymnastics	cox9-2223	4/10/2023	5/10/2023	117	-	-	-	-	117
Oceanside Gymnastics	Craig9-2223	4/10/2023	5/10/2023	196	-	-	-	-	196
Oceanside Gymnastics	Davis8-2223	4/10/2023	5/10/2023	325	-	-	-	-	325
Oceanside Gymnastics	Ephron12-2223	4/10/2023	5/10/2023	747	-	-	-	-	747
Oceanside Gymnastics	Hanna3-2223	4/10/2023	5/10/2023	117	-	-	-	-	117
Oceanside Gymnastics	Izzo8-2223	4/10/2023	5/10/2023	222	-	-	-	-	222
Oceanside Gymnastics	Jordan7-2223	4/10/2023	5/10/2023	350	-	-	-	-	350
Oceanside Gymnastics	Kreutzberg8-2223	4/7/2023	5/7/2023	462	-	-	-	-	462
Oceanside Gymnastics	Langston1-2223	4/10/2023	5/10/2023	820	-	-	-	-	820
Oceanside Gymnastics	leit4-2223	4/10/2023	5/10/2023	196	-	-	-	-	196
Oceanside Gymnastics	Martin9-2223	4/10/2023	5/10/2023	342	-	-	-	-	342
Oceanside Gymnastics	Martinez7-2223	4/10/2023	5/10/2023	196	-	-	-	-	196
Oceanside Gymnastics	McCurry8-2223	4/10/2023	5/10/2023	196	-	-	-	-	196
Oceanside Gymnastics	Meanea3-2223	4/10/2023	5/10/2023	225	-	-	-	-	225
Oceanside Gymnastics	Miller7-2223	4/10/2023	5/10/2023	117	-	-	-	-	117
Oceanside Gymnastics	Morrison7-2223	4/10/2023	5/10/2023	350	-	-	-	-	350
Oceanside Gymnastics	Roblee5-2223	4/10/2023	5/10/2023	117	-	-	-	-	117
Oceanside Gymnastics	Servin3-2223	4/10/2023	5/10/2023	117	-	-	-	-	117
Oceanside Gymnastics	Urquhart4-2223	4/10/2023	5/10/2023	117	-	-	-	-	117
Oceanside Gymnastics	Villegas3-2223	4/10/2023	5/10/2023	196	-	-	-	-	196
ODP Business Solutions LLC	303195617001	4/6/2023	5/10/2023	113	-	-	-	-	113
ODP Business Solutions LLC	30319998001	4/6/2023	5/10/2023	41	-	-	-	-	41
ODP Business Solutions LLC	303219151001	4/6/2023	5/10/2023	32	-	-	-	-	32
ODP Business Solutions LLC	303221974001	4/6/2023	5/10/2023	38	-	-	-	-	38
ODP Business Solutions LLC	303221979001	4/6/2023	5/10/2023	26	-	-	-	-	26
ODP Business Solutions LLC	303226194001	4/6/2023	5/10/2023	264	-	-	-	-	264
ODP Business Solutions LLC	303248995001	4/6/2023	5/10/2023	156	-	-	-	-	156
ODP Business Solutions LLC	303252186001	4/6/2023	5/10/2023	20	-	-	-	-	20
ODP Business Solutions LLC	305052596001	4/6/2023	5/10/2023	14	-	-	-	-	14
ODP Business Solutions LLC	305052601001	4/6/2023	5/10/2023	1	-	-	-	-	1
ODP Business Solutions LLC	305676949001	4/6/2023	5/10/2023	74	-	-	-	-	74
ODP Business Solutions LLC	305680122001	4/6/2023	5/10/2023	12	-	-	-	-	12
ODP Business Solutions LLC	306426547001	4/6/2023	5/10/2023	86	-	-	-	-	86
ODP Business Solutions LLC	306445368001	4/6/2023	5/10/2023	118	-	-	-	-	118
ODP Business Solutions LLC	306454228001	4/6/2023	5/10/2023	71	-	-	-	-	71
ODP Business Solutions LLC	306465677001	4/6/2023	5/10/2023	37	-	-	-	-	37
ODP Business Solutions LLC	306470553001	4/6/2023	5/10/2023	67	-	-	-	-	67
ODP Business Solutions LLC	306477736001	4/6/2023	5/10/2023	27	-	-	-	-	27
ODP Business Solutions LLC	306526389001	4/6/2023	5/10/2023	28	-	-	-	-	28
ODP Business Solutions LLC	306634738001	4/6/2023	5/10/2023	60	-	-	-	-	60
ODP Business Solutions LLC	306638433001	4/7/2023	5/10/2023	63	-	-	-	-	63
ODP Business Solutions LLC	306642571001	4/6/2023	5/10/2023	4	-	-	-	-	4

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
ODP Business Solutions LLC	306642572001	4/6/2023	5/10/2023	6	-	-	-	-	6
ODP Business Solutions LLC	306642574001	4/6/2023	5/10/2023	12	-	-	-	-	12
ODP Business Solutions LLC	306648275001	4/6/2023	5/10/2023	34	-	-	-	-	34
ODP Business Solutions LLC	306648276001	4/6/2023	5/10/2023	15	-	-	-	-	15
ODP Business Solutions LLC	306726111001	4/7/2023	5/10/2023	31	-	-	-	-	31
ODP Business Solutions LLC	306726113001	4/6/2023	5/10/2023	7	-	-	-	-	7
ODP Business Solutions LLC	306728456001	4/7/2023	5/10/2023	41	-	-	-	-	41
ODP Business Solutions LLC	306728882001	4/7/2023	5/10/2023	55	-	-	-	-	55
ODP Business Solutions LLC	306728889001	4/7/2023	5/10/2023	6	-	-	-	-	6
ODP Business Solutions LLC	306731733001	4/7/2023	5/10/2023	70	-	-	-	-	70
ODP Business Solutions LLC	306734521001	4/7/2023	5/10/2023	60	-	-	-	-	60
ODP Business Solutions LLC	306734849001	4/6/2023	5/10/2023	211	-	-	-	-	211
ODP Business Solutions LLC	306737378001	4/7/2023	5/10/2023	117	-	-	-	-	117
ODP Business Solutions LLC	306737697001	4/7/2023	5/10/2023	111	-	-	-	-	111
ODP Business Solutions LLC	306737698001	4/7/2023	5/10/2023	8	-	-	-	-	8
ODP Business Solutions LLC	306775166001	4/4/2023	5/10/2023	269	-	-	-	-	269
ODP Business Solutions LLC	306882856001	4/7/2023	5/10/2023	28	-	-	-	-	28
ODP Business Solutions LLC	306883326001	4/7/2023	5/10/2023	15	-	-	-	-	15
ODP Business Solutions LLC	307373200001	4/7/2023	5/10/2023	32	-	-	-	-	32
ODP Business Solutions LLC	307373201001	4/7/2023	5/10/2023	7	-	-	-	-	7
ODP Business Solutions LLC	307373204001	4/7/2023	5/10/2023	12	-	-	-	-	12
ODP Business Solutions LLC	308372679001	4/8/2023	5/10/2023	24	-	-	-	-	24
ODP Business Solutions LLC	308372680001	4/10/2023	5/10/2023	8	-	-	-	-	8
ODP Business Solutions LLC	308372681001	4/10/2023	5/10/2023	5	-	-	-	-	5
ODP Business Solutions LLC	308373093001	4/10/2023	5/10/2023	24	-	-	-	-	24
ODP Business Solutions LLC	308377292001	4/10/2023	5/10/2023	51	-	-	-	-	51
ODP Business Solutions LLC	308377559001	4/10/2023	5/10/2023	43	-	-	-	-	43
ODP Business Solutions LLC	308377705001	4/10/2023	5/10/2023	32	-	-	-	-	32
ODP Business Solutions LLC	308393590001	4/10/2023	5/10/2023	42	-	-	-	-	42
ODP Business Solutions LLC	308393591001	4/7/2023	5/10/2023	36	-	-	-	-	36
ODP Business Solutions LLC	308393760001	4/10/2023	5/10/2023	99	-	-	-	-	99
Orange County Council, Boy Scouts of A	204	4/10/2023	5/10/2023	2,796	-	-	-	-	2,796
Outschool, Inc.	12345714977	4/3/2023	5/3/2023	14	-	-	-	-	14
Outschool, Inc.	12345715416	4/10/2023	5/10/2023	15	-	-	-	-	15
Outschool, Inc.	12345715417	4/10/2023	5/10/2023	18	-	-	-	-	18
Outschool, Inc.	12345715418	4/10/2023	5/10/2023	14	-	-	-	-	14
Outschool, Inc.	12345715421	4/10/2023	5/10/2023	11	-	-	-	-	11
Outschool, Inc.	12345715422	4/10/2023	5/10/2023	15	-	-	-	-	15
Outschool, Inc.	12345715423	4/10/2023	5/10/2023	40	-	-	-	-	40
Outschool, Inc.	12345715424	4/10/2023	5/10/2023	40	-	-	-	-	40
Outschool, Inc.	12345715425	4/10/2023	5/10/2023	36	-	-	-	-	36
Outschool, Inc.	12345715426	4/10/2023	5/10/2023	120	-	-	-	-	120
Outschool, Inc.	12345715427	4/10/2023	5/10/2023	56	-	-	-	-	56

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
Otschool, Inc.	12345715428	4/10/2023	5/10/2023	30	-	-	-	-	30
Otschool, Inc.	12345715429	4/10/2023	5/10/2023	60	-	-	-	-	60
Otschool, Inc.	12345715431	4/10/2023	5/10/2023	68	-	-	-	-	68
Otschool, Inc.	12345715432	4/10/2023	5/10/2023	44	-	-	-	-	44
Otschool, Inc.	12345715433	4/10/2023	5/10/2023	36	-	-	-	-	36
Otschool, Inc.	12345715434	4/10/2023	5/10/2023	72	-	-	-	-	72
Otschool, Inc.	12345715435	4/10/2023	5/10/2023	40	-	-	-	-	40
Otschool, Inc.	12345715436	4/10/2023	5/10/2023	10	-	-	-	-	10
Otschool, Inc.	12345715437	4/10/2023	5/10/2023	60	-	-	-	-	60
Otschool, Inc.	12345715438	4/10/2023	5/10/2023	44	-	-	-	-	44
Otschool, Inc.	12345715439	4/10/2023	5/10/2023	54	-	-	-	-	54
Otschool, Inc.	12345715440	4/10/2023	5/10/2023	30	-	-	-	-	30
Otschool, Inc.	12345715441	4/10/2023	5/10/2023	60	-	-	-	-	60
Otschool, Inc.	12345715442	4/10/2023	5/10/2023	100	-	-	-	-	100
Otschool, Inc.	12345715443	4/10/2023	5/10/2023	60	-	-	-	-	60
Otschool, Inc.	12345715444	4/10/2023	5/10/2023	20	-	-	-	-	20
Otschool, Inc.	12345715445	4/10/2023	5/10/2023	14	-	-	-	-	14
Otschool, Inc.	12345715446	4/10/2023	5/10/2023	28	-	-	-	-	28
Otschool, Inc.	12345715447	4/10/2023	5/10/2023	48	-	-	-	-	48
Otschool, Inc.	12345715825	4/17/2023	5/17/2023	40	-	-	-	-	40
Otschool, Inc.	12345715827	4/17/2023	5/17/2023	54	-	-	-	-	54
Otschool, Inc.	12345715828	4/17/2023	5/17/2023	20	-	-	-	-	20
Otschool, Inc.	12345715829	4/17/2023	5/17/2023	48	-	-	-	-	48
Otschool, Inc.	12345715831	4/17/2023	5/17/2023	68	-	-	-	-	68
Otschool, Inc.	12345715832	4/17/2023	5/17/2023	26	-	-	-	-	26
Otschool, Inc.	12345715833	4/17/2023	5/17/2023	30	-	-	-	-	30
Otschool, Inc.	12345715835	4/17/2023	5/17/2023	14	-	-	-	-	14
Otschool, Inc.	12345715836	4/17/2023	5/17/2023	11	-	-	-	-	11
Otschool, Inc.	12345715837	4/17/2023	5/17/2023	48	-	-	-	-	48
Otschool, Inc.	12345715838	4/17/2023	5/17/2023	72	-	-	-	-	72
Otschool, Inc.	12345715841	4/17/2023	5/17/2023	72	-	-	-	-	72
Otschool, Inc.	12345715842	4/17/2023	5/17/2023	42	-	-	-	-	42
Otschool, Inc.	12345715843	4/17/2023	5/17/2023	56	-	-	-	-	56
Otschool, Inc.	12345715844	4/17/2023	5/17/2023	72	-	-	-	-	72
Otschool, Inc.	12345715845	4/17/2023	5/17/2023	64	-	-	-	-	64
Otschool, Inc.	12345715846	4/17/2023	5/17/2023	64	-	-	-	-	64
Otschool, Inc.	12345715847	4/17/2023	5/17/2023	56	-	-	-	-	56
Otschool, Inc.	12345715848	4/17/2023	5/17/2023	40	-	-	-	-	40
Outside the Box Creation	3738	4/11/2023	5/11/2023	165	-	-	-	-	165
Outside the Box Creation	3745	4/13/2023	5/13/2023	165	-	-	-	-	165
Oxford Consulting Services	159831	3/31/2023	4/30/2023	378	-	-	-	-	378
Oyster Inc.	141590	4/10/2023	5/10/2023	305	-	-	-	-	305
Oyster Inc.	141591	4/10/2023	5/10/2023	138	-	-	-	-	138

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
Oyster Inc.	141663	4/20/2023	5/20/2023	346	-	-	-	-	346
Paint It Black Art, LLC	1105	4/11/2023	5/11/2023	125	-	-	-	-	125
Paint It Black Art, LLC	1106	4/11/2023	5/11/2023	125	-	-	-	-	125
Paint It Black Art, LLC	1149	4/18/2023	5/18/2023	135	-	-	-	-	135
Paint It Black Art, LLC	1150	4/18/2023	5/18/2023	35	-	-	-	-	35
Paper Moon Music	0633 APR 2023	4/10/2023	5/10/2023	165	-	-	-	-	165
Paper Moon Music	0634 APR 2023	4/10/2023	5/10/2023	165	-	-	-	-	165
Paper Moon Music	0635 APR 2023	4/10/2023	5/10/2023	165	-	-	-	-	165
Paper Moon Music	0636 APR 2023	4/10/2023	5/10/2023	165	-	-	-	-	165
Paper Moon Music	0637 APR 2023	4/10/2023	5/10/2023	165	-	-	-	-	165
Paper Moon Music	0638 APR 2023	4/10/2023	5/10/2023	165	-	-	-	-	165
Paper Moon Music	0639 APR 2023	4/10/2023	5/10/2023	165	-	-	-	-	165
Paper Moon Music	0640 APR 2023	4/10/2023	5/10/2023	165	-	-	-	-	165
Paper Moon Music	0641 APR 2023	4/10/2023	5/10/2023	330	-	-	-	-	330
Paper Moon Music	0642 APR 2023	4/10/2023	5/10/2023	165	-	-	-	-	165
Paper Moon Music	0643 APR 2023	4/10/2023	5/10/2023	165	-	-	-	-	165
Paper Moon Music	0644 APR 2023	4/10/2023	5/10/2023	165	-	-	-	-	165
Paper Moon Music	0645 APR 2023	4/10/2023	5/10/2023	330	-	-	-	-	330
Paper Moon Music	0646 APR 2023	4/10/2023	5/10/2023	330	-	-	-	-	330
Peter Kindfield	101	4/20/2023	5/20/2023	720	-	-	-	-	720
PMA of Encinitas LLC	PMAenc108	4/14/2023	5/14/2023	1,361	-	-	-	-	1,361
Pointwest Innovations Corporation	2301	4/20/2023	5/20/2023	18,566	-	-	-	-	18,566
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

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Provenance	4162	12/18/2020	12/18/2020	-	-	-	-	504	504
Provenance	4176	12/18/2020	1/17/2021	-	-	-	-	12,566	12,566
Provenance	4317	1/19/2021	2/18/2021	-	-	-	-	400	400
Provenance	4329	1/19/2021	2/18/2021	-	-	-	-	673	673
Provenance	4344	1/19/2021	2/18/2021	-	-	-	-	10,374	10,374
Provenance	4356	1/20/2021	2/19/2021	-	-	-	-	1,250	1,250
Provenance	4366	1/20/2021	2/19/2021	-	-	-	-	1,316	1,316
Provenance	4372	1/20/2021	2/19/2021	-	-	-	-	6,148	6,148
Provenance	4417	1/28/2021	2/27/2021	-	-	-	-	4,706	4,706
Provenance	4425	1/28/2021	2/27/2021	-	-	-	-	141	141
Provenance	4434	1/28/2021	2/27/2021	-	-	-	-	12,650	12,650
Provenance	4439	1/29/2021	2/28/2021	-	-	-	-	650	650
Provenance	4442	1/29/2021	2/28/2021	-	-	-	-	275	275
Provenance	4443	1/29/2021	2/28/2021	-	-	-	-	48	48
Provenance	4457	2/2/2021	3/4/2021	-	-	-	-	21,140	21,140
Provenance	4491	2/11/2021	3/13/2021	-	-	-	-	2,300	2,300
Provenance	4583	2/18/2021	3/20/2021	-	-	-	-	4,306	4,306
Provenance	4593	2/23/2021	3/25/2021	-	-	-	-	54	54
Provenance	4595	2/23/2021	3/25/2021	-	-	-	-	732	732
Provenance	4619	2/25/2021	3/27/2021	-	-	-	-	301	301
Provenance	4621	2/25/2021	3/27/2021	-	-	-	-	139	139
Provenance	4622	2/25/2021	3/27/2021	-	-	-	-	72	72
Provenance	4625	2/26/2021	3/28/2021	-	-	-	-	48	48
Provenance	4648	3/12/2021	4/11/2021	-	-	-	-	48	48
Provenance	4676	3/16/2021	4/15/2021	-	-	-	-	100	100
Provenance	4761	3/23/2021	4/22/2021	-	-	-	-	4,614	4,614
Provenance	4766	3/25/2021	4/24/2021	-	-	-	-	10,094	10,094
Provenance	4774	3/26/2021	4/25/2021	-	-	-	-	4,225	4,225
Provenance	4793	3/30/2021	4/29/2021	-	-	-	-	41	41
Provenance	4799	3/31/2021	4/30/2021	-	-	-	-	650	650
Provenance	4807	3/31/2021	4/30/2021	-	-	-	-	2,465	2,465
Provenance	4830	4/12/2021	5/12/2021	-	-	-	-	945	945
Provenance	4927	4/21/2021	5/21/2021	-	-	-	-	14	14
Provenance	5037	5/18/2021	6/17/2021	-	-	-	-	4,772	4,772
Provenance	PROV041321	4/13/2021	4/13/2021	-	-	-	-	3,650	3,650
Rainbow Resource Center	4024935	4/7/2023	5/7/2023	182	-	-	-	-	182
Rainbow Resource Center	4024936	4/7/2023	5/7/2023	19	-	-	-	-	19
Rainbow Resource Center	4024937	4/7/2023	5/7/2023	94	-	-	-	-	94
Rainbow Resource Center	4025218	4/10/2023	5/10/2023	35	-	-	-	-	35
Rainbow Resource Center	4025529	4/10/2023	5/10/2023	37	-	-	-	-	37
Rainbow Resource Center	4025535	4/10/2023	5/10/2023	45	-	-	-	-	45
Rainbow Resource Center	4025537	4/10/2023	5/10/2023	45	-	-	-	-	45
Rainbow Resource Center	4025538	4/10/2023	5/10/2023	73	-	-	-	-	73

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
Rainbow Resource Center	4025539	4/10/2023	5/10/2023	32	-	-	-	-	32
Rainbow Resource Center	4025541	4/10/2023	5/10/2023	109	-	-	-	-	109
Rainbow Resource Center	4025564	4/10/2023	5/10/2023	21	-	-	-	-	21
Rainbow Resource Center	4025572	4/10/2023	5/10/2023	21	-	-	-	-	21
Rainbow Resource Center	4025575	4/10/2023	5/10/2023	21	-	-	-	-	21
Rainbow Resource Center	4025576	4/10/2023	5/10/2023	89	-	-	-	-	89
Rainbow Resource Center	4025591	4/10/2023	5/10/2023	25	-	-	-	-	25
Rainbow Resource Center	4025711	4/10/2023	5/10/2023	44	-	-	-	-	44
Rainbow Resource Center	4025715	4/10/2023	5/10/2023	107	-	-	-	-	107
Rainbow Resource Center	4025729	4/10/2023	5/10/2023	173	-	-	-	-	173
Rainbow Resource Center	4025731	4/10/2023	5/10/2023	432	-	-	-	-	432
Rainbow Resource Center	4025732	4/10/2023	5/10/2023	77	-	-	-	-	77
Rainbow Resource Center	4025746	4/10/2023	5/10/2023	70	-	-	-	-	70
Rainbow Resource Center	4025759	4/10/2023	5/10/2023	65	-	-	-	-	65
Rainbow Resource Center	4025776	4/10/2023	5/10/2023	112	-	-	-	-	112
Rainbow Resource Center	4025786	4/10/2023	5/10/2023	210	-	-	-	-	210
Rainbow Resource Center	4025792	4/10/2023	5/10/2023	51	-	-	-	-	51
Rainbow Resource Center	4025793	4/10/2023	5/10/2023	171	-	-	-	-	171
Rainbow Resource Center	4025794	4/10/2023	5/10/2023	24	-	-	-	-	24
Rainbow Resource Center	4025795	4/10/2023	5/10/2023	49	-	-	-	-	49
Rainbow Resource Center	4025797	4/10/2023	5/10/2023	43	-	-	-	-	43
Rainbow Resource Center	4025798	4/10/2023	5/10/2023	83	-	-	-	-	83
Rainbow Resource Center	4025799	4/10/2023	5/10/2023	21	-	-	-	-	21
Rainbow Resource Center	4025800	4/10/2023	5/10/2023	29	-	-	-	-	29
Rainbow Resource Center	4025801	4/10/2023	5/10/2023	29	-	-	-	-	29
Rainbow Resource Center	4025802	4/10/2023	5/10/2023	60	-	-	-	-	60
Rainbow Resource Center	4025815	4/10/2023	5/10/2023	204	-	-	-	-	204
Rainbow Resource Center	4031049	4/18/2023	5/18/2023	41	-	-	-	-	41
Rainbow Resource Center	4032289	4/19/2023	5/19/2023	86	-	-	-	-	86
Rainbow Resource Center	4033633	4/20/2023	5/20/2023	76	-	-	-	-	76
Rainbow Resource Center	4033662	4/20/2023	5/20/2023	29	-	-	-	-	29
Rainbow Resource Center	4033715	4/20/2023	5/20/2023	32	-	-	-	-	32
Rainbow Resource Center	4033844	4/20/2023	5/20/2023	30	-	-	-	-	30
Rainbow Resource Center	4033848	4/20/2023	5/20/2023	62	-	-	-	-	62
Rainbow Resource Center	4033849	4/20/2023	5/20/2023	11	-	-	-	-	11
Rainbow Resource Center	4034021	4/21/2023	5/21/2023	40	-	-	-	-	40
Rainbow Resource Center	4034031	4/21/2023	5/21/2023	95	-	-	-	-	95
Rainbow Resource Center	4034046	4/21/2023	5/21/2023	22	-	-	-	-	22
Rainbow Resource Center	4034330	4/21/2023	5/21/2023	184	-	-	-	-	184
Rainbow Resource Center	4034333	4/21/2023	5/21/2023	42	-	-	-	-	42
Rainbow Resource Center	4034334	4/21/2023	5/21/2023	120	-	-	-	-	120
Rainbow Resource Center	4034603	4/21/2023	5/21/2023	412	-	-	-	-	412
Rainbow Resource Center	4034604	4/21/2023	5/21/2023	37	-	-	-	-	37

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
Raising Golfers LLC	23	4/14/2023	5/14/2023	425	-	-	-	-	425
Raising Golfers LLC	24	4/14/2023	5/14/2023	425	-	-	-	-	425
Ramona Brazilian Jiu-Jitsu/ MMA	2023_02FebMarPCA	4/20/2023	5/20/2023	1,280	-	-	-	-	1,280
Ramona Brazilian Jiu-Jitsu/ MMA	2023_AprPCA	4/15/2023	5/15/2023	3,450	-	-	-	-	3,450
Randall Music School	256	4/11/2023	5/11/2023	209	-	-	-	-	209
Rebecca Shue	2023-April-Z	4/13/2023	5/13/2023	85	-	-	-	-	85
Renata Bezman	PCA2303	4/17/2023	5/17/2023	1,122	-	-	-	-	1,122
Reshma Solbach	7006	4/8/2023	5/8/2023	465	-	-	-	-	465
Robin Dixon	March 2023	4/13/2023	5/13/2023	1,650	-	-	-	-	1,650
Rock Creek Enrichment Center	20236061	2/9/2023	3/11/2023	225	-	-	-	-	225
Rubke-Foxworth Music Studio	41523	4/12/2023	5/12/2023	240	-	-	-	-	240
Ruth Opilas	202303	3/31/2023	4/30/2023	2,200	-	-	-	-	2,200
Ruth Opilas	202304	3/31/2023	4/30/2023	150	-	-	-	-	150
Safe Swim Academy	SSA77-23	4/7/2023	5/7/2023	220	-	-	-	-	220
Samantha Fuentes	FUEN041723	4/17/2023	4/17/2023	407	-	-	-	-	407
San Diego Center for Vision Care - Opto	149	4/5/2023	5/5/2023	900	-	-	-	-	900
San Diego Civic Youth Ballet	SDCYBKPAWLICKI	4/20/2023	5/20/2023	365	-	-	-	-	365
San Diego Craft Collective	66	4/13/2023	5/13/2023	1,490	-	-	-	-	1,490
San Diego Danceworks	325	4/17/2023	5/17/2023	176	-	-	-	-	176
San Diego Harp Academy	43	4/17/2023	5/17/2023	1,220	-	-	-	-	1,220
San Diego Horse Rentals LLC	ACYRUS 1	4/23/2023	4/23/2023	80	-	-	-	-	80
San Diego Horse Rentals LLC	AGAVALDON1	4/10/2023	4/10/2023	80	-	-	-	-	80
San Diego Horse Rentals LLC	CRIM 1	4/4/2023	4/4/2023	240	-	-	-	-	240
San Diego Horse Rentals LLC	J CROMWELL 2	4/20/2023	4/20/2023	80	-	-	-	-	80
San Diego Horse Rentals LLC	MSALINAS1	4/3/2023	4/3/2023	500	-	-	-	-	500
San Diego Ice Arena	14790	4/6/2023	5/6/2023	228	-	-	-	-	228
San Diego Ice Arena	14791	4/6/2023	5/6/2023	228	-	-	-	-	228
Sand n Straw LLC	PCAAPR23-1	4/7/2023	4/7/2023	4,840	-	-	-	-	4,840
Sand n Straw LLC	PCAAPR23-2	4/11/2023	4/11/2023	880	-	-	-	-	880
Sara Burdge	102	4/18/2023	5/18/2023	360	-	-	-	-	360
Sara Burdge	95	3/24/2023	4/23/2023	360	-	-	-	-	360
Sara Burdge	98	4/18/2023	5/18/2023	360	-	-	-	-	360
Sara Burdge	99	4/18/2023	5/18/2023	360	-	-	-	-	360
Sarah Martinson	MART033123	3/31/2023	3/31/2023	238	-	-	-	-	238
Sarah Martinson	MART033123-01	3/31/2023	3/31/2023	296	-	-	-	-	296
Sarah Martinson	MART033123-02	3/31/2023	3/31/2023	333	-	-	-	-	333
Sarah Martinson	MART033123-03	3/31/2023	3/31/2023	373	-	-	-	-	373
Sarah Martinson	MART033123-04	3/31/2023	3/31/2023	399	-	-	-	-	399
Savvas Learning Company LLC	7028361515	4/8/2023	5/7/2023	174	-	-	-	-	174
SCEGA Gymnastics	2141	4/11/2023	5/11/2023	92	-	-	-	-	92
Scholastic Inc	48152956	3/28/2023	4/27/2023	15	-	-	-	-	15
Scholastic Inc	48152960	3/28/2023	4/27/2023	61	-	-	-	-	61
Scholastic Inc	48153114	3/28/2023	4/27/2023	141	-	-	-	-	141

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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
School Specialty LLC	208132092600	3/29/2023	4/28/2023	21	-	-	-	-	21
School Specialty LLC	308104258514	4/5/2023	5/5/2023	124	-	-	-	-	124
Scripps Performing Arts Academy	1034	4/12/2023	5/12/2023	202	-	-	-	-	202
Sebesta's Rocking K Ranch	1260	4/13/2023	5/13/2023	520	-	-	-	-	520
Sebesta's Rocking K Ranch	1261	4/13/2023	5/13/2023	700	-	-	-	-	700
Sebesta's Rocking K Ranch	1262	4/13/2023	5/13/2023	260	-	-	-	-	260
Sebesta's Rocking K Ranch	1263	4/13/2023	5/13/2023	520	-	-	-	-	520
Sebesta's Rocking K Ranch	1263-R	4/13/2023	5/13/2023	260	-	-	-	-	260
Sebesta's Rocking K Ranch	1264	4/13/2023	5/13/2023	600	-	-	-	-	600
Sebesta's Rocking K Ranch	1265	4/13/2023	5/13/2023	260	-	-	-	-	260
Sebesta's Rocking K Ranch	1266	4/13/2023	5/13/2023	780	-	-	-	-	780
Sebesta's Rocking K Ranch	1267	4/13/2023	5/13/2023	260	-	-	-	-	260
Sebesta's Rocking K Ranch	1269	4/13/2023	5/13/2023	520	-	-	-	-	520
Sebesta's Rocking K Ranch	1270	4/13/2023	5/13/2023	780	-	-	-	-	780
Sebesta's Rocking K Ranch	1271	4/13/2023	5/13/2023	680	-	-	-	-	680
Selene Gomez	23-Apr	4/12/2023	5/12/2023	840	-	-	-	-	840
Sharon A. Weldy	040823	4/8/2023	5/8/2023	275	-	-	-	-	275
SHI International Corp	B16713512	4/11/2023	5/11/2023	16,107	-	-	-	-	16,107
Shirley Stafford	A. Becker #39	4/17/2023	5/17/2023	260	-	-	-	-	260
Shirley Stafford	A. Girard #20	4/17/2023	5/17/2023	260	-	-	-	-	260
Shirley Stafford	A. Tran #28	4/17/2023	5/17/2023	130	-	-	-	-	130
Shirley Stafford	Brit. Owen #33	4/17/2023	5/17/2023	130	-	-	-	-	130
Shirley Stafford	Brit. Owen #34	4/17/2023	5/17/2023	130	-	-	-	-	130
Shirley Stafford	C. De La Pena #35	4/17/2023	5/17/2023	130	-	-	-	-	130
Shirley Stafford	C. Tran #18	4/17/2023	5/17/2023	130	-	-	-	-	130
Shirley Stafford	E. Torres #15	4/17/2023	5/17/2023	260	-	-	-	-	260
Shirley Stafford	G. Hornby #32	4/17/2023	5/17/2023	195	-	-	-	-	195
Shirley Stafford	G. McDonald #15	4/17/2023	5/17/2023	130	-	-	-	-	130
Shirley Stafford	Hutcherson #31	4/17/2023	5/17/2023	260	-	-	-	-	260
Shirley Stafford	I. Torres #15	4/17/2023	5/17/2023	260	-	-	-	-	260
Shirley Stafford	J. Becker #36	4/17/2023	5/17/2023	260	-	-	-	-	260
Shirley Stafford	J. Martinez #28	4/17/2023	5/17/2023	260	-	-	-	-	260
Shirley Stafford	J. Torres #8	4/17/2023	5/17/2023	260	-	-	-	-	260
Shirley Stafford	Ja. French #37	4/17/2023	5/17/2023	130	-	-	-	-	130
Shirley Stafford	Je. French #34	4/17/2023	5/17/2023	130	-	-	-	-	130
Shirley Stafford	Jeff. French #31	4/17/2023	5/17/2023	130	-	-	-	-	130
Shirley Stafford	Ju. French #26	4/17/2023	5/17/2023	130	-	-	-	-	130
Shirley Stafford	L. Taylor #11	4/17/2023	5/17/2023	260	-	-	-	-	260
Shirley Stafford	M. Girard #28	4/17/2023	5/17/2023	260	-	-	-	-	260
Shirley Stafford	M. Martinez #30	4/17/2023	5/17/2023	260	-	-	-	-	260
Shirley Stafford	Matrick #4	4/17/2023	5/17/2023	130	-	-	-	-	130
Shirley Stafford	Owen #49	4/17/2023	5/17/2023	130	-	-	-	-	130
Shirley Stafford	Owen #50	4/17/2023	5/17/2023	130	-	-	-	-	130

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Shirley Stafford	P-D De La Pena #34	4/7/2023	5/7/2023	130	-	-	-	-	130
Shirley Stafford	S. Hornby #17	4/17/2023	5/17/2023	195	-	-	-	-	195
Shirley Stafford	S. Taylor #25	4/17/2023	5/17/2023	260	-	-	-	-	260
Shirley Stafford	S. Tran #30	4/17/2023	5/17/2023	130	-	-	-	-	130
Shirley Stafford	T. Tran #28	4/17/2023	5/17/2023	130	-	-	-	-	130
Shirley Stafford	W. Taylor #11	4/17/2023	5/17/2023	260	-	-	-	-	260
Silver Spur Riding School	B bray 3	4/6/2023	5/6/2023	350	-	-	-	-	350
Silver Spur Riding School	C arias 3	4/6/2023	5/6/2023	160	-	-	-	-	160
Silver Spur Riding School	E Arnold 4	4/17/2023	5/17/2023	80	-	-	-	-	80
Silver Spur Riding School	F revier 2	4/6/2023	5/6/2023	280	-	-	-	-	280
Silver Spur Riding School	Horak-1	3/3/2023	4/2/2023	1,020	-	-	-	-	1,020
Silver Spur Riding School	Liv D 4/23	3/3/2023	4/2/2023	350	-	-	-	-	350
Singapore Math Inc.	S266532	4/19/2023	5/19/2023	74	-	-	-	-	74
Singapore Math Inc.	S266664	4/20/2023	5/20/2023	104	-	-	-	-	104
Singapore Math Inc.	S266666	4/20/2023	5/20/2023	171	-	-	-	-	171
Small Talk OC	3288	4/11/2023	4/11/2023	2,100	-	-	-	-	2,100
So Cal TTC	04132023	4/13/2023	5/13/2023	266	-	-	-	-	266
SoCal STEM	1338	4/12/2023	5/12/2023	1,980	-	-	-	-	1,980
Sonya Rosenberg	301	4/24/2023	4/24/2023	315	-	-	-	-	315
Sonya Rosenberg	302	4/24/2023	4/24/2023	315	-	-	-	-	315
Sonya Rosenberg	340	3/1/2023	3/1/2023	350	-	-	-	-	350
Southern California Music Academy	9291	3/7/2023	4/6/2023	148	-	-	-	-	148
Southern California Music Academy	9363	4/13/2023	5/13/2023	148	-	-	-	-	148
Southern California Music Academy	9364	4/13/2023	5/13/2023	148	-	-	-	-	148
Southern California Music Academy	9366	4/13/2023	5/13/2023	148	-	-	-	-	148
Southern California Music Academy	9367	4/13/2023	5/13/2023	148	-	-	-	-	148
Southern California Music Academy	9368	4/13/2023	5/13/2023	120	-	-	-	-	120
Southern California Music Academy	9369	4/13/2023	5/13/2023	120	-	-	-	-	120
Southern California Music Academy	9370	4/13/2023	5/13/2023	148	-	-	-	-	148
Southern California Music Academy	9371	4/13/2023	5/13/2023	148	-	-	-	-	148
Southern California Music Academy	9372	4/13/2023	5/13/2023	148	-	-	-	-	148
Southern California Music Academy	9373	4/13/2023	5/13/2023	148	-	-	-	-	148
Southern California Music Academy	9374	4/17/2023	5/17/2023	148	-	-	-	-	148
Southern California Music Academy	9375	4/17/2023	5/17/2023	148	-	-	-	-	148
Southern California Music Academy	9376	4/17/2023	5/17/2023	148	-	-	-	-	148
Spanish Advantage	PAC_04182023	4/18/2023	5/18/2023	310	-	-	-	-	310
Stephanie Abney	2023-003	4/20/2023	5/20/2023	340	-	-	-	-	340
Success Martial Arts	042023	4/12/2023	5/12/2023	1,437	-	-	-	-	1,437
Sunshine Vibes LLC	SV1205	4/20/2023	5/20/2023	156	-	-	-	-	156
Supercharged Science	4128	4/18/2023	5/18/2023	563	-	-	-	-	563
TalkBox.Mom	613510	4/10/2023	5/10/2023	357	-	-	-	-	357
TalkBox.Mom	613523	4/10/2023	5/10/2023	98	-	-	-	-	98
Teacher Synergy, LLC	228533792	4/17/2023	5/8/2023	17	-	-	-	-	17

Pacific Coast Academy

Accounts Payable Aging

April 30, 2023

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	228534760	4/17/2023	5/8/2023	161	-	-	-	-	161
Teacher Synergy, LLC	228541732	4/17/2023	5/8/2023	15	-	-	-	-	15
Teacher Synergy, LLC	228541804	4/17/2023	5/8/2023	15	-	-	-	-	15
Teacher Synergy, LLC	228543662	4/17/2023	5/8/2023	11	-	-	-	-	11
Teacher Synergy, LLC	228544890	4/17/2023	5/8/2023	15	-	-	-	-	15
Teacher Synergy, LLC	228545038	4/17/2023	5/8/2023	19	-	-	-	-	19
Teacher Synergy, LLC	228545134	4/17/2023	5/8/2023	12	-	-	-	-	12
Teacher Synergy, LLC	228545308	4/17/2023	5/8/2023	2	-	-	-	-	2
Teacher Synergy, LLC	228545927	4/17/2023	5/8/2023	16	-	-	-	-	16
Teacher Synergy, LLC	228546558	4/17/2023	5/8/2023	22	-	-	-	-	22
Teacher Synergy, LLC	228605784	4/18/2023	5/9/2023	12	-	-	-	-	12
Teacher Synergy, LLC	228611963	4/18/2023	5/9/2023	128	-	-	-	-	128
Teacher Synergy, LLC	228613656	4/18/2023	5/9/2023	27	-	-	-	-	27
Teacher Synergy, LLC	228613864	4/18/2023	5/9/2023	21	-	-	-	-	21
Teacher Synergy, LLC	228617725	4/18/2023	5/9/2023	15	-	-	-	-	15
Teacher Synergy, LLC	228617928	4/18/2023	5/9/2023	15	-	-	-	-	15
Teacher Synergy, LLC	228618293	4/18/2023	5/9/2023	101	-	-	-	-	101
Teacher Synergy, LLC	228618427	4/18/2023	5/9/2023	22	-	-	-	-	22
Teacher Synergy, LLC	228618682	4/18/2023	5/9/2023	15	-	-	-	-	15
Teacher Synergy, LLC	228625053	4/18/2023	5/9/2023	17	-	-	-	-	17
Teacher Synergy, LLC	228625528	4/18/2023	5/9/2023	13	-	-	-	-	13
Teacher Synergy, LLC	228628356	4/18/2023	5/9/2023	2	-	-	-	-	2
Teacher Synergy, LLC	228669830	4/18/2023	5/9/2023	16	-	-	-	-	16
Teacher Synergy, LLC	228671734	4/18/2023	5/9/2023	3	-	-	-	-	3
Teacher Synergy, LLC	228672192	4/18/2023	5/9/2023	13	-	-	-	-	13
Teacher Synergy, LLC	228673365	4/18/2023	5/9/2023	10	-	-	-	-	10
Teacher Synergy, LLC	228680824	4/18/2023	5/9/2023	27	-	-	-	-	27
Teacher Synergy, LLC	228681032	4/18/2023	5/9/2023	16	-	-	-	-	16
Teacher Synergy, LLC	228686513	4/18/2023	5/9/2023	14	-	-	-	-	14
Teacher Synergy, LLC	228695391	4/18/2023	5/9/2023	28	-	-	-	-	28
Teacher Synergy, LLC	228696974	4/18/2023	5/9/2023	23	-	-	-	-	23
Teacher Synergy, LLC	228823548	4/19/2023	5/10/2023	1	-	-	-	-	1
Teacher Synergy, LLC	228824168	4/19/2023	5/10/2023	143	-	-	-	-	143
Teacher Synergy, LLC	228826661	4/19/2023	5/10/2023	20	-	-	-	-	20
Teacher Synergy, LLC	228829275	4/19/2023	5/10/2023	1	-	-	-	-	1
Teacher Synergy, LLC	228830389	4/19/2023	5/10/2023	13	-	-	-	-	13
Teacher Synergy, LLC	228951251	4/20/2023	5/11/2023	13	-	-	-	-	13
Teacher Synergy, LLC	228954112	4/20/2023	5/11/2023	12	-	-	-	-	12
Teacher Synergy, LLC	228956967	4/20/2023	5/11/2023	1	-	-	-	-	1
Teacher Synergy, LLC	228965198	4/20/2023	5/11/2023	23	-	-	-	-	23
Teacher Synergy, LLC	228965307	4/20/2023	5/11/2023	3	-	-	-	-	3

Pacific Coast Academy**Accounts Payable Aging**

April 30, 2023

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
Total Outstanding Payables in April				<u>\$ 403,827</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 503,089</u>	<u>\$ 906,916</u>

Coversheet

Employee Benefits Renewal Proposal

Section:	III. Operational
Item:	A. Employee Benefits Renewal Proposal
Purpose:	Vote
Submitted by:	
Related Material:	PCA Benefits Renewal Board Proposal - 5.2023.pdf



Employee Benefits Insurance Renewal Board Meeting

Renewal Date: July 1, 2023





Gallagher

Insurance | Risk Management | Consulting

Health Program Summary

Current Health Program (Program Dates 7/1/22 – 6/30/23)

- 5 medical plans offered: Kaiser, Blue Shield HMO plans, and Blue Shield PPO plans.
- Employer 100% Employee Premium for 3 of the 5 medical plans. Employer also pays 60-80% of Dependent Premium for all 5 plans. This strategy is extremely rich and not commonplace for employers, including schools and charters.
- 3 dental plans offered: Delta Dental HMO, Delta Dental PPO Low, and Delta Dental PPO High.
- 1 vision plan offered with EyeMed.

Renewing Health Program (7/1/23 – 6/30/24)

- Same 5 medical plans with Kaiser & Blue Shield will be offered, no plan or provider network changes.
- Employer will continue to pay 100% Employee Premium for 3 of the 5 medical plans. Employer will also continue to pay 60-80% of Dependent Premium for all 5 plans.
- EyeMed will remain as the Vision provider. Delta Dental will remain as the Dental provider. Employer will continue to contribute towards all 3 dental plans, and towards the vision plan.
- No increase to employee premiums for the year.

Overall Premium Spend (7/1/23 – 6/30/24)

- Employer annual premium increase is approx. +\$274K


Gallagher

Insurance | Risk Management | Consulting

Employee Rate Summary

Kaiser HMO

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	\$0.00	\$0.00	0.0%
EE + SP	\$132.11	\$132.11	0.0%
EE + CH	\$88.08	\$88.08	0.0%
Family	\$231.20	\$231.20	0.0%

Delta Dental HMO

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	\$5.25	\$5.25	0.0%
EE + SP	\$16.94	\$16.94	0.0%
EE + CH	\$20.84	\$20.84	0.0%
Family	\$29.51	\$29.51	0.0%

Blue Shield SaveNet HMO

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	\$0.00	\$0.00	0.0%
EE + SP	\$171.60	\$171.60	0.0%
EE + CH	\$92.40	\$92.40	0.0%
Family	\$250.80	\$250.80	0.0%

Delta Dental PPO Low

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	\$19.09	\$19.09	0.0%
EE + SP	\$64.25	\$64.25	0.0%
EE + CH	\$72.42	\$72.42	0.0%
Family	\$113.35	\$113.35	0.0%

Blue Shield Access+ HMO

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	\$216.58	\$216.58	0.0%
EE + SP	\$667.06	\$667.06	0.0%
EE + CH	\$459.15	\$459.15	0.0%
Family	\$874.98	\$874.98	0.0%

Delta Dental PPO High

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	\$31.45	\$31.45	0.0%
EE + SP	\$80.56	\$80.56	0.0%
EE + CH	\$92.19	\$92.19	0.0%
Family	\$140.93	\$140.93	0.0%

Blue Shield PPO

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	\$195.55	\$195.55	0.0%
EE + SP	\$637.65	\$637.65	0.0%
EE + CH	\$433.61	\$433.61	0.0%
Family	\$841.70	\$841.70	0.0%

EyeMed Vision

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	\$2.56	\$2.56	0.0%
EE + SP	\$5.49	\$5.49	0.0%
EE + CH	\$5.61	\$5.61	0.0%
Family	\$9.04	\$9.04	0.0%

Blue Shield PPO HSA

	Current Employee Cost	Renewal Employee Cost	% Change
EE Only	\$0.00	\$0.00	0.0%
EE + SP	\$281.75	\$281.75	0.0%
EE + CH	\$195.86	\$195.86	0.0%
Family	\$352.45	\$352.45	0.0%

Coversheet

2023-24 Declaration of Need

Section:	III. Operational
Item:	B. 2023-24 Declaration of Need
Purpose:	Vote
Submitted by:	
Related Material:	DON-PCA 23-24 FINAL.pdf

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

► ***Enclose a copy of the board agenda item***

Submitted by (Superintendent, Board Secretary, or Designee):

Name *Signature* *Title*

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
-------------------	-------------------------	-------------

Mailing Address

E-Mail Address

Name of County	County CDS Code
----------------	-----------------

Name of State Agency _____

Name of NPS/NPA	County of Location
-----------------	--------------------

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

Coversheet

Contract with Charter Impact

Section:	III. Operational
Item:	C. Contract with Charter Impact
Purpose:	Vote
Submitted by:	
Related Material:	CI Contract FY20-23 - PCA - signed (1).pdf CI Contract Supplement - PCA - 5.19.23.pdf



CHARTER IMPACT, INC.

MANAGEMENT AND ACCOUNTING SERVICES AGREEMENT

This agreement (the “Agreement”) is entered into as of March 10, 2020 (the “Effective Date”) by and between Charter Impact, Inc. (“CI”), and Pacific Coast Academy (“Client”).

ARTICLE 1. DUTIES AND RESPONSIBILITIES

Section 1.01. CI, a provider of business management and accounting services, will provide accounting, budgeting, compliance, strategic planning, documentation, deliverables, and other related services necessary to fulfill Client's business management and accounting requirements, as more particularly described in Exhibit A, B and C attached hereto and incorporated herein by this reference (the “Services”).

Section 1.02. Client will provide CI with the compensation and business expense reimbursement specified in Article 3 of this Agreement.

ARTICLE 2. TERM OF AGREEMENT

Section 2.01. Client will retain CI to work as a consultant for Client in the field of business management, accounting and consulting, beginning April 1, 2020, and ending June 30, 2023. CI accepts this engagement. CI will use CI's best efforts to accomplish the technical and commercial goals identified by Client during the term of this Agreement. Client acknowledges that CI may have other confidentiality commitments. Client will not require CI to perform tasks which might reasonably result in CI's breach of any confidentiality commitment. CI further acknowledges that CI has no existing obligations to any third party, as employee, consultant, or otherwise, that would conflict with, or restrict CI's ability to fulfill any of CI's commitments or obligations under this Agreement.

Section 2.02. This Agreement will be renewed automatically for succeeding terms of one year each, unless either party gives notice to the other at least 90 days before the expiration of any term of his or her or its intention not to renew.

CI Initials:

A handwritten signature in black ink, appearing to be 'CI' or similar initials, written over a horizontal line.

Charter Impact Management & Accounting Services Agreement

Page 1

Client Initials:

A handwritten signature in black ink, appearing to be 'SC' or similar initials, written over a horizontal line.



ARTICLE 3. COMPENSATION AND EXPENSES

Section 3.01. Fees.

Business Management Services: For services in Exhibit A, the Client will pay CI a fee equal to 1.75% of revenue as calculated based on each reporting unit (i.e. charter school, department, location, central office and any other additional reporting units which may be added at the discretion of the Client). Fees for services in Exhibit A are subject to a minimum of \$48,000 per year.

Payroll Processing: For services in Exhibit B, the Client will pay CI fees as follows:

- Payroll processing - \$100 base plus \$2.75 per employee per pay period
- Garnishment reporting - \$2.50 per occurrence
- New employee reporting - \$3.50 per occurrence
- Payroll delivery via FedEx - \$35.00 per occurrence, per 50 employees
- Quarterly/Annual Reporting - \$20.00 per occurrence
- Form W-2 or 1099 (for contractors paid via payroll) - \$5.75 each
- AATRIX late processing fees – based on a reimbursement of fees charged by AATRIX for priority processing of tax payments.

Student Data Services (optional): Fees for optional student data services in Exhibit C will be based on an hourly rate of \$130 through the entirety of the term. Services will only be provided as requested by Client.

Employee Onboarding (optional): For services related to the onboarding management, use of the electronic document signing, workflow management and new hire support listed in Exhibit D, fees are \$100 per onboard packet sent.

Rush Check Processing (optional): Upon special request of Client, emergency checks can be processed on a same-day basis in addition to the regular weekly cycle described in Exhibit A, Section 2C. For these rare occasions, an expedited processing fee of \$75 per check will be charged in addition to the reimbursement for shipping charges noted in Section 3.02 below.

Other Services: For other services requested by Client outside of the items included in Exhibit A, B, C or D, the Client will pay CI a fee based on CI's standard hourly rates as listed in Exhibit E.

Section 3.02. Expenses. In addition to the compensation specified in Section 3.01, CI will be paid for actual reasonable out-of-pocket expenses incurred in providing the Services, including mileage reimbursement for Client-requested meeting attendance. Reimbursement of aggregate monthly expenses will not exceed \$500, without written approved by Client before being incurred, unless Client elects to reimburse CI after the fact.

CI Initials:

Charter Impact Management & Accounting Services Agreement

Page 2

Client Initials:



Section 3.03. Invoicing. CI will invoice Client on a monthly basis for Business Management, starting April 1st, 2020 and will CI will automatically update the amount based on 1/12th of the Client's projected annual revenue pursuant to the percentage based fee in Section 3.01. Student Data, Other Services and expenses pursuant to sections 3.01 and 3.02 above will be billed monthly based on the actual time and expenses incurred during the preceding month. Payroll processing fees will be invoiced upon processing of the payroll. CI will automatically prepare a check from Client on the invoice date for payment from Client. Payment of all services and expenses will be made within thirty (30) days of presentation of invoices.

Section 3.04. Right to Suspend Performance. In the event of default or delay in payment greater than 30 days from the date of the invoice, CI reserves the right to suspend part or all of its performance of duties under this contract until all amounts for Services and Expenses are paid in full. In the event Client disputes all or any portion of an invoice, Client shall notify CI within 15 days of receipt of the invoice; and initiate the dispute resolution process under Section 15 hereof, but shall pay the invoice in full, pending the outcome of such process.

Section 3.05. Late Payments. Payments made after the payment terms are subject to a late payment penalty equal to an annual rate of twelve percent (12%).

Section 3.06. Price Changes. The prices and related charges for the Services are subject to increase upon renewal of this Agreement. CI reserves the right to immediately pass through increases in costs incurred from third parties, e.g., vendors, subcontractors and licensors, to the extent such services and supplies are identified in Exhibit A, B and C. In addition, CI will give Client not less than 30 days prior written notice of any price increases for Services.

ARTICLE 4. REPRESENTATIONS AND WARRANTIES

Section 4.01. Organization of Client. Client is a non-profit public benefit corporation, duly organized, validly existing, and in good standing under the laws of the State of California and has all requisite power and authority to own, lease and operate its properties and to carry on its educational operations as it is now being conducted.

Section 4.02. No Breach. Each party hereto warrants and represents that neither the execution and delivery of this Agreement, nor the consummation of the transactions contemplated hereby, will (i) violate any, statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which it is subject, or any provision of its Articles of Incorporation, Bylaws or Charter, nor (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or other arrangement to which it is a party or by which it is bound or to which any of its assets is subject.

CI Initials:

Charter Impact Management & Accounting Services Agreement

Page 3

Client Initials:



Section 4.03. CI represents and warrants that it has the requisite personnel, equipment, expertise, experience and skill to perform its obligations hereunder and provide the Services to Client in a timely and professional manner.

ARTICLE 5. DISCLAIMER OF WARRANTIES

Section 5.01. THERE ARE NO WARRANTIES THAT EXTEND BEYOND THOSE THAT ARE EXPRESSLY CONTAINED HEREIN. CI DISCLAIMS ALL OTHER REPRESENTATIONS AND WARRANTIES, EXPRESS OR IMPLIED, REGARDING THE SERVICES, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY; FITNESS FOR A PARTICULAR PURPOSE; THIRD PARTY SOFTWARE OR HARDWARE; OR, RESPONSIBILITY FOR CLIENT DATA.

Section 5.02. Limited Remedy. Client's exclusive remedy for defective Services is re-performance of the Services by CI at CI's expense, subject to CI's confirmation of the existence of such defect after receiving notice of a claimed defect from Client.

ARTICLE 6. LIMITATION OF LIABILITY

Section 6.01. EVEN IF CI CANNOT OR DOES NOT RE-PERFORM ANY DEFECTIVE SERVICES, AND CLIENT'S EXCLUSIVE REMEDY FAILS OF ITS ESSENTIAL PURPOSE, CI'S ENTIRE LIABILITY SHALL IN NO EVENT EXCEED \$50,000. CI HAS NO LIABILITY FOR GENERAL, CONSEQUENTIAL, INCIDENTAL OR SPECIAL DAMAGES ARISING FROM A DEFECT IN ANY SERVICES.

Section 6.02. EXCEPT FOR DAMAGES FLOWING FROM GROSS NEGLIGENCE OR INTENTIONALLY TORTIOUS CONDUCT, IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR ANY LOSS OR INJURIES TO EARNINGS, PROFITS OR GOODWILL, OR FOR ANY INCIDENTAL, SPECIAL, PUNITIVE OR CONSEQUENTIAL DAMAGES OF ANY PERSON OR ENTITY WHETHER ARISING IN CONTRACT, TORT OR OTHERWISE, EVEN IF EITHER PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. THE LIMITATIONS SET FORTH IN THIS SECTION SHALL APPLY EVEN IF ANY REMEDIES FAIL IN THEIR ESSENTIAL PURPOSE. Client acknowledges that the pricing of the Services and the other terms of this Agreement have been set based on the foregoing sections of this Agreement providing for an agreed allocation of the risk for any defective Services between the parties. Client further acknowledges that the pricing and terms would have been different if there had been a different allocation of the risk.

CI Initials:

Charter Impact Management & Accounting Services Agreement

Page 4

Client Initials:



ARTICLE 7. CONFIDENTIAL BUSINESS INFORMATION

Section 7.01. CI agrees that all of the business information related specifically to Client developed by or communicated by or to CI in the performance of the services described in this Agreement is of a highly confidential nature, and that, unless the CI has the prior written approval of Client, no use or oral or written disclosure of that information by CI will be made either during or after the term of this Agreement, except that CI may disclose that information to persons or companies who may be designated by Client to work with the CI in connection with CI's performance of the Services. Nothing herein shall be construed as restricting CI in performing the Services, which require routine disclosure of such information to auditors, regulatory agencies, insurance carriers, and providers, and the Client as its agent. With the Client's consent, CI will provide financial references upon request by certification organizations, financial institutions, and potential grantors.

Section 7.02. For purposes of this Agreement, "Confidential Information" means any and all technical and non-technical information including copyright, trade secret, and proprietary information, inventions, know-how, processes and algorithms, software programs, software source documents. Confidential Information includes, without limitation, financial information, procurement requirements, purchasing information, and plans and personnel information of the parties and students as protected under FERPA, HIPPA, and other privacy protection laws. The restriction of Section 7.01 does not apply to information which CI can demonstrate was at the time of the execution of this Agreement:

- (a) In the public domain or is otherwise considered public information; or
- (b) Part of CI's prior knowledge; or
- (c) Learned from a third party without the breach of a confidential relationship with Client.

ARTICLE 8. OBLIGATIONS OF CLIENT

Section 8.01. Authorized Personnel. The Client must identify to CI, in writing, the authorized staff member(s) to work with CI with respect to: general information about the Client, accounts payable, personnel and payroll, attendance records as well as funding compliance and reporting.

Section 8.02. Principal Contact. The Client must also identify, in writing to CI, its key or principal contact who is authorized to receive and disclose Confidential Information, receive payroll checks and discuss personnel issues.

CI Initials:

Charter Impact Management & Accounting Services Agreement

Page 5

Client Initials:



Section 8.03. Financial Records and Audit.

- (i) The Client will maintain customary and reasonably correct, complete and accurate books and records of account as required by the United States government, the State of California (and any other funding authority). The Client will deliver all supporting documentation in accordance with the monthly close timeline developed by CI. Unless otherwise stated, this deadline will be 5 calendar days following the end of the month.
- (ii) The Client will obtain a timely annual audit of its books and records from an independent certified public accounting firm (reasonably acceptable to CI) and immediately provide CI with a copy of any annual audit and related reports, notes or statements. Client authorizes and instructs its independent accountants to speak and work directly with CI on any matter or issue pertinent to the Services.
- (iii) Client covenants that it will respond promptly and professionally to any and all questions or investigations from any investigating or funding authority or Client's accountants, including exceptions noted in any independent accountant's report.

Section 8.04. Coordination and Cooperation. Client, its authorized staff members and principal contact will work closely and cooperatively with CI to facilitate the effective performance and delivery of the Services. Client will comply with and respond promptly to all reasonable requests of CI for information or documents from the Client.

Client covenants to assist CI in reconciling outstanding invoices, and to provide CI with copies or originals of vendor invoices and correspondence, as well as other statements and receipts in accordance with the monthly close deadline established by CI. In the case where CI is required to incur additional time researching, obtaining or documenting transactions, re-processing payments or re-classifying expenses outside of the standard processes and procedures and established by CI, CI may charge additional fees based on the standard hourly rates for actual time spent as noted in Section 3.01 above.

Section 8.05. Payroll. Client will provide all necessary and proper data to CI for payroll processing.

- (i) All original documents as it relates to personnel files or payroll logs will be maintained at the Client site.
- (ii) Client will use, and purchase if necessary to use, commercially reasonable time clocks for hourly personnel if CI systems are not used.

CI Initials:

Charter Impact Management & Accounting Services Agreement
Page 6

Client Initials:



Section 8.06. Attendance Records and Reports. Client must take all necessary and proper steps to provide regular, accurate and timely responses to daily attendance tracking reports.

- (i) Client is responsible for taking daily attendance records compliant with the California Education Code Statutes. Client must maintain phone logs, tardy logs and other pertinent information related to appropriate attendance tracking.
- (ii) If applicable, Client is responsible for summarizing daily attendance into 20 day attendance reports to be submitted to CI within 2 business days of the last day in the 20 day period.

Section 8.07. Grant and Funding Requirements. Client covenants to use its best efforts to comply with all grant and funding requirements, including record keeping, reporting, management and financial controls and policies and procedures. Client also recognizes that it is Client's sole responsibility to know and be aware of all restrictions and requirements of its grants and funding sources including both governmental and non-governmental sources.

Section 8.08. Client Policies and Procedures. Client covenants to develop, apply and follow not less than customary and reasonable policies and procedures applicable to: Human Resources, Payroll Administration, Internal Financial Controls, Accounts Payable and other disbursements and competitive bid procedures for vendors.

Section 8.09. Notice and Information. Client covenants that it will provide CI with prompt, complete and accurate notice of and information concerning any material errors in Client data and Client's books and records, as well as with respect to investigations or inquiries into the Client, its activities, operations and reports by any governmental authority. Client will provide CI promptly with copies of every report, including any schedules or exhibits, provided to any governmental agency.

Section 8.10. Client acknowledges that CI's employees, consultants and any other personnel have been thoroughly trained and employed at great expense, are of great value and provide CI with a substantial competitive advantage in its business. Client agrees not induce or attempt to induce any employees, consultants or other personnel of CI to breach their agreements with CI. Should Client hire or employ any current employee, consultant or any other personnel of CI within one year of their termination from CI, Client agrees to pay CI a fee equal to 100% of the annual starting salary, payment of which is due upon the offer of employment.

Section 8.11. Chartering Agency Requirements. Client covenants to use its best efforts to comply with all material requirements, including policies and procedures, of the Chartering Agency. Client also recognizes that it is Client's sole responsibility to know and be aware of all restrictions and requirements of its Chartering Agency.

CI Initials:

Charter Impact Management & Accounting Services Agreement

Page 7

Client Initials:



ARTICLE 9. AGENCY

Section 9.01. It is understood and agreed that the CI is an independent contractor in respect to CI's relationship to Client, and that CI is not and should not be considered an agent or employee of the Client for any purpose. CI agrees not to represent itself as an agent or employee of the Client at any time.

Section 9.02. Nothing in this Agreement will be construed or implied to create a relationship of partners, agency, joint venture partners, or of employer and employee between CI and Client.

ARTICLE 10. INDEPENDENT CONTRACTOR STATUS

Section 10.01. CI and Client are independent contractors. No representations or assertions shall be made nor actions taken by either party that would create any agency, joint venture, partnership, employment or trust relationship between the parties with respect to the subject matter of this Agreement. Neither party shall have any right to bind the other party, to make any representations or warranties, or to perform any act or thing on behalf of the other party, except as expressly authorized under this Agreement or in writing by the other party in its sole discretion. CI will have full control and discretion as to the ways and means of performing any and all services to be provided under this Agreement. It is understood that in the performance of this Agreement CI is not in any way acting as an employee of Client, and CI will be responsible for all taxes, social security payments, and other similar payments or contributions due as a result of any payments made to CI pursuant to the terms of this Agreement.

Section 10.02. As an independent contractor, CI agrees that Client has no obligation to CI under the state or federal laws regarding employee liability, and that Client's total commitment and liability under this arrangement is the performance of its obligations and the payment of CI's compensation and expenses as described herein. Each party will exercise day-to-day control over and supervision of their respective employees, and all instruction and direction of Client employees shall be the exclusive province of the Client. Each party is responsible for obtaining and maintaining worker's compensation coverage and unemployment insurance on its employees. Except as expressly stated in this Agreement, CI and Client are responsible for any and all taxes on their respective net incomes, and for payment and withholding of all applicable taxes on the income of their respective employees.

Section 10.03. CI reserves the right to subcontract with other individuals and businesses for the Services. CI will be responsible for all payments to, as well as the direction and control of the work to be performed by, its subcontractors, if any.

CI Initials:

Charter Impact Management & Accounting Services Agreement

Page 8

Client Initials:



ARTICLE 11. INDEMNIFICATION

Section 11.01. Indemnification. Client and CI warrant to indemnify each other and hold each other, and each other's officers, directors, employees, agents harmless, from and against any and all direct claims, costs, losses, liabilities and expenses for personal injury and property damage, including reasonable attorneys' fees, attributable to their actions and omissions under this Agreement, but excluding claims that would not be made but for the gross negligence or willful misconduct of the party seeking indemnification.

ARTICLE 12. INSURANCE

Section 12.01. CI carries customary and reasonable comprehensive insurance coverage for errors and omissions.

Section 12.02. Client will obtain and maintain customary and reasonable insurance for its facilities and operations, naming CI as additional insured under all policies.

ARTICLE 13. ETHICAL CONDUCT; RECORDKEEPING

Article 13.01. Client's policy requires ethical conduct in all business activities and practices, including proper recording and reporting of all transactions and compliance with applicable laws. The adequacy and accuracy of CI's billings, supporting documentation, and other information rendered to Client become the basis for Client's further recording and reporting, both internally and externally. CI is not expected or authorized to take any action on Client's behalf that would result in inadequate or inaccurate recording or reporting of assets, liabilities, or any other transaction or that would violate any applicable laws, rules, or regulations.

Section 13.02. Integrity and Financial Responsibility. Client will act with integrity and alert the management of CI to any fraudulent or unethical activity related to Client operations as soon as the Client becomes aware, to the extent permitted by law. Client acknowledges that CI's ability to provide Services is premised upon the Client acting in a financially prudent manner, including but not limited to timely approval of balanced budgets, maintaining a positive variance to budget throughout the year to the extent feasible and proper submission of supporting documentation for incoming and outgoing payments of any kind. Notwithstanding Section 14 hereof, CI may immediately terminate this contract in the event it determines, in its sole discretion, that Client personnel are or have acted in a fraudulent or unethical manner or in the case that CI cannot provide the Services in a professional manner consistent with laws and regulations governing the Client, Client approved policies and procedures or business management best practices, based upon the actions or inaction of the Client.

CI Initials:

Charter Impact Management & Accounting Services Agreement

Page 9

Client Initials:



ARTICLE 14. TERMINATION

Section 14.01. If either party defaults in the performance of this Agreement or materially breaches any of its provisions, the non-breaching party may terminate this Agreement by giving written notification to the breaching party. Termination will take effect if either Party breaches any of its material obligations under this Agreement in any respect, which breach is not remedied within ninety (90) days following written notice to such breaching Party. For the purposes of this paragraph, material breach of this Agreement includes, but is not limited to, the following:

- (a) Client's failure to pay CI any undisputed compensation due within 30 days after written demand for payment or invoicing.
- (b) CI's failure to complete the services specified in Article 1.
- (c) Client's material breach of any representation or agreement contained in this Agreement.

Section 14.02. In the event that Client is unable to pay its debts when they become due, declares bankruptcy or insolvency, or makes an assignment for the benefit of its creditors, CI may terminate this Agreement upon written notice to Client.

Section 14.03. Effect of Termination; Survival. Expiration or termination of this Agreement will not relieve either party from its obligations arising hereunder prior to such expiration or termination. Rights and obligations which by their nature continue or should survive will remain in effect after termination or expiration of this Agreement.

Section 14.04. In the event of early termination, the Business Management fee deemed to be earned by and due to CI will be equal to the fee in Section 3.01 and the forecasted revenue from the most recently prepared financial report, prorated from the commencement date of this agreement to the termination date, regardless of fee actually invoiced as of the termination date.

Section 14.05. All Services, including preparation of financial statements and compliance reporting related to a period within the term, will cease upon termination or expiration of this Agreement. If Client has compliance needs that stretch beyond the term of this Agreement into the next fiscal year, it is common for a closing agreement to be created upon termination or expiration to clearly define a term and scope of services falling outside this Agreement. The fee for such services is determined at that time based upon the scope of work to be completed past the Agreement term.

CI Initials:

Charter Impact Management & Accounting Services Agreement

Page 10

Client Initials:



ARTICLE 15. DISPUTE RESOLUTION

Section 15.01. Any controversy or claim, whether based on contract, tort, strict liability, fraud, misrepresentation, or any other legal theory, arising out of either party's performance of this Agreement ("Dispute") shall be resolved solely in accordance with the terms of this Section.

- a. Resolution Sequence. If the Dispute cannot be settled by good faith negotiation between the Chief Executive Officers of the parties – which must take place within thirty days of receipt by one party of a claim of a Dispute – CI and Client will submit the Dispute to non-binding mediation in Los Angeles County. If complete agreement cannot be reached within thirty days of submission to mediation, any remaining issues will be resolved by binding arbitration in accordance with Sections (c) and (d) below. Arbitration will comply with and be governed by the provisions of the California Arbitration Act
- b. Arbitrator. A single Arbitrator who is a retired judge and knowledgeable in commercial matters will conduct the arbitration. The Arbitrator's decision and award will be final, must be made in writing with findings of fact and conclusions of law, will be binding and may be entered in any court with jurisdiction. The Arbitrator will not have authority to make errors of law or legal reasoning, nor to modify or expand any of the provisions of this Agreement. The Arbitrator will not have the authority to award damages not permitted by this Agreement.
- c. Rules and Expenses. Any mediation or arbitration commenced pursuant to this Agreement will be conducted under the then current rules of the alternate dispute resolution ("ADR") firm in the site selected by the parties. If the parties are unable to agree on an ADR firm, the parties will conduct the mediation and, if necessary, the arbitration, under the then current rules and supervision of the American Arbitration Association. CI and Client will each bear its own attorneys' fees associated with the mediation and, if necessary, the arbitration. CI and Client will pay all other costs and expenses of the mediation/arbitration as the rules of the selected ADR firm provide.
- d. Limitation on Actions. Any dispute Client may have against CI with respect to this Agreement must be brought within two years after the cause of action arises.

CI Initials:

Charter Impact Management & Accounting Services Agreement

Page 11

Client Initials:



ARTICLE 16. GENERAL PROVISIONS

Section 16.01. Any notices to be given under the Agreement by either party to the other will be in writing and may be transmitted by personal delivery or by e-mail, mail, registered or certified, postage prepaid with return receipt requested. Mailed notices will be addressed to the parties at their known place of business, but each party may change that address by written notice in accordance with this section. Notices delivered personally will be deemed communicated as of the date of actual receipt; mailed notices will be deemed communicated as of two days after the date of mailing.

Section 16.02. This instrument contains the entire Agreement of the parties with respect to the subject matter hereof and there are no other promised representations or warranties affecting it. This Agreement supersedes any and all other agreements, either oral or in writing, between CI and Client with respect to the engagement of CI by Client and contains all of the covenants and agreements between the parties with respect to that engagement in any manner whatsoever. Each party to this Agreement acknowledges that no representation, inducements, promises, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any party that are not embodied in the Agreement, and that no other agreement, statement, or promise not contained in this Agreement will be valid or binding on either party.

Section 16.03. Any modification of this Agreement will be effective only if it is in writing and signed by the party to be charged.

Section 16.04. The failure of either party to insist on strict compliance with any of the terms, covenants, or conditions of this Agreement by the other party will not be deemed a waiver of that term, covenant, or condition, nor will any waiver or relinquishment of any right or power at any one time or times be deemed a waiver or relinquishment of that right or power for all or any other times.

Section 16.05. If any provision in this Agreement is held by a court or arbitrator of competent jurisdiction to be unreasonable, invalid, void, or unenforceable, then this Agreement will be deemed amended to provide for the modification of the unreasonable, invalid, void, or unenforceable provision to the extent that the court or arbitrator finds reasonable, and the remaining provisions of this Agreement will continue in full force without being impaired or invalidated in any way.

Section 16.06. Governing Law. This Agreement will be governed by and construed in accordance with the laws of the State of California, without giving effect to its conflict of law provisions or to constructive presumptions favoring either party.

CI Initials:

Charter Impact Management & Accounting Services Agreement

Page 12

Client Initials:



Section 16.07. Force Majeure. Neither Party shall be in breach of this Agreement to the extent that any delay or default in performance is due to causes beyond the reasonable control of the delayed or defaulting Party; provided, that the delayed or defaulting Party shall immediately notify the other Party of the event, an estimate of the duration of the event, and the delaying or defaulting Party's plan to mitigate the effects of the delay or default.

Section 16.08. Successors and Assigns. Neither this Agreement nor any of its rights or privileges shall be sold, assigned, transferred, shared, or encumbered, by operation of law or otherwise, without the prior written consent of the affected (non-assigning) party. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and assigns.

Section 16.09. Publicity. Client agrees to act as a reference for CI with respect to the Services upon CI's reasonable request. CI may issue press releases or identify Client in marketing materials provided that all references to Client are fair, accurate and not misleading.

Section 16.10. Corporate Power and Authorization. The parties hereto have full corporate power and authority to execute and deliver this Agreement and to perform their obligations hereunder. The execution, delivery and performance of this Agreement by each party has been duly authorized by all necessary corporate action. This Agreement has been duly executed and delivered by each party and constitutes the valid and legally binding obligation of Client and CI enforceable in accordance with its terms and conditions.

[signature page to follow]

CI Initials:

A handwritten signature in black ink, appearing to be 'SJO', written over a horizontal line.

Charter Impact Management & Accounting Services Agreement
Page 13

Client Initials:

A handwritten signature in black ink, appearing to be 'SC', written over a horizontal line.



Accepted and Agreed, as of the Effective Date first written above:

PACIFIC COAST ACADEMY

Signed: Shari Erlendson

Name: Shari Erlendson

Title: Deputy Executive Director

CHARTER IMPACT, INC.

By Spencer Styles
Spencer Styles, President & CEO

CI Initials:
SS

Charter Impact Management & Accounting Services Agreement
Page 14

Client Initials:
SE



EXHIBIT A

SCOPE OF WORK: BUSINESS MANAGEMENT SERVICES

1. IMPLEMENTATION AND TRAINING

- a. Create a customized accounting database based specifically on the school's reporting needs (both internal and external)
- b. Import historical data to the extent possible (typically monthly balances as far back as data is available) to allow for maximum comparability of financial information
- c. Review existing contracts for terms, requirements and school responsibilities
- d. Create, refine or replace existing processes and procedures to increase efficiency and improve the strength of internal controls
- e. Provide training in specific processes and procedures including to school site staff including: accounts payable, accounts receivable/deposits, petty cash accounts, student stores, payroll, etc.
- f. Provide training to new and/or existing board members on:
 - i. Charter school funding - including drivers, calculations, restrictions and cash flow timing,
 - ii. Reading and interpreting financial reports, and
 - iii. Internal controls and the board's responsibility for oversight and maintenance

2. ACCOUNTS PAYABLE PROCESSING

- a. Review all invoices sent to Charter Impact for proper approval and coding
 - i. Any discrepancies will be reported to the Client within three business days of CI becoming aware of the discrepancy. CI is not responsible for communicating any information to Client vendors. The fees described in Section 3.01 are based upon Client cooperation and compliance with CI processes and procedures. Time incurred to process payments outside of the pre-established timeline is subject to additional fees as described in Section 8.04 above.
- b. Enter invoices for each reporting entity, process check payments, and send checks directly to vendors to reduce turn-around time
- c. Provide weekly check registers, accounts payable aging reports, vendor payment history or other ad hoc reports on a recurring or as needed basis
- d. On an emergency basis, same day payments can be processed in addition to the weekly cycle (*additional processing fees apply).
- e. Complete 1099s for all independent contractors.
 - i. It is the Client's sole responsibility to obtain and submit to CI the IRS Form W-9 for all vendors. Client acknowledges that CI is not responsible for processing of Form 1099 for any vendor for which CI has not received a Form W-9 or for any vendor that has not been paid through CI's vendor payment process.

CI Initials:

Charter Impact Management & Accounting Services Agreement
Page i

Client Initials:



3. ACCOUNTS RECEIVABLE PROCESSING

- a. Monitor the receipt of State approved ADA funding amounts and verify balances paid are correct
- b. Work directly with governmental agencies to resolve any issues or discrepancies identified
- c. Review all donor letters and grant agreements for proper coding and revenue recognition in accordance with GAAP
- d. Maintain independent records, as necessary, for both public and private sources to ensure accurate reporting and compliance

4. BANK RECONCILIATION AND GENERAL LEDGER MAINTENANCE

- a. Reconcile all bank accounts on a weekly basis for a heightened level of security and monitoring
- b. Alert management immediately to any irregularities, un-reconciled amounts, or missing documentation
- c. Maintain general ledger in accordance with GAAP on an ongoing basis, ensuring all revenues and expenses are recorded and reported accurately
- d. Maintain an inventory of fixed assets over the school-designated capitalization threshold and calculate depreciation on a monthly basis

5. CASH MANAGEMENT

- a. On a weekly basis, use reconciled bank balance to project daily cash balances for 30 days (for analysis of cash for any period of time over 30 days, the monthly forecast will be utilized)
- b. On a weekly basis, provide schools with amount of cash available for accounts payable or other discretionary spending while ensuring sufficient funds for regularly recurring transactions such as payroll, taxes, rent, insurance, etc.
- c. Plan and manage payment of outstanding debt as needed
- d. Prepare all financial reporting necessary for renewal of loans or lines of credit
- e. Present line of credit status to board and obtain board resolutions as needed
- f. Monitor compliance with all debt covenants as a part of the ongoing budgeting and forecasting process
- g. Analyze future cash flow and determine whether schools need to make adjustments to spending or seek other funding options.

6. MONTHLY FINANCIAL REPORTING

- a. Provide a monthly reporting package by the 20th day of the following month, assuming all necessary data is received from the school site on a timely basis, to ensure management has the necessary information to make sound business decisions
- b. Create financial reporting package based on customized business segments. This includes budgets and forecasts as well.
- c. Offer a menu of report options for the monthly financial reports including, but not limited to:
 - i. Monthly summary by financial section with bulleted highlights for presentation purposes

CI Initials:

Charter Impact Management & Accounting Services Agreement

Page ii

Client Initials:



- ii. Monthly Cash Flow Forecast and comparison to approved budget
 - iii. Budget vs. Actual Report (both current month and year-to-date)
 - iv. Schedule of Revenue and Expenses by Period
 - v. Comparative Statement of Financial Position
 - vi. Combining/Consolidating Statements of Activities and Financial Position
 - vii. Statement of Cash Flows (both current month and year-to-date)
 - viii. Accounts Payable/Receivable Aging
 - ix. Check Register(s)
 - x. General Ledger Detail
 - xi. Other customized reports as requested by the school, executive team or board
- d. On a monthly basis, review and present the financial package with the school staff and/or board members to assess the current fiscal condition of the school
 - e. Provide access to the accounting database via a VPN connection allowing school staff to run reports and see real-time data as it exists in the system
 - f. On an as needed basis, provide or present financial information or training to lenders, board members, community members, parents or other external parties as requested by the school.

7. COMPLIANCE AND GRANT REPORTING

- a. Support school with LCAP development, including preparation of the budget, ensuring adherence to Supplemental and Concentration funding requirements and integrating the LCAP budget into the overall school operating budget
- b. Assist the school with grant applications including the development of grant-specific budgets as well as school long-term projections
- c. In the event that new funding programs become available, funding program elements and pricing will be revised if the Client wishes CI to pursue such funding. These applications will be subject to the timelines and conditions of the funding programs and will be the primary responsibility of the Client.
- d. Track all restricted revenues (both public and private) to ensure compliance with governmental and donor-required restrictions
- e. Provide financial information and reporting to governmental entities, donors, and other supporting organizations for grant compliance

8. CHARTER AUTHORIZER SUPPORT

- a. Support the school with all financial and business communications with the charter authorizer. This includes, but is not limited to: Prepare regular financial reporting (budget and interims)
- b. Provide ad hoc financial documents and reports as requested
- c. Partner with school leaders to meet with authorizer staff to discuss fiscal health and outlook of the school
- d. Assist in the renewal process by preparing and/or reviewing fiscal narratives, preparing the required forecasts and cash flow projections, and calculating the LCFF with assumptions.

CI Initials:

Charter Impact Management & Accounting Services Agreement

Page iii

Client Initials:



9. ANNUAL BUDGET CREATION AND REVISIONS

- a. Work with school staff on an annual basis to create a 5-year budget and cash flow projection on an annual basis to ensure proper future planning
- b. Provide a monthly budget and cash flow report to monitor the cash balance and protect against the gap caused by revenue and expenditure seasonality
- c. Revise the annual forecasts on an as-needed basis (but at least monthly) to provide school staff and board members with accurate year-end projections and the information necessary in a constantly changing environment

10. AUDIT PREPARATION AND OVERSIGHT WITH AUTHORIZERS

- a. Maintain electronic records of all transaction support
- b. Work directly with the independent auditors to provide information, thereby reducing client time commitment and audit fees
- c. Participate in, and support all oversight reviews from charter authorizers and governmental agencies to improve outcomes

11. TAX PREPARATION AND SUPPORT

- a. Prepare and electronically submit Form 1096 (summary of all 1099 forms) to the IRS for all required vendors and service providers
- b. Prepare and report sales and use tax returns
- c. Provide any and all information necessary for the preparation and submission of Form 990. *Payroll tax reporting is included in the payroll processing Exhibit B below.*

12. STRATEGIC PLANNING

- a. Work with school management and the Board of Directors to develop long-term strategies to ensure the school's prosperity
- b. Provide second opinions and act as sounding board for school management and the Board on business and financial matters

CI Initials:

A handwritten signature in black ink, appearing to be 'SBO', written over a horizontal line.

Charter Impact Management & Accounting Services Agreement
Page iv

Client Initials:

A handwritten signature in black ink, appearing to be 'SC', written over a horizontal line.



EXHIBIT B

SCOPE OF WORK: PAYROLL SERVICES

1. PAYROLL PROCESSING

- a. Maintain employee static pay information in a payroll database
- b. Process status updates, new hires, terminations, and/or informational changes in payroll system
- c. Assist in the development of a regular payroll schedule that is compliant with State labor laws and consistent with employee contracts
- d. Process supplemental payroll runs such as the following:
 - i. Involuntary termination - the check will be prepared ahead of time and provided to the school on the termination date
 - ii. Voluntary termination without notice - the check will be prepared and delivered to the employee within the time frame required by the State
 - iii. Scheduled bonuses/stipends
 - iv. Additional unscheduled/emergency payroll runs
- e. Process and pay all federal and state payroll tax payments according to required guidelines
- f. Prepare the state payroll tax filing report annually, and quarterly for federal and state agencies
- g. Prepare, review, and distribute W-2s to all employees

2. RETIREMENT REPORTING

- a. Process and submit monthly STRS and PERS reports to the 3rd party administrator (i.e. Hess and Assoc.) or County office
- b. Submit payment via ACH or cashier's check within the requisite timeframe for the pension contributions
- c. Process 403(b) retirement plan deductions, if applicable, and in compliance with State and Federal laws submit payments to the third-party administrator

3. WEB-BASED EMPLOYEE TIMEKEEPING SYSTEM

- a. All employees can be given online access to a streamlined, secure electronic timekeeping system which is fully integrated into our accounting system and eliminates the need for paper timesheets.
- b. In addition to entering time, employees can also electronically:
 - i. request time off
 - ii. make changes to their addresses and W2s
 - iii. access their historical paystubs

4. GENERAL SUPPORT

- a. Provide support and assistance with creation of internal processes and procedures, forms and tracking systems

CI Initials:

Charter Impact Management & Accounting Services Agreement

Page v

Client Initials:



EXHIBIT C

SCOPE OF WORK: STUDENT DATA SERVICES

1. CALPADS REPORTING

- a. Reconcile all attendance data on a monthly basis
- b. CALPADS Fall 1 Data submission, including SSID Enrollment, Student Information Record, English Learner Program Record and Student Program Records
- c. CALPADS Fall 2 Data submission, including Staff Assignment, Staff Demographics, Course Section and Student Course Section
- d. CALPADS EOY 1-3 submission, including Student Discipline, Student Waiver, Student CTE and Student Absence
- e. Maintain monthly enrollment synchronization with CALPADS and SIS retrieval
- f. Report CALPADS anomalies to school management
- g. Report development, including transcripts, report cards and custom reports

2. ATTENDANCE TRACKING AND REPORTING

- a. Monthly attendance reconciliation
- b. Independent Studies setup
- c. Revised monthly submission
- d. Attendance audit report tracking
- e. Monthly ADA calculation
- f. Prepare Monthly, P-1, P-2 and Annual attendance reports from school-provided records, and submit to the chartering agency
- g. Attendance alerts
- h. Report all requisite attendance data to the charter authorizer and State agencies

3. STUDENT INFORMATION SYSTEM (SIS) SUPPORT

- a. Conduct multiple trainings for various school staff as needed:
 - i. Initial product training, including but not limited to system navigation, student and staff account management, student scheduling task management, and import and export of data and reports
 - ii. Client Counselor and Registrar/Office Manager trainings on system components, including but not limited to entering and managing historical grades, graduation progress tracking, student demographic data entry (including state required fields), parent/emergency contact data entry, and data quality checks to run student data audits/exception reports to identify missing data.
 - iii. SIS trainings as needed for school staff on entering attendance, attendance changes, and running attendance reports, working with attendance data grid, truancy reports/letters, and attendance audits.
 - iv. PowerLunch, Admin and PowerTeacherPro trainings
- b. System Setup Assist with Beginning of Year and End of Year tasks such as:
 - i. importing student records, create years/terms, final grade setup, create sections, etc.

CI Initials:

Charter Impact Management & Accounting Services Agreement
Page vi

Client Initials:



- ii. Configure bell schedules and calendars that mirror regular, minimum and assembly day bell schedules
- iii. Configure adequate attendance, incident, entry and exit codes that capture data at a desired level of granularity
- iv. Track student activities such as: Independent Studies, Basketball team, academic decathlon, etc.
- v. Setup teacher grading environment via grade scales, assignment categories, standards, teacher comments, etc.
- vi. Perform System Administrative tasks such as integration with 3rd party software providers, maintain security groups and new school setup.

4. DATA AND ANALYSIS

- a. Generate standard reports based on available data in support of multiyear and subgroup analysis of CAASPP, English Learner, graduation rates, suspension rates, college/career readiness and chronic absenteeism data
- b. Perform ongoing data validation to find and flag missing or incorrect data for correction purposes
- c. Correlation analysis to validate or invalidate assumptions or expected academic achievement impact
- d. Generate grade distribution report by section, teacher and/or course names
- e. Produce English Learner reclassification candidate list based on available data and school criteria
- f. Benchmark data analysis in support of identifying reteaching opportunities
- g. Create perfect attendance, at-risk of chronic absenteeism, attendance rates by subgroups reports

CI Initials:

A handwritten signature in black ink, appearing to be 'SS'.

Charter Impact Management & Accounting Services Agreement
Page vii

Client Initials:

A handwritten signature in black ink, appearing to be 'SC'.



EXHIBIT D

SCOPE OF WORK: ELECTRONIC ONBOARDING

CI will assist Client in onboarding new employees using an electronic process, reducing the need for paperwork and processing by Client staff. The onboarding process is as follows:

- Client Hiring Manager identifies employee(s) they would like to hire.
- Client Hiring Manager sends basic information about the future employee to CI onboarding team
 - Name
 - Phone number
 - Email address
 - Job title
 - Pay rate
 - Work start date
- CI onboarding team sends the future employee the electronic pre-boarding packet
 - TB test instructions and assessment questionnaire
 - Request for live scan form and link to find the nearest location
 - CALPADS staff demographic information form
 - W-4 form and instructions
 - DE-4 form and instructions
 - I-9 form and instructions
 - Direct deposit form
 - Employment contract
 - Employee handbook
- CI onboarding team will gather the documents, communicating with the future employee as often as needed until all documents are collected.
- Once the hire pre-boarding packet is complete, the CI onboarding team will send the future employee a congratulatory email copying Client HR staff.
- CI onboarding team will send the completed pre-boarding packet to Client HR staff to store in the employee file.

CI Initials:

Charter Impact Management & Accounting Services Agreement
Page viii

Client Initials:



EXHIBIT E
HOURLY RATES

Level	Rate
Clerk	\$100.00
Staff	\$150.00
Senior	\$175.00
Director	\$200.00
Executive	\$250.00

CI Initials:

A handwritten signature in black ink, appearing to be 'SC', written over a horizontal line.

Charter Impact Management & Accounting Services Agreement
Page ix

Client Initials:

A handwritten signature in black ink, appearing to be 'SC', written over a horizontal line.



CHARTER IMPACT, LLC

BUSINESS MANAGEMENT AGREEMENT SUPPLEMENT

This supplemental agreement (“Supplement”) to the Business Management and Accounting Services Agreement dated March 10, 2020 (the “Agreement”) is entered into as of May 19, 2023 (the “Effective Date”) by and between Charter Impact, LLC (“CI”), and Pacific Coast Academy (“Client”).

ARTICLE 2. TERM OF AGREEMENT

Section 2.01. Client retains CI to work as a consultant for Client in the field of business management, accounting and consulting, from July 1, 2023 until June 30, 2026. CI accepts this engagement. CI will use CI's best efforts to accomplish the technical and commercial goals identified by Client during the term of this Agreement.

Section 2.02. This Agreement will be renewed automatically for succeeding terms of one year each, unless either party gives notice to the other at least 90 days before the expiration of any term of his or her or its intention not to renew.

Section 2.03. The Parties agree that, provided the following employees, Jason Sitomer and Kate Eng (“Designated Employees”), are actively employed and satisfy all other terms and conditions of employment with Charter Impact, Charter Impact will assign the Designated Employees to service Client’s account. The Parties understand and agree that, upon the request of the Client, the Designated Employees may be changed and documented in an agreement signed by both Parties.

ARTICLE 3. COMPENSATION AND EXPENSES

Section 3.01. Fees. For Payroll services listed in Exhibit B of the Agreement, the Client will pay CI fees of \$6 per Client employee per month. All other services and fees will continue as described in the Agreement.

Section 3.02. Invoicing. CI will invoice Client monthly, beginning on July 1, 2023.

ARTICLE 4. GENERAL PROVISIONS

Section 4.01. Corporate Power and Authorization. The parties hereto have full corporate power and authority to execute and deliver this Supplement and to perform their obligations hereunder. The execution, delivery and performance of this Supplement by each party has been duly authorized by all necessary corporate action. This Supplement has been duly executed and delivered by each party and constitutes the valid and legally binding obligation of Client and CI enforceable in accordance with the terms and conditions included in both the Agreement and Supplement.



Accepted and Agreed, as of the Effective Date first written above:

PACIFIC COAST ACADEMY

Signed: _____

Name: _____

Title: _____

CHARTER IMPACT, LLC

By _____
David Lueck, Co-CEO



EXHIBIT B

SCOPE OF WORK: PAYROLL SERVICES

1. PAYROLL PROCESSING

- a. Maintain employee static pay information in a payroll database of Client's choice
- b. Process or support status updates, new hires, terminations, and/or informational changes in payroll system
- c. Assist in the development of a regular payroll schedule that is compliant with State labor laws and consistent with employee contracts
- d. Process or support supplemental payroll runs such as the following:
 - i. Involuntary termination - the check will be prepared ahead of time and provided to the school on the termination date
 - ii. Voluntary termination without notice - the check will be prepared and delivered to the employee within the time frame required by the State
 - iii. Scheduled bonuses/stipends
 - iv. Additional unscheduled/emergency payroll runs
- e. Review federal and state payroll tax payments according to required guidelines
- f. Review the state payroll tax filing report annually, and quarterly for federal and state agencies
- g. Review and support the preparation of W-2s for all employees

2. RETIREMENT REPORTING

- a. Process and submit monthly STRS reports to the 3rd party administrator (i.e. Hess and Assoc.) or County office
- b. Ensure all STRS payments are made before the due date via ACH, EFT, or Check
- c. Process 403(b) retirement plan deductions, if applicable, and in compliance with State and Federal laws submit payments to the third-party administrator
- d. Create reports and submit to the County by the due date assigned
- e. Work directly with the County and CalSTRS about questions and required supplemental reporting such as:
 - i. F496 files to SEW (if applicable)
 - ii. Newly elected or mandatory qualified members into the CalSRS website
 - iii. Entries and corrections from payroll through the CalSTRS (State Teacher's Retirement System)
- f. Provide ongoing updates to Client staff regarding:
 - i. Processes and procedures related to pension programs
 - ii. Changes to eligibility and classification
 - iii. Compensation Limits
 - iv. Rate changes
- g. Monitor and manage CalSTRS CROWE audits
- h. Manage internal audits, corrections, and reconciliations of pension plan input



3. **GENERAL SUPPORT**

- a. Provide support and assistance with creation of internal processes and procedures, forms and tracking systems
- b. Support general ledger ingestion in accounting database
- c. Set up employee cost coding to ensure SACS code compliance
- d. Provide assistance and project leadership with payroll audits
- e. Proactively provide notification on minimum wage changes, new leave benefits, Ed Code, retirement laws and other payroll regulations

Coversheet

PCA Resolution Regarding Employee Retention Stipends

Section: IV. Other Business
Item: A. PCA Resolution Regarding Employee Retention Stipends
Purpose: Vote
Submitted by:
Related Material:
PCA Resolution 2023-04 REGARDING EMPLOYEE RETENTION STIPENDS _Redlined 05.11.2023.pdf



Pacific Coast Academy

13915 Danielson St. #200, Poway, CA 92064

Ph (619) 215-0704

Resolution of Pacific Coast Academy Board of Directors

2023-04

RESOLUTION REGARDING EMPLOYEE RETENTION STIPENDS

WHEREAS, the Pacific Coast Academy Board of Directors (“Board”) governs the Pacific Coast Academy (“Charter School”), a nonprofit public benefit corporation, within the confines of both federal and state statutes governing charter schools and nonprofit corporations;

WHEREAS, California is experiencing a severe teacher shortage, which has been exacerbated by the COVID-19 pandemic;

WHEREAS, all Charter Schools employees have endured tremendous hardships during the months following the pandemic due to the additional stresses and demands resulting from the COVID-19 pandemic, creating, at times, low employee morale making employee retention a focus of the Charter School;

WHEREAS, Charter School has experienced a higher than typical employee resignation rate during and following the existence of the COVID-19 pandemic;

WHEREAS, Charter School understands and believes that high staff morale is in the best interest of educating its students, since it leads to increased staff retention, creating a positive learning environment for children served by the Charter School;

WHEREAS, it has been an accepted practice to expend public funds to maintain operations and continuity of services and to continue to employ existing staff in the aftermath of the COVID-19 pandemic;

WHEREAS, Charter School believes that an employee retention stipend of \$5,000.00 for each classified hourly staff member and up to 13% (minimum of 10% of the base salary or up to \$10,000 (minimum of \$7,500) (whichever is higher) for each certificated and/or salaried staff member, to be paid at the conclusion of the 2022-23 school year for each employee serves the public purposes of the Charter School in that employees who are financially incentivized to stay employed with the Charter School further the mission and vision of the Charter School in educating children;

WHEREAS, Charter School wishes to provide an employee retention stipend of \$5,000.00 for each classified hourly staff member and up to 13% (minimum of 10%) of the base salary or up to \$10,000 (minimum of \$7,500) (whichever is higher) for each certificated and/or salaried staff member that were hired as of December 31, 2022, and wishes to provide an employee retention stipend of \$2,500.00 to those hourly classified staff members and 5% of the base salary of \$3,750 (whichever is higher) for certificated and/or salaried staff members that were hired between January 1, 2023 and March 31, 2023. Staff members hired after March 31, 2023 are not eligible for the employee retention stipend.

WHEREAS, to be eligible for the employee retention stipend, staff members must commit to return to work at the Charter School for the 2023/24 school year by signing an employment contract and must work for the entire first semester of the 2023/24 school year. In addition, to be eligible for the employee retention stipend, staff members must have actively worked for the Charter School during some portion of the 2022-23 school year.

NOW, THEREFORE BE IT RESOLVED, that the Pacific Coast Academy Board of Directors:

Authorizes the Executive Director to pay each employee of the Charter School an employee retention stipend of \$5,000.00 to each hourly classified staff member and up to 13% (minimum of 10%) of the base salary or up to \$10,000 (minimum of \$7,500) (whichever is higher) for each certificated and/or salaried staff member at the conclusion of the 2022-23 school year for the purpose of retaining staff to further the public purpose of providing a high-quality education to the students of the Charter School.

To be eligible for an employee retention stipend, the employee must commit to return to work at the Charter School for the 2023/24 school year by signing an employment contract and must work for the entire first semester of the 2023/24 school year. In addition, to be eligible for the employee retention stipend, staff members must have actively worked for the Charter School during some portion of the 2022-23 school year.

The Executive Director shall pay an employee retention stipend of \$5,000.00 each hourly classified staff member and up to 13% (minimum of 10%) of the base salary or up to \$10,000 (minimum of \$7,500) (whichever is higher) for each certificated and/or salaried staff member that were hired as of December 31, 2022, and wishes to provide an employee retention stipend of \$2,500.00 to those hourly classified staff members and 5% of the base salary or \$3,750 (whichever is higher) for certificated and/or salaried staff members that were hired between January 1, 2023 and March 31, 2023. Employees hired after March 31, 2023, are not eligible for the employee retention stipend.

The Executive Director, or designee, is authorized to seek repayment of the employee retention stipend from any employee that fails to remain employed by the Charter School for the entire first semester of the 2023/24 school year.

SECRETARY'S CERTIFICATE

I, Jessica Ackermann, 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 18, 2023, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

Secretary of the Board of Directors of
Pacific Coast Academy

Coversheet

Edgility Executive Compensation Report Findings

Section:	IV. Other Business
Item:	B. Edgility Executive Compensation Report Findings
Purpose:	FYI
Submitted by:	
Related Material:	Edgility Executive Compensation Study Report.pptx

Executive Compensation Report Findings

\ Findings & Recommendations

Based on the Executive Director data set, Pacific Coast Academy is currently paying its ED a base salary (\$238,200) and total cash compensation (\$241,200) that is **well above the 50th percentile** for the average of all data sources (Kenexa, Charters, Districts). Current base salary and total cash compensation is more in line with the 75th percentile. When only using Charters and Districts in the analysis (i.e., removing Kenexa), compensation is still above market (i.e., the 50th percentile). PCA is paying its ED a total compensation package that is **below the 50th percentile** for the average of two data sources (Charters, Districts). PCA is currently paying a total compensation package of \$241,200 as compared to our at market findings of \$284,231. It would cost \$43,031 to bring the EDs total compensation to market.

Executive Director compensation at Pacific Coast Academy is competitive. We recommend that PCA prioritizes aligning **total compensation** to at or above the **50th percentile of the market** so that they can remain market competitive against organizations that closely match their scope (i.e., revenue, mission, org size). Edgility would recommend starting by increasing the current benefits payout stipend of \$3,000.

We recommend that PCA implement a yearly 2-4% salary adjustment to account for the shifts in the labor market as recommended by the U.S Bureau of Labor Statistics. If financially possible, PCA may also consider implementing an additional Cost of Living Adjustment (COLA) ranging from 2-4% to account for the recent unprecedented inflation.

Lastly, we recommend that PCA set their ranges to be consistent with their compensation philosophy, to pay a total compensation package at a competitive market percentile, and that the board determine exactly where the ED should fall on the range via transparent and accessible criteria. The ED should have clarity on how they can grow their salary over time. General range placement guidance is provided on the subsequent slide.

Coversheet

Approve Minutes

Section:	V. Consent Agenda
Item:	A. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Scheduled Board Meeting on March 11, 2023



Pacific Coast Academy

Minutes

Regular Scheduled Board Meeting

Date and Time

Saturday March 11, 2023 at 9:00 AM

Location

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

Directors Present

Benjamin Fung, Eric Banatao, Jessica Ackermann, Kim Gill, Rose Arevalo

Directors Absent

None

Directors who arrived after the meeting opened

Jessica Ackermann

Guests Present

Jennifer Faber, Krystin Demofonte (remote), Shari Erlendson

I. Opening Items

A. Call the Meeting to Order

Benjamin Fung called a meeting of the board of directors of Pacific Coast Academy to order on Saturday Mar 11, 2023 at 9:07 AM.

B.

Roll Call of Board Members

C. Approval of Agenda

Rose Arevalo made a motion to Approve the Agenda.

Kim Gill seconded the motion.

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

D. Public Comments

There were no public comments.

Jessica Ackermann arrived at 9:16 AM.

E. Executive Director's Report

The Executive Director Shared updates in the following areas:

- Current enrollment and enrollment for 2023-24
- End of Year events Seniors
- Elevate Learning Labs
- Community Days
- Testing and Assessment

II. Finance

A. 2022-2023 Second Interim Report

Kim Gill made a motion to Approve the 2022-2023 Second Interim Report.

Jessica Ackermann seconded the motion.

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

III. Other Business

A. Closed Session: Employee Performance Evaluation: Executive Director § 54956.9

No decisions made or action taken.

IV. Other Business

A. Resolution for Adoption of Pacific Coast Academy Approving the Non-Average Daily Attendance Summer School

Jessica Ackermann made a motion to Approve the Resolution for Adoption of Pacific Coast Academy Approving the Non-Average Daily Attendance Summer School.

Eric Banatao seconded the motion.

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

B. Agreement Between the Dehesa School District and Pacific Coast Academy

Kim Gill made a motion to Approve the Agreement Between the Dehesa School District and Pacific Coast Academy.

Rose Arevalo seconded the motion.

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

C. 2023-2024 Board Meeting Calendar

Eric Banatao made a motion to Approve 2023-2024 Board Meeting Calendar.

Kim Gill seconded the motion.

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

D. Board Strategy and Brainstorming

V. Consent Agenda

A. Approve Minutes

Jessica Ackermann made a motion to approve the minutes from Regular Scheduled Board Meeting on 01-26-23.

Rose Arevalo seconded the motion.

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

B. 2023-2024 Staff Calendars

C. 2022-2023 Compensation Policy: Salary Schedules and Stipend Chart

D. 2023-2024 Compensation Policy: Salary Schedules and Stipend Chart

E. COVID Prevention Plan

F. 2022-2023 Parent Student Handbook

G. 2023-2024 Vendor Agreement

H. Invoices over \$100,000

I. Approve Consent Agenda

Jessica Ackermann made a motion to Approve the Consent Agenda.

Rose Arevalo seconded the motion.

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

VI. Closing Items

A. Announcement of Next Scheduled Meeting May 18 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 12:15 PM.

Respectfully Submitted,
Benjamin Fung

Prepared By:
Jennifer Faber

Noted By:

Board Secretary

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

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

Coversheet

Form 990

Section:	V. Consent Agenda
Item:	B. Form 990
Purpose:	
Submitted by:	
Related Material:	PCA 990- 2021 Efile Auth.pdf

Form 8879-TE Department of the Treasury Internal Revenue Service	IRS e-file Signature Authorization for a Tax Exempt Entity For calendar year 2021, or fiscal year beginning <u>7/01</u> , 2021, and ending <u>6/30</u> , 20 <u>2022</u> ► Do not send to the IRS. Keep for your records. ► Go to www.irs.gov/Form8879TE for the latest information.	OMB No. 1545-0047 <div style="font-size: 2em; font-weight: bold;">2021</div>
Name of filer PACIFIC COAST ACADEMY		EIN or SSN 82-1707686
Name and title of officer or person subject to tax KRYSTIN DEMOFONTE EXECUTIVE DIRECTOR		

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a, or 10a** 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, 7b, 8b, 9b, or 10b**, 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.

1a Form 990 check here <input checked="" type="checkbox"/>	b Total revenue, if any (Form 990, Part VIII, column (A), line 12).....	1b <u>54,079,837.</u>
2a Form 990-EZ check here <input type="checkbox"/>	b Total revenue, if any (Form 990-EZ, line 9).....	2b _____
3a Form 1120-POL check here <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22).....	3b _____
4a Form 990-PF check here <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part V, line 5).....	4b _____
5a Form 8868 check here <input type="checkbox"/>	b Balance due (Form 8868, line 3c).....	5b _____
6a Form 990-T check here <input type="checkbox"/>	b Total tax (Form 990-T, Part III, line 4).....	6b _____
7a Form 4720 check here <input type="checkbox"/>	b Total tax (Form 4720, Part III, line 1).....	7b _____
8a Form 5227 check here <input type="checkbox"/>	b FMV of assets at end of tax year (Form 5227, Item D).....	8b _____
9a Form 5330 check here <input type="checkbox"/>	b Tax due (Form 5330, Part II, line 19).....	9b _____
10a Form 8038-CP check here <input type="checkbox"/>	b Amount of credit payment requested (Form 8038-CP, Part III, line 22)....	10b _____

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 entity or ☐ I am a person subject to tax with respect to (name of entity) _____, (EIN) _____, and that I have examined a copy of the 2021 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 19608 as my signature
ERO firm name Enter five numbers, but do not enter all zeros

on the tax year 2021 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 entity, I will enter my PIN as my signature on the tax year 2021 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 Kristin Demofonte Date May 10, 2023
Kristin Demofonte (May 10, 2023 15:46 PDT)

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 2021 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 May 10, 2023

**ERO Must Retain This Form – See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So**

059

Date Accepted _____

DO NOT MAIL THIS FORM TO THE FTB

TAXABLE YEAR

2021**California e-file Return Authorization for
Exempt Organizations**

FORM

8453-EO

Exempt Organization name

PACIFIC COAST ACADEMY

Identifying number

82-1707686

Part I Electronic Return Information (whole dollars only)

1	Total gross receipts (Form 199, line 4)	1	54,079,837.
2	Total gross income (Form 199, line 8)	2	54,079,837.
3	Total expenses and disbursements (Form 199, line 9)	3	49,717,963.

Part II Settle Your Account Electronically for Taxable Year 2021

4 ☐ Electronic funds withdrawal 4a Amount _____ 4b Withdrawal date (mm/dd/yyyy) _____

Part III Banking Information (Have you verified the exempt organization's banking information?)


5 Routing number _____
 6 Account number _____ 7 Type of account: ☐ Checking ☐ Savings

Part IV Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2021 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay.**

**Sign
Here**


 Krystin Demofonte (May 10, 2023 15:46 PDT)
 Signature of officer

May 10, 2023

Date

EXECUTIVE DIRECTOR

Title

Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer. See instructions.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2021 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

**ERO
Must
Sign**

ERO's signature	KEVIN SPROUL	Date	5/10/23	Check if also paid preparer	<input checked="" type="checkbox"/>	Check if self-employed	<input type="checkbox"/>	ERO's PTIN	P02037139
Firm's name (or yours if self-employed) and address	WILKINSON HADLEY KING & CO. LLP 218 W. DOUGLAS AVE EL CAJON CA				Firm's FEIN		52-2354566		
					ZIP code		92020		

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

**Paid
Preparer
Must
Sign**

Paid preparer's signature		Date		Check if self-employed	<input type="checkbox"/>	Paid preparer's PTIN	
Firm's name (or yours if self-employed) and address					Firm's FEIN		
					ZIP code		

FTB 8453-EO 2021

Coversheet

2022-2023 Compensation Policy: Salary Schedules and Stipend Chart

Section: V. Consent Agenda
Item: C. 2022-2023 Compensation Policy: Salary Schedules and Stipend Chart
Purpose:
Submitted by:
Related Material:
PCA 2022-2023 Stipend Chart_v7_Rev 03.15.2023_Redlined 05.04.2023.pdf

**Pacific Coast Academy
2022-2023 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Academic Decathlon Coach/Advisor	\$2,500	Assigned Position: Paid to a certificated teacher to teach Academic Decathlon courses and prepare students for competition.	Eligibility starts at the beginning of the school year and once the support begins.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	28
Academic Pentathlon Coach/Advisor	\$2,500	Assigned Position: Paid to a certificated teacher to teach Academic Pentathlon courses and prepare students for competition.	Eligibility starts at the beginning of the school year and once the support begins.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	N/A
Administrative Support	\$10,000	Assigned Position: Paid to a certificated teacher who applied and received the position.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
Career Technical Education (CTE)	\$5,000	Paid to CTE credentialed teachers who applied and received the position to be on the team.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
CHYA	\$2,500	Assigned Position: Paid to a certificated teacher to provide office hours and instruction/support with CHYA curriculum.	Eligibility is earned after service has been completed from start date to end date.	Paid as a lump sum after completion of the work.	28
Counselor Extra Section	\$450 per week for each section of counseling coverage over 3 sections.	Provided to school counselors with a PPS who serve an extra section of students as school counselor.	Eligibility starts at the beginning of the school year and once counseling services begin.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	3 sections, additional pay begins on 4 th section

**Pacific Coast Academy
2022-2023 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Counselor - Pupil Personnel Services (PPS)	\$8,500	Paid to PPS credentialed teachers who applied and received the position to be on the team.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
Elevate Lead Teacher	\$6,000	Assigned Position: Paid to a certificated teacher who facilitates online instruction and regular events for the Elevate Program.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28
Elevate Lead Teacher Summer	\$300	Assigned Position: Paid to certificated teachers (12) who will develop and plan the Elevate program for the start of the school year.	Eligibility starts at the beginning of June.	Paid bimonthly for the month of June.	N/A
Extended School Year (ESY)	\$3,500	Paid to special education teachers who provide services during ESY.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of ESY.	N/A
Extra Student	\$100/month/ student for any student after the designated amount.	If the Executive Director assigns additional students to the employee's roster over the designated amount, the employee will be compensated for those students.	Eligibility starts once the HST is full-time, and students are assigned at the Executive Director's discretion. Roster numbers are pulled bimonthly. Extra pay starts on or after 7/15 with a fully executed Master Agreement.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	Designated Amount HST: 28 RC: 16 High School RC: 10 Intervention/ELD: 24
High School Academic Support Coordinator	\$15,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be a lead for the team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 12 months; July - June. Will be not prorated. It is a set amount regardless of when hired for the position.	28

**Pacific Coast Academy
2022-2023 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Highly Qualified Teacher Extra Course	\$450/pay period for each section of Edgenuity coverage and \$670/pay period for each section of ChoicePlus Academy coverage after 5 sections.	Provided to single subject credentialed teachers who teach additional coursework beyond a full load in ChoicePlus Academy or Edgenuity programs.	Eligibility once the teacher begins teaching the additional section.	Paid bimonthly over 10 months of the student calendar.	5 Sections, additional pay begins for 6th section.
Highly Qualified Teacher Summer School Content	\$31.00/hour	Provided to single subject credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	N/A
HST Summer School	\$31.00/hour	Provided to credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	N/A
Induction Coach	\$500/ teacher/ semester	Paid to credentialed teachers who work with teachers who are working toward clearing their credential.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
Lead Enrollment Specialist	\$1,500	Assigned Position: Paid to an experienced employee who takes lead during the enrollment window.	Eligibility starts during the enrollment window; April-June.	Paid when work has been completed.	N/A
Lead Teacher Summer	\$43.00 per hour	Paid to certificated teachers in lead positions who will help develop and plan their respective program(s) for the start of the school year.	Eligibility starts during the beginning of June.	Paid bimonthly for the month of June.	N/A

**Pacific Coast Academy
2022-2023 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	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 staff who opt out of medical benefit coverage.	Eligibility starts at the beginning of the school year.	\$125 paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.	N/A
Mileage	\$2,500 per year	Certificated employees who carry a roster and must travel to student monthly meetings.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
MOU Coordinator	\$8,400	Assigned Position: Paid to designated director to provide support for all employees that are on the shared staff MOU.	Eligibility starts at the beginning of the school year paid July-June.	Paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.	N/A
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
Online Teacher Sub	\$31.00/ with a total of 2 hours expected	Assigned Position: Paid to a designated HST who volunteered and received the position.	Eligibility starts upon covering an online class as a substitute.	Paid the following paycheck after work and hours are submitted.	N/A

**Pacific Coast Academy
2022-2023 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
PCA Parent Partner Workshops	\$350 per workshop	Paid to HSTs who sign up to present on an approved topic to parents during a PCA Parent Partners workshop.	Eligibility starts at the beginning of the school year.	Paid as a lump sum, following the workshop, and aligning with the pay periods for HR.	N/A
PCA Presents: New Presentations	\$500 per presentation, max \$2000 per staff member	Paid to staff members who create and present PD to peers.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
PCA Presents: Repeat Presentations	\$250 per presentation; max \$500 per staff member	Paid to staff members who create and present a previously presented PD to peers.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
PCA Presents: Teacher Participation	\$40 per session for any additional sessions attended beyond the requirement	Paid to staff members who attend additional PD sessions beyond the requirement.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	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 Course	\$250 per staff member	Paid to staff members who participate in and complete the assigned Stanford Online Continuing Education Course.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of the school year upon submission of certificate of completion.	N/A

**Pacific Coast Academy
2022-2023 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Robotics Teacher (Competition Team)	\$15,000	Assigned Position: Paid to a designated HST who applied and received the position to provide Robotics instruction for the Robotics team.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28
Spark Teacher	\$9,000	Assigned Position: Paid to a designated HST who applied and received the position to facilitate online instruction and regular events for the Spark Program.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28
Spark Teacher Retention	up to \$3,000	Assigned Position: Paid to designated Spark Teachers based on student retention and performance.	Eligible teachers will be selected and notified in January.	Paid bimonthly from February - May.	N/A
Special Programs Lead	\$6,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be the lead for their RC team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28
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.	15
SPED Extra Hours Work	\$310 for each period of assigned make-up work.	School staff will work with students in Special Education when necessary (ex. make-up services, compensatory services, etc.) in addition to staff's regular hours.	Eligibility starts at the beginning of the school year.	Paid as lump sum after completion of the work.	N/A

**Pacific Coast Academy
2022-2023 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
SPED Extra Student Teacher	Mild/Moderate \$150/month per extra student. Moderate/Severe \$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.	Eligibility starts once rosters surpass required roster limits.	Paid bimonthly over 10 months; August - May.	Mild/Mod 22 Mod/Severe 9
SPED In-Person Services Teacher	Up to .25 in-person (10 hours per week) = \$1,500 Up to .5 in-person (20 hours per week) = \$3,000 Up to .75 in-person (30 hours per week) = \$4,500 Up to 1.0 - in-person (40 hours per week) = \$6,000	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 Training/ Planning	\$300 per each day of training	With Director pre-approval, staff involved in full day mandatory training or meetings outside regular work hours will receive this stipend.	Eligibility is earned after training has been completed.	Paid as lump sum after completion of the work.	N/A
Speech Pathologist Extended School Year	\$3,500	Paid to Speech Pathologists assigned to provide services during the extended school year.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of the extended school year.	N/A

Pacific Coast Academy
2022-2023 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Speech Pathologist Lead	\$1,000	Assigned Position: Must be in a leadership role and an authority in compliance, training, and support in the field of speech pathology.	Eligibility Starts at the beginning of the employee's first workday.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on the period of service during the school year.	N/A
Testing Team Lead	\$6,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be the lead for their RC team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28
TK ECE Cohort Completion	\$2,000	Paid to HSTs upon completion of the Early Childhood Education 12-unit course sequence with the cohort through UCLA Extension and the assigned TK work duties (TK Park Days, TK Parent and Teacher Workshops, TK Resource Website).	Eligibility is earned after course sequence and assigned work has been completed.	Paid as lump sum after completion of work.	N/A

Coversheet

2023-2024 Compensation Policy: Salary Schedules and Stipend Chart

Section: V. Consent Agenda
Item: D. 2023-2024 Compensation Policy: Salary Schedules and Stipend Chart
Purpose:
Submitted by:
Related Material:
PCA 23-24 Combined Pay Scales_Redlined for May 2023 Board_Rev 05.12.2023.pdf
PCA 2023-24 Compensation Policy_No Appendicies_Rev 04.03.2023_Redlined 05.09.2023.pdf

Pacific Coast Academy
English Language Development Teacher – Level A
2023-2024 – Salary Schedule

PAY SCALE GROUP**PAY SCALE LEVEL**

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$90,100**	\$90,100**	\$90,100	\$90,100	\$90,100	\$90,100	\$90,100	\$90,100	\$90,100	\$90,100
B (+ 14 points)	\$90,100**	\$90,100**	\$90,100	\$90,100	\$90,100	\$90,100	\$90,100	\$90,100	\$90,100	\$92,600
C (+ 28 points)	\$90,100	\$90,100	\$90,100	\$90,100	\$90,100	\$90,100	\$90,100	\$90,100	\$91,900	\$95,400
D (+ 42 points)	\$90,100	\$90,100	\$90,100	\$90,100	\$90,100	\$90,100	\$90,100	\$91,000	\$94,600	\$98,300
E (+ 56 points)	\$90,100	\$90,100	\$90,100	\$90,100	\$90,100	\$90,100	\$91,000	\$94,800	\$97,300	\$101,100
F (+ 70 points)	\$90,100	\$90,100	\$90,100	\$90,100	\$90,100	\$90,200	\$92,500	\$96,100	\$100,000	\$104,000
G (+ 84 points)	\$90,100	\$90,100	\$90,100	\$90,100	\$90,200	\$92,500	\$95,000	\$98,700	\$102,600	\$106,800
H (+ 98 points)	\$90,100	\$90,100	\$90,100	\$90,200	\$92,500	\$94,800	\$97,500	\$101,300	\$105,400	\$109,500

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$112,400	\$115,300	\$118,200	\$121,000

H15	H20	H25	H30
\$123,900	\$126,600	\$129,500	\$131,800

*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.

***Must maintain a roster of 28 students.

***Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school board.

Pacific Coast Academy
English Language Development Teacher – Level B
2023-2024 – Salary Schedule

PAY SCALE GROUP**PAY SCALE LEVEL**

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$78,100**	\$78,100**	\$78,100	\$78,100	\$78,100	\$78,100	\$78,100	\$78,100	\$78,100	\$78,100
B (+ 14 points)	\$78,100**	\$78,100**	\$78,100	\$78,100	\$78,100	\$78,100	\$78,100	\$78,100	\$78,100	\$80,600
C (+ 28 points)	\$78,100	\$78,100	\$78,100	\$78,100	\$78,100	\$78,100	\$78,100	\$78,100	\$79,900	\$83,400
D (+ 42 points)	\$78,100	\$78,100	\$78,100	\$78,100	\$78,100	\$78,100	\$78,100	\$79,000	\$82,600	\$86,300
E (+ 56 points)	\$78,100	\$78,100	\$78,100	\$78,100	\$78,100	\$78,100	\$79,000	\$82,800	\$85,300	\$89,100
F (+ 70 points)	\$78,100	\$78,100	\$78,100	\$78,100	\$78,100	\$78,200	\$80,500	\$84,100	\$88,000	\$92,000
G (+ 84 points)	\$78,100	\$78,100	\$78,100	\$78,100	\$78,200	\$80,500	\$83,000	\$86,700	\$90,600	\$94,800
H (+ 98 points)	\$78,100	\$78,100	\$78,100	\$78,200	\$80,500	\$82,800	\$85,500	\$89,300	\$93,400	\$97,500

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$100,400	\$103,300	\$106,200	\$109,000

H15	H20	H25	H30
\$111,900	\$114,600	\$117,500	\$119,800

*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.

***Must maintain a roster of 28 students.

***Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school board.

Pacific Coast Academy
Intervention Support Teacher – Level A
2023-2024 – Salary Schedule

PAY SCALE GROUP**PAY SCALE LEVEL**

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$86,100**	\$86,100**	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100
B (+ 14 points)	\$86,100**	\$86,100**	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$88,600
C (+ 28 points)	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$87,900	\$91,400
D (+ 42 points)	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$87,000	\$90,600	\$94,300
E (+ 56 points)	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$87,000	\$90,800	\$93,300	\$97,100
F (+ 70 points)	\$86,100	\$86,100	\$86,100	\$86,100	\$86,100	\$86,200	\$88,500	\$92,100	\$96,000	\$100,000
G (+ 84 points)	\$86,100	\$86,100	\$86,100	\$86,100	\$86,200	\$88,500	\$91,000	\$94,700	\$98,600	\$102,800
H (+ 98 points)	\$86,100	\$86,100	\$86,100	\$86,200	\$88,500	\$90,800	\$93,500	\$97,300	\$101,400	\$105,500

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$108,400	\$111,300	\$114,200	\$117,000

H15	H20	H25	H30
\$119,900	\$122,600	\$125,500	\$127,800

*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.

***Must maintain a roster of 28 students.

***Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school board.

Pacific Coast Academy
Intervention Support Teacher – Level B
2023-2024 – Salary Schedule

PAY SCALE GROUP**PAY SCALE LEVEL**

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$76,100**	\$76,100**	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100
B (+ 14 points)	\$76,100**	\$76,100**	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$78,600
C (+ 28 points)	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$77,900	\$81,400
D (+ 42 points)	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$77,000	\$80,600	\$84,300
E (+ 56 points)	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$77,000	\$80,800	\$83,300	\$87,100
F (+ 70 points)	\$76,100	\$76,100	\$76,100	\$76,100	\$76,100	\$76,200	\$78,500	\$82,100	\$86,000	\$90,000
G (+ 84 points)	\$76,100	\$76,100	\$76,100	\$76,100	\$76,200	\$78,500	\$81,000	\$84,700	\$88,600	\$92,800
H (+ 98 points)	\$76,100	\$76,100	\$76,100	\$76,200	\$78,500	\$80,800	\$83,500	\$87,300	\$91,400	\$95,500

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$98,400	\$101,300	\$104,200	\$107,000

H15	H20	H25	H30
\$109,900	\$112,600	\$115,500	\$117,800

*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.

***Must maintain a roster of 28 students.

***Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school board.

**Pacific Coast Academy
2023-2024 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Administrative Support	\$10,000	Assigned Position: Paid to a certificated teacher who applied and received the position.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
Career Technical Education (CTE)	\$5,000	Paid to CTE credentialed teachers who applied and received the position to be on the team.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
CHYA	\$2,500	Assigned Position: Paid to a certificated teacher to provide office hours and instruction/support with CHYA curriculum.	Eligibility is earned after service has been completed from start date to end date.	Paid as a lump sum after completion of the work.	28
Counselor Extra Section	\$450 per week for each section of counseling coverage over 3 sections.	Provided to school counselors with a PPS who serve an extra section of students as school counselor.	Eligibility starts at the beginning of the school year and once counseling services begin.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on period of service during the school year.	3 sections, additional pay begins on 4 th section
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
Elevate Lead Teacher	\$6,000	Assigned Position: Paid to a certificated teacher who facilitates online instruction and regular events for the Elevate Program.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28

**Pacific Coast Academy
2023-2024 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
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 for any student after the designated amount.	If the Executive Director assigns additional students to the employee's roster over the designated amount, the employee will be compensated for those students.	Eligibility starts once the HST is full-time, and students are assigned at the Executive Director's discretion. Roster numbers are pulled bimonthly. Extra pay starts on or after 7/15 with a fully executed Master Agreement.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	Designated Amount HST: 28 RC: 16 High School RC: 10 Intervention/ELD: 28 Director of Professional Dev & Data: 10
High School Academic Support Coordinator	\$15,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be a lead for the team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 12 months; July - June. Will be not prorated. It is a set amount regardless of when hired for the position.	28
Highly Qualified Teacher Extra Course	\$450/pay period for each section of Edgenuity coverage and \$670/pay period for each section of ChoicePlus Academy coverage after 5 sections.	Provided to single subject credentialed teachers who teach additional coursework beyond a full load in ChoicePlus Academy or Edgenuity programs.	Eligibility once the teacher begins teaching the additional section.	Paid bimonthly over 10 months of the student calendar.	5 Sections, additional pay begins for 6th section.
Highly Qualified Teacher Summer School Content	\$31.00/hour	Provided to single subject credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	N/A

**Pacific Coast Academy
2023-2024 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
HST Summer School	\$31.00/hour	Provided to credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	N/A
Induction Coach	\$500 \$600/ 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
Lead Enrollment Specialist	\$1,500	Assigned Position: Paid to an experienced employee who takes lead during the enrollment window.	Eligibility starts during the enrollment window; April-June.	Paid when work has been completed.	N/A
Lead Teacher Summer	\$43.00 per hour	Paid to certificated teachers in lead positions who will help develop and plan their respective program(s) for the start of the school year.	Eligibility starts during the beginning of June.	Paid bimonthly for the month of June.	N/A
Library Specialist Team Lead	\$7,800	This position is open to current PCA Library Specialists.	Eligibility begins immediately.	Paid \$325 bimonthly over 12 months; July - June.	N/A
Medical Benefit Opt-Out	\$3,000	Provided to staff who opt out of medical benefit coverage.	Eligibility starts at the beginning of the school year.	\$125 paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.	N/A

Pacific Coast Academy
2023-2024 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Mileage	\$2,500 per year	Certificated employees who carry a roster and must travel to student monthly meetings.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
MOU Coordinator	\$8,400	Assigned Position: Paid to designated director to provide support for all employees that are on the shared staff MOU.	Eligibility starts at the beginning of the school year paid July-June.	Paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.	N/A
New Teacher Trainer	\$10,000 per year	Assigned Position: paid to a designated HST who applied and received the position to facilitate training to new teachers.	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
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
Online Teacher Sub	\$31.00 \$32.24/ with a total of 2 hours expected	Assigned Position: Paid to a designated HST who volunteered and received the position.	Eligibility starts upon covering an online class as a substitute.	Paid the following paycheck after work and hours are submitted.	N/A
PCA Parent Partner Workshops	\$350 per workshop	Paid to HSTs who sign up to present on an approved topic to parents during a PCA Parent Partners workshop.	Eligibility starts at the beginning of the school year.	Paid as a lump sum, following the workshop, and aligning with the pay periods for HR.	N/A

Pacific Coast Academy
2023-2024 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
PCA Presents: New Presentations	\$500 per presentation, max \$2000 per staff member	Paid to staff members who create and present PD to peers.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
PCA Presents: Repeat Presentations	\$250 per presentation; max \$500 per staff member	Paid to staff members who create and present a previously presented PD to peers.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester.	N/A
PCA Presents: Teacher Participation	\$40 per session for any additional sessions attended beyond the requirement	Paid to staff members who attend additional PD sessions. beyond the requirement.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of each semester. Paid as a lump sum, following the workshop, and aligning with the pay periods for HR.	N/A Will be determined each semester.
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 Course	\$250 per staff member	Paid to staff members who participate in and complete the assigned Stanford Online Continuing Education Course.	Eligibility starts at the beginning of the school year.	Paid as a lump sum at the end of the school year upon submission of certificate of completion.	N/A
Robotics Teacher (Competition Team)	\$15,000	Assigned Position: Paid to a designated HST who applied and received the position to provide Robotics instruction for the Robotics team.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	28

**Pacific Coast Academy
2023-2024 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Spark Student Enrollment Stipend (K-2nd grade classes)	\$1,500/semester: average enrollment of 16-22 students per class per semester; \$3,000/semester: average enrollment of 23+ students per class per semester	Assigned position: paid to a designated HST who applied and received the position to facilitate online instruction for the Spark program.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid as a lump sum at the end of each semester taught.	28
Spark Student Enrollment (3rd-8th grade classes)	\$1,500/semester: average enrollment of 15-25 students per class per semester; \$3,000/semester: average enrollment of 26+ students per class per semester	Assigned position: paid to a designated HST who applied and received the position to facilitate online instruction for the Spark program.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid as a lump sum at the end of each semester taught.	28
Spark Lead Teacher	\$6,000	Assigned Position: Paid to a certificated teacher who facilitates online instruction and regular events for the Spark 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
Spark Teacher	\$3,000 per semester	Assigned Position: Paid to a designated HST who applied and received the position to facilitate online instruction 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
Special Programs School Support Lead	\$6,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be the lead for their RC team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28
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.	15

**Pacific Coast Academy
2023-2024 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
SPED Extra Hours Work	\$310 for each period of assigned make-up work.	School staff will work with students in Special Education when necessary (ex. make-up services, compensatory services, etc.) in addition to staff's regular hours.	Eligibility starts at the beginning of the school year.	Paid as lump sum after completion of the work.	N/A
SPED Extra Student Teacher	Mild/Moderate \$150/month per extra student. Moderate/Severe \$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.	Eligibility starts once rosters surpass required roster limits.	Paid bimonthly over 10 months; August - May.	Mild/Mod 22 Mod/Severe 9
SPED In-Person Services Teacher	Up to .25 in-person (10 hours per week) = \$1,500 Up to .5 in-person (20 hours per week) = \$3,000 Up to .75 in-person (30 hours per week) = \$4,500 Up to 1.0 in-person (40 hours per week) = \$6,000	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 Training/ Planning	\$300 per each day of training	With Director pre-approval, staff involved in full day mandatory training or meetings outside regular work hours will receive this stipend.	Eligibility is earned after training has been completed.	Paid as lump sum after completion of the work.	N/A

**Pacific Coast Academy
2023-2024 – Stipend Chart**

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Speech Pathologist Extended School Year	\$3,500	Paid to Speech Pathologists assigned to provide services during the extended school year.	Eligibility is earned after service has been completed from start date to end date.	Paid in 2 installments during each of the 2 pay periods of the extended school year.	N/A
Speech Pathologist Lead	\$1,000	Assigned Position: Must be in a leadership role and an authority in compliance, training, and support in the field of speech pathology.	Eligibility Starts at the beginning of the employee's first workday.	Paid bimonthly over 10 months of the student calendar. Will be prorated based on the period of service during the school year.	N/A
Testing Team Lead	\$6,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be the lead for their RC team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 10 months; August-May. Will be prorated based on period of service during the school year.	28
TK ECE Cohort Completion	\$2,000	Paid to HSTs upon completion of the Early Childhood Education 12-unit course sequence with the cohort through UCLA Extension and the assigned TK work duties (TK Park Days, TK Parent and Teacher Workshops, TK Resource Website).	Eligibility is earned after course sequence and assigned work has been completed.	Paid as lump sum after completion of work.	N/A

Pacific Coast Academy
Technology Department
2023-2024 – 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	\$24.31	\$24.95	\$25.61	\$26.28	\$26.98	\$27.61	\$28.28	\$28.94	\$29.61	\$30.28	\$30.95	\$31.61	\$32.28	\$32.94	\$33.61	\$34.27
	Annual																
IT Tech 2 or Order Fulfillment Specialist 2 or IT Administrative Assistant (ITAA)	Hourly	\$26.43	\$27.13	\$27.85	\$28.59	\$29.36	\$30.07	\$30.80	\$31.53	\$32.27	\$33.00	\$33.73	\$34.46	\$35.20	\$35.93	\$36.66	\$37.39
	Annual																
IT Support Specialist (ITSS)	Hourly	\$28.55	\$29.31	\$30.10	\$30.92	\$31.74	\$32.52	\$33.33	\$34.12	\$34.92	\$35.71	\$36.52	\$37.32	\$38.11	\$38.91	\$39.72	\$40.51
	Annual																
IT Support Specialist 2 or Tech Coordinator (TC) or IT Provisioning Manager	Hourly	\$30.67	\$31.50	\$32.35	\$33.23	\$34.13	\$34.97	\$35.84	\$36.71	\$37.57	\$38.44	\$39.29	\$40.17	\$41.02	\$41.91	\$42.76	\$43.65
	Annual																
IT Support Specialist 3 or Data Analyst Tech Coordinator 2 or Order Fulfillment Coordinator DevOps Engineer 1 (DO1)	Hourly	\$32.80	\$33.69	\$34.61	\$35.56	\$36.52	\$37.43	\$38.37	\$39.28	\$40.22	\$41.16	\$42.11	\$43.00	\$43.94	\$44.89	\$45.82	\$46.76
	Annual																
IT Administrator (ITA) or DevOps Engineer 2 (DO2)	Hourly	\$37.04 \$43.39	\$38.06 \$44.49	\$39.11 \$45.53	\$40.19 \$46.62	\$41.30 \$47.65	\$42.31 \$48.70	\$43.39 \$49.78	\$44.49 \$50.87	\$45.53 \$51.91	\$46.62 \$53.00	\$47.65	\$48.70	\$49.78	\$50.87	\$51.91	\$53.00
	Annual											\$112,500	\$115,594	\$118,773	\$122,039	\$125,395	\$128,843
IT Manager (ITM)	Hourly	\$43.50 \$48.89	\$44.59 \$49.99	\$45.68 \$51.08	\$46.72 \$52.16	\$47.80 \$53.20	\$48.89 \$54.29	\$49.99	\$51.08	\$52.16	\$53.20	\$54.29					
	Annual							\$113,200	\$116,313	\$119,512	\$122,798	\$126,175	\$113,200 \$129,645	\$116,000 \$133,210	\$119,200 \$136,873	\$122,000 \$140,637	\$123,800 \$144,505

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

Compensation Policy

2023-2024

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

COMPENSATION POLICY

DEDICATION TO NON-DISCRIMINATION

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

IMPORTANT INFORMATION

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

COMPENSATION PHILOSOPHY

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

We Offer

- Comprehensive compensation packages for all staff, including base salary and benefits. Certain employees may be eligible for bonuses and stipends, as set forth herein.
- A dynamic culture and vibrant community of colleagues united by shared dedication to students, a

commitment to innovation, and a strong growth mindset.

- Unique career pathways, growth and development opportunities, and leadership roles that encourage staff to challenge themselves.
- Equitable compensation, regardless of gender, race/ethnicity, national origin, sexual orientation, age, religion, disability or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.
- A transparent and clearly communicated compensation system, so that staff understand what factors may determine individual compensation and how and when potential changes to compensation will be affected.

We Recognize and Reward

- Exceptional performance and contributions that enable excellent student outcomes.
- Commitment of staff who contribute to the long-term success of our students and our organization.

For Teachers

- Given the role they play in providing educational services, teachers are particularly critical to the success of our mission. As such, we offer teacher compensation to attract and retain talented educators, and we specially recognize and reward:
 - Exceptional teacher performance that leads to growth and excellence for students
 - Commitment of teachers who develop deep, high-quality educational experience (within or outside of the school) and assume critical leadership responsibilities

MEDICAL OPT-OUT STIPEND

Employees may elect not to enroll in any of the medical plans offered by the Charter School. The employee must certify that they have medical coverage for themselves and eligible dependents elsewhere that is comparable to one of the plans offered by the Charter School. ~~They will receive an employer contribution of \$250 per month. \$3000 per year prorated based on the period of service and applicable pay periods.~~

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 a **maximum** placement on year 5 (five).
- ~~An additional year~~ **Additional years** may be granted for teachers who have school-desired experience in what the school determines to be "hard-to-staff" positions.

Examples of Hard to Staff Positions	Based on actual number of years worked, may start at the following step:
Adapted Physical education, Education Specialist – Mod/Severe, Education Specialist – Itinerant (fully in-person), School Occupational Therapist, and Speech Language Pathologist	11
Education Specialist – Mild/Mod, Job Coach, Nurse, Paraeducator, Program Specialist, School Psychologist, and Special Education Services Coordinator	6

- 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.

Staff hired after 3/31 and receiving a contract for the following school year will remain in the same placement on the Salary Schedule and in accordance with other parameters set forth by this policy.

The Executive Director or his or her designee may adjust a rehired teacher's placement on the Salary Schedule as appropriate based on the employee's accumulated experience following the teacher's separation from the School, which may result in a higher or lower placement on the schedule than the teacher would have otherwise been placed had the teacher been continuously employed.

Credential/Certification

- Teachers holding a valid and active credential (i.e., preliminary, clear, lifetime) California teaching certificate at the time of hiring/rehiring will generally be compensated in accordance with the applicable teacher Salary Schedule (B Basis, C Basis or Special Education) for certificated teachers.
- The School may hire teachers with a bachelor's degree who do not hold a clear teaching credential. Staff holding an alternative certification (intern, emergency, or preliminary credential) are rated on the same salary teacher schedule as certificated teachers.
- A teacher is eligible to advance to the proper Salary Schedule level once they meet the requirement for that specific Salary Schedule level and group based on their creditable years of service and post bachelor's degree units, or completion of Advanced Placement certification coursework, if applicable. Course work is creditable for row placement and advancement if it is a course taken for credit at an accredited institution, reasonably related to the employee's assignment or future assignment, and posted as semester, quarter, or trimester units on an official transcript in the institution's graduate course number series or taken from the Advanced Placement program. Points on the pay scale are the equivalent of semester units. Therefore, any eligible units not reported as semester units will be converted for proper placement on the pay scale.
- During the rate-in-process for new hires Executive Directors may approve additional units earned beyond post-baccalaureate credits equivalent to 4-semester units for each year starting with year 15. A candidate can earn a maximum of 60 credits for experience based on Executive Director approval.
- For any given school year, teachers must submit any successfully completed post-BA units no later than October 31 in order for the units to be applied to the teacher's salary in that school year. Any proof of successfully completed post-BA units submitted to the School after October 31 will not result in an adjustment to compensation until the following school year.
- Any increase in pay resulting from an advancement on the Salary Schedule based on the successful completion of post-BA units will not take effect until after the School's receipt of sufficient documentation supporting the advancement. Pay increases for post-BA units will not be paid retroactively. For illustration purposes, if a teacher completes graduate level coursework on January 15 and provides an official transcript on May 1, any advancement on the Salary Schedule and increase in pay will be effective beginning the next school year. The teacher will not be paid at the higher rate of compensation retroactively (i.e., for the periods between January 15 and July 1).
- If a teacher completes graduate level coursework on August 15 and provides an official transcript on October 20, any advancement on the Salary Schedule and increase in pay will be effective beginning the first pay period following October 20. The teacher will not be paid at the higher rate of compensation during the periods between August 15 and October 31. The teacher would receive the advancement starting the next pay period of November 1-15.
- For teachers with less than 98 units, the maximum number of years of service that can be accumulated is 10 years. To add additional years of service, teachers must obtain 98 or more units. The year in which 98 or more units is achieved, the teacher will finish out that year as year 10. They will then advance in years of service the preceding school years as outlined on the salary schedule.

Signing Bonus

If the School decides to issue signing bonuses, the following requirements shall apply:

Signing bonuses may be offered to teachers certified in an area of critical concern as defined by the School, ~~to promote diversity~~, or to address specific concerns at the school.

- The Executive Director shall designate the individuals authorized to receive the signing bonus.
- The signing bonus must be approved by the Board.
- To qualify for a signing bonus, the teacher must:
 - Be certified in the field they are hired to teach.
 - Teach in that field of the bonus.

Supplemental Duty Stipends

- Stipends are assigned and approved by the Executive Director or his/her designee at the beginning of the school year or semester or as otherwise noted in the chart below.
- Staff who perform the Supplemental duties outlined in the chart below are eligible to receive the corresponding stipends as indicated and only if assigned/awarded to the staff member by the Executive Director or his/her designee. The number of stipends awarded under each category and/or the periods of service during the school year are at the sole discretion of the Executive Director or his/her designee.
- Supplemental duty stipends are authorized for the specific year assigned and are not renewed for the future years unless specifically authorized for those years. This means additional duties such as ~~Student Support Coordinator~~ ~~High School Academic Support Coordinator~~, SPED Lead Teacher, etc. are assigned on a year-by-year basis and are not guaranteed responsibilities that carry over from year to year.
- Supplemental pay will cease when there is no need for the duty, the employee becomes ineligible or as otherwise determined in the sole discretion of the School.
- The School, in its sole discretion, may choose not to offer certain stipends.
- Stipend amounts and requirements will be reviewed periodically and may be modified from time to time at the sole discretion of the School.
- Supplemental duty stipends are prorated and will be paid as set forth in the below Stipend Chart once the Supplemental duty has started.
- ~~Student stipends are paid bi-monthly based on the teacher roster from August 2 through June 6.~~
- The Executive Director has been delegated authority to change the stipend amounts and add or change stipends based on the need of the school throughout the year in line with the board adopted budget.

Voluntary Transfer to Lower Role Placement or Teaching position

Employees approved to voluntarily transfer to a position in a lower placement on the Salary Schedule will be placed in the new salary placement or teacher Salary Schedule, and the salary will be calculated as it is in the new placement or schedule.

Additional Supplement Bonus ("Supplement")

The Executive Director may recommend a Supplement for teachers as set forth in this section.

- The Executive Director, in his or her sole discretion, shall determine what duties shall be Supplemented based upon the operational needs of the school.
- A Supplement is not automatic, and can be provided at the discretion and approval of the Executive

Director, based on additional work beyond the regular work responsibilities.

- A Supplement will be paid to the employee in accordance with the schedule provided by the School at the time of Supplement award.
- The Supplemental award shall not exceed \$35,000 or 50% of annual salary.
- All Supplements listed are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous Supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the teachers' regular salary.
- Teacher Supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the teacher and the Executive Director prior to performing the Supplemental duties.
- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage, Extra Student Pay and Enrollment Milestones.
- To qualify for an extended duty Supplement, the following criteria must be met as requested and assigned by the Executive Director:
 - The Executive Director must first agree with the teacher on the terms.
 - The Supplemental work must be separate from the normal job responsibilities.
 - The work must be completed or in the progress of being completed.

PART-TIME TEACHERS

For All Part-Time Teachers

- Part-time/Full-time Status: Compensation for part-time teachers will be \$32.24 per hour. **This rate may increase or decrease in direct correlation to the school's operational needs and/or budget approved by the school board.** 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.
- **Staff hired after 3/31 and receiving a contract for the following school year will remain in the same placement on the Salary Schedule and in accordance with other parameters set forth by this policy.**
- 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 ~~will 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

Coversheet

Non-Compliance and Withdraw Policy and Procedures

Section: V. Consent Agenda
Item: E. Non-Compliance and Withdraw Policy and Procedures
Purpose:
Submitted by:
Related Material:
PCA Non-Compliance Policy and Procedure_v5_Rev 12.12.2022_Redlined 05.11.2023.pdf



Pacific Coast Academy

Non-Compliance and Withdrawal Policy and Procedures

Non-Compliance and Withdrawal Policy and Procedures	3
1. Non-Compliance Process	3
2. Student Work/Progress, Assignments/Work Samples, Student Activity Logs.....	4
3. Monthly Learning Period or Other Meetings.....	4
4. Communication Requirements of the Home School Teacher	4
5. Participation In Assigned Benchmark Testing.....	4
6. Signing and Returning Master Agreement Addendum.....	4
7. Non-Compliance Procedures	5
8. First Non-Compliance Letter (Letter #1)	5
9. Second Non-Compliance Letter (Letter #2)	5
10. Administrative Conference Call	6
11. Tiered Reengagement.....	6
12. Non-Compliance Timeline/Checklist.....	7
Step #1.....	7
Step #2.....	7
Step #3.....	7
Step #4.....	7
Step #5.....	7
13. Follow-Up Protocol	8
14. Withdrawal Policy and Procedures.....	8
Procedures for Withdrawing a Student.....	8
The Charter School's Responsibility to Not Encourage a Pupil Currently Attending the School to Disenroll or Transfer to Another School	9
Notification of the Withdrawal	9

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. Signing and Returning Master Agreement Addendum
7. Outline the Non-Compliance Procedures
8. Outline the Procedures for the HST when sending the First Non-Compliance Letter
9. Outline the Procedures for the HST when sending the Second Non-Compliance Letter
10. Outline the Procedures for the Administrative Conference Call
11. Outline the Tiered Reengagement Process
12. Establish the Non-Compliance Timeline/Checklist
13. Outline the follow-up protocol if a student remains enrolled and falls back into Non-Compliance
14. 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
- Has failed to sign and return a Master Agreement Addendum within 5 days of presentation

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. **It is in the School's sole discretion to continue the non-compliance process from school year to school year. For example, if a student is sent Letter #1 in April, Letter #2 may be sent the following school year if the non-compliance issue remains the same.**

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. Signing and Returning Master Agreement Addendum

Before Pacific Coast Academy and the HST may continue with a student's education, any changes to the Master Agreement must be reflected in an addendum and signed by the student and student's education rights holder. As such, signing and returning a Master Agreement Addendum is integral to a student's successful education. Upon presentment, a Master Agreement Addendum must be signed and returned to the HST within 5 days.

7. 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.

8. 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.

9. 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.

In those situations where non-compliance is triggered solely by failure to participate in assigned benchmark testing during a testing window, the second non-compliance letter will be sent after a second failure to participate in assigned benchmark testing during the pertinent testing window.

In those situations where non-compliance is triggered solely by failure to return a Master Agreement Addendum within 5 days of presentment, only one non-compliance letter will be sent and an administrative call will be scheduled within 5 days of that letter assuming continued non-compliance.

It is in the School's sole discretion to continue the non-compliance process from school year to school year. For example, if a student is sent Letter #1 in April, Letter #2 may be sent the following school year if the non-compliance issue remains the same. Additionally, if a student is not in compliance at the beginning of the school year, the new school year Planning Amounts will not be provided until the student is no longer in non-compliance.

10. 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.

11. 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.

12. 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

13. 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.

14. 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.

Coversheet

Math Placement Policy

Section:	V. Consent Agenda
Item:	F. Math Placement Policy
Purpose:	
Submitted by:	
Related Material:	PCA 9th Grade Math Placement Policy_Redlined_5.10.2023.pdf



Pacific Coast Academy

Math Placement Policy

TABLE OF CONTENTS

9th GRADE MATH PLACEMENT POLICY	3
1. Mathematics Placement Protocol	3
2. Procedures for Timely Recourse	4
3. Annual Review of Mathematics Placement Data	4
4. Limitation on Use of Subjective Placement Measures.....	4
5. Assessment Protocols.....	4
6. Policy Availability	4
7. Compliance with the Education Code	4

9TH GRADE MATH PLACEMENT POLICY

Pacific Coast Academy recognizes the importance of each student's achievement in all subject areas, including mathematics as critical for college and career readiness. This policy is in place to adopt a fair, objective, and transparent mathematics placement policy and protocol for pupils entering Grade 9, and for all learners in all subgroups taking multiple objective academic measures of pupil performance into consideration.

The purpose of the Pacific Coast Academy Governing Board approving this 9th Grade Math Placement Policy is to accomplish the following:

1. Outline a Mathematics Placement Protocol
2. Establish Procedures for Timely Recourse
3. Establish Procedures for Annual Review of Data
4. Establish a Limitation on the Use of Subjective Placement Measures
5. Outline Assessment Protocol
6. Establish Policy Availability
7. Outline Compliance with the Education Code

1. Mathematics Placement Protocol

Therefore, in accordance with the California Mathematics Placement Act of 2015, this Governing Board directs staff to create, implement, and monitor a mathematics placement protocol for pupils entering grade nine. This policy must include the following objective elements when considering student placement:

- Multiple objective academic measures of pupil performance;
- Interim and summative assessments that are aligned to state-adopted content standards in mathematics;
- At least one placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress
- Annual examination of pupil placement data;
- Clear and timely recourse for questions regarding pupil placement;
- Regular evaluation of students' progress.

Pacific Coast Academy's mathematics placement protocol for students entering grade nine is to assign a student's math course based upon the following objective academic measures, implemented as applicable:

- Student report card(s)
- Student scores on state assessment(s)
- Student scores on interim assessment(s)
- Student score on standards-based mathematics placement exam

Students and parents have the opportunity to question the student's placement in the spring of 8th grade when grade nine schedules are developed. The schoolwide add/drop date serves as a checkpoint to

ensure accurate placement.

2. Procedures for Timely Recourse

The School Director shall implement a procedure, including clear and timely recourse, whereby each pupil and his or her parent or legal guardian may question their placement in a mathematics class.

3. Annual Review of Mathematics Placement Data

School staff shall annually review aggregate school wide data on math placement and compare placements school wide with placements of students in various racial/ethnic, gender, and socioeconomic (e.g., free/reduced meal-eligible) subgroups to ensure that pupils who are qualified to progress in mathematics courses are not held back in a disproportionate manner. The staff shall report on the aggregate results of this review to the Board.

4. Limitation on Use of Subjective Placement Measures

Subjective measures, such as placement recommendations, may not be considered in determining 9th grade mathematics placement. However, recognizing that facilitators and counselors are often aware of students' talents and abilities that are not reflected in objective data, an exception to this prohibition may be made to advance a student to a higher mathematics class than objective data indicates.

5. Assessment Protocols

Assessment protocol shall be reported to the Board ~~on an annual basis and~~ before any changes in assessment protocol or assessment software are implemented.

6. Policy Availability

This policy will appear on the school's website and be included in the student/family handbook.

7. Compliance with the Education Code

This policy is in compliance with California Education Code 51224.7

https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201520160SB359

Coversheet

Educational Vendor Policy

Section:	V. Consent Agenda
Item:	G. Educational Vendor Policy
Purpose:	
Submitted by:	
Related Material:	PCA Educational Vendor Policy_Redlined 04.05.2023.pdf



Pacific Coast Academy

Educational Vendor Policy

TABLE OF CONTENTS

EDUCATIONAL VENDOR POLICIES AND PROCEDURES	3
VENDOR APPLICATION AND APPROVAL	3
Educational Vendor Applications	3
Vendor Guidelines	4
Vendor Agreement	4
REQUESTING EDUCATIONAL SERVICES AND ITEMS	4
Requests	4
Core Subject Curriculum	5
Enrichment Certificates	5
Prohibited Requests	6
Educational Field Trips	6
Student and Family Responsibilities	6
Questions	7

EDUCATIONAL VENDOR POLICIES AND PROCEDURES

At Pacific Coast Academy (“Charter School”), we focus on “Personalized Learning,” a philosophy that puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations.

In furtherance of this philosophy and Charter School’s educational mission, families and Charter School staff together carefully select educational items and services for students to fit their goals and education plan. The Governing Board of Charter School has reviewed and adopted the following policies and procedures to ensure Charter School funds are budgeted and expended on Charter School-approved educational items and services.

Key requirements detailed in this policy include:

- The Executive Director (as defined below) must approve all vendors before they can provide educational items or services to students.
- The Homeschool Teacher (as defined below) and Executive Director (as defined below) must approve all requests for educational items or services to ensure they are aligned with the charter petition and student’s personalized learning curriculum.
- No family may spend, or obligate the Charter School to spend, any Charter School monies on educational items and services. Charter School is responsible for making purchases of approved educational items and services.

VENDOR APPLICATION AND APPROVAL

Educational Vendor Applications

Charter School contracts with educational vendors who provide educational enrichment services (e.g., in-person educational activities) and items (e.g., textbooks, workbooks, etc.) to students. The first step in the vendor application process is a family requesting educational services from the vendor. After these initial requests are reviewed by Charter School, the Charter School may then request that vendors submit an application to Charter School detailing critical information such as qualifications and services. Charter School shall carefully review Vendor’s application, website, available references, social media, and other pertinent information.

The Executive Director or his/her designee (“Executive Director”) must approve all educational vendors and enter into an agreement with approved vendors before a vendor can provide any educational services to students. Charter School may reject a vendor applicant or terminate vendor services for any reason. The Executive Director may delegate his/her authority to approve vendors as necessary to promote the effective operations of the Charter School (e.g., Vendor Department). For educational products, parents may submit requests for specific educational products from a particular vendor (e.g., pencils from an online store). The Charter School’s approval of the educational product request (approval process described below) serves as vendor approval.

Vendor Guidelines

The Executive Director or designee is responsible for approving vendors, and must ensure the vendor meets guidelines, including, but not limited to the following:

- ~~Vendor must have the qualifications, skills and, if applicable, the certification and licenses necessary to perform the requested services in a competent and professional manner.~~
- Vendor conducts background checks in accordance with applicable law to ensure Vendor (if an individual), its employees, and agents who interact with students have not committed a serious or violent felony.
- Vendor services and/or products must be non-sectarian. Vendor's services and products must not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other protected basis under California law.
- Vendor must maintain adequate levels of insurance for its educational services.
- Vendor must not be ~~or appear to be~~ a private school offering services through a part-time program (e.g., after school programs). ~~or a parent organized group (also known as "co-op").~~
- Vendors must qualify as independent contractors in accordance with applicable laws. This is determined by the Executive Director based on vendor representations and vetting by the Charter School.
- Vendor must have a current and functioning website that outlines services.
- Vendors must follow all applicable health and safety guidelines provided by both the State and County authorities and any other health and safety requirements set forth by the Charter School to ensure student safety.

Vendor Agreement

Once the Executive Director or designee has approved a vendor, the vendor and Charter School must enter into a vendor agreement before the school can order educational services from the vendor. Considering families may have one-off requests for educational products, a vendor agreement may not be necessary for the Charter School to purchase educational products (e.g., ordering pencils from an online store for one student). The vendor agreement will include protections set forth in this policy, including, but not limited to requiring background checks for staff interacting with students, prohibitions on non-sectarian/discriminatory items and services, insurance, and indemnification provisions, and more.

REQUESTING EDUCATIONAL SERVICES AND ITEMS

Requests

Students make requests for educational services and items through the ~~Charter School's Enrichment Ordering System~~ ~~enrichment ordering system~~. The ~~Enrichment Ordering System~~ ~~enrichment ordering system~~ is accessible on the Charter School website and features a list of approved educational vendors. All requests for educational services and items must:

- First be approved the credentialed teacher assigned to supervise student's independent study ("Homeschool Teacher"); and
- Approved by the Executive Director or designee.

The Executive Director can deny any request for educational items or services in their sole discretion for any reason. Families cannot directly purchase, or obligate the Charter School to purchase, any educational items or service without Charter School's approval.

~~The planning amount for each student for educational items and services per full school year is [\$INSERT AMOUNT] for the [INSERT SCHOOL YEAR].~~ The Charter School establishes a planning amount for students for educational items and services per full school year. This planning amount for educational items and services is based, in part, on a student's attendance.

Parents and students are not guaranteed to receive any educational items and services up to and equal to this planning amount, as a Homeschool Teacher and the Executive Director must approve all requests. The planning amount is also not a mandatory cap limiting the Charter School's ability provide necessary educational services to students (e.g., pursuant to a student's individualized education program). The Charter School developed this planning amount to help ensure the school provides educational items and services aligned with its budget and to help ensure fair and equal treatment of students, to the extent consistent with individual needs. Parents and students are not given access to direct or encumber planning amount funds.

The planning amount funds are the Charter School's funds. The planning amount cannot be transferred to any other student. Unused planning amount funds will not carry over to the following school year.

The Homeschool Teacher and Executive Director are responsible for granting requests and allocating educational products and services in a nondiscriminatory manner. The Homeschool Teacher and Executive Director shall ensure purchased educational items and services meet the following requirements:

- From approved vendors only.
- Support the requesting student's personalized curriculum and education plan. Must be aligned with State standards, student's course of study (e.g., requested amount of fabric corresponds to length of course/project), and student's independent study master written agreement.
- From a vendor who is not related to the Charter School family requesting the educational items or services and otherwise does not present conflict of interest concerns.

Core Subject Curriculum

The Homeschool Teacher and Executive Director must ensure students access all necessary "core subject curriculum" – education items/services necessary for the student to complete his/her State standards-aligned course of study – before approving any extracurricular activities or supplemental educational or enrichment items.

Enrichment Certificates

After the Homeschool Teacher and Executive Director approve a request through the ~~Enrichment Ordering System~~ enrichment ordering system, an "Enrichment Certificate" is created by Charter School. Charter School requests educational services and items from approved vendors through Enrichment Certificates. If necessary, Charter School may use an approved vendor's purchase order form in lieu of an Enrichment Certificate. Certificates/purchase orders should include important information, including the

requested educational services, dates of services, Enrichment Certificate/PO Number, and approved cost for services.

Vendors must receive an approved Enrichment Certificate/purchase order before providing educational services or items to students. Vendors must receive the Enrichment Certificate/purchase order and provide the requested education services before submitting an invoice to Charter School.

Prohibited Requests

Charter School students can only request education services and items available in the ~~Enrichment Ordering System~~ enrichment ordering system. Charter School seeks to purchase cost-effective educational items and services. Charter School will not approve educational items or services beyond what is needed to meet a student's learning objectives. The following is a non-exhaustive list of prohibited items and services:

- Backpacks
- Amusement park tickets
- Video game hardware or software
- Excessive quantities of any item or service (e.g., beyond student's course of study)
- Non-educational household items (e.g., storage containers, organizational items (large or small items), picture frames, etc.)
- Bicycles, tricycles, scooters, skateboards, rollerblades, roller skates, wagons, etc.
- Live animals or animal supplies. Certain kit and supplies can be ordered by a student (e.g., praying mantis, caterpillars, ladybugs, or silkworms to study; ant farms; or tadpoles)
- Top of the line musical instruments (where more reasonably-priced options are available)
- Educational items and services must be nonsectarian
- Taxis/Uber/Lyft rides and other transportation costs

Educational Field Trips

While families are prohibited from requesting trips to non-educational venues, they can request to join educational field trips through the ~~Enrichment Ordering System~~ enrichment ordering system (e.g., museums, aquariums, libraries, etc.) The Executive Director and Homeschool Teacher shall carefully scrutinize each request to ensure the requested educational field trip aligns with the student's course of study and furthers their education and that all participants are necessary for student transportation, safety and supervision.

In light of the Charter School providing an independent study program, it is anticipated that a parent/guardian may need to serve as chaperone and transport their children for approved educational field trips. The Charter School Board finds funding the actual, reasonable, and necessary costs for a chaperone to access the educational field trip (e.g., ticket to museum, transportation costs) furthers public school purposes where necessary or desirable to allow students to participate in educational field trips.

Student and Family Responsibilities

Returning Educational Products:

- All educational items requested through the ~~Enrichment Ordering System~~ enrichment ordering system are the property of the Charter School. This includes any technology, textbooks, and other educational items. Families must return all educational products upon disenrollment or upon request by the Executive Director or Homeschool Teacher. In accordance with applicable law, parents are responsible for to replace lost, stolen, damaged, or otherwise unreturned educational items.
 - Certain items are “consumable”, meaning they are not functional after use (e.g., workbooks). These items can be discarded by families after use.

Damaged or Lost Educational Items:

- Parents are responsible for replacing lost, stolen, damaged, or otherwise unreturned educational items to the extent allowed under applicable law. If an educational item is damaged, parents must immediately contact the Homeschool Teacher for support.

Required Attendance:

- Students must attend regular learning period meetings with their Homeschool Teacher to discuss progress, turn in quality work samples, and complete their Student Activity Logs (Attendance Logs) in order to make requests for extracurricular educational activities (e.g., non-core curriculum items) through ~~Enrichment Ordering System~~ enrichment ordering system.

Questions

If Charter School families have any questions about this policy or how to make requests for educational items and services, please contact:

Vendor Support

Email: vendorsupport@pacificcoastacademy.org

Phone: (619) 215-0704 option 9

Coversheet

2023-24 Staff Contract Template

Section:	V. Consent Agenda
Item:	H. 2023-24 Staff Contract Template
Purpose:	
Submitted by:	
Related Material:	PCA Homeschool Teacher Contract Template 23-24.docx

Notice

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

PCA Homeschool Teacher Contract Template 23-24.docx

Coversheet

2023-24 High School Program Coordinator Calendar

Section: V. Consent Agenda
Item: I. 2023-24 High School Program Coordinator Calendar
Purpose:
Submitted by:
Related Material: PCA 2023-24 High School Program Coordinator_Redlined 05.08.2023.pdf

2023-2024 High School Program Coordinator Calendar



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

School Year Dates

Aug 1	Staff Return to Work
Aug 14	School Begins
Jan 12	Last Day of 1st Semester
Jan 16	First Day of 2nd Semester
May 31	Last Day of School
School Calendar: 08/14-05/31	

Staff Work Days

201 Days	Jul 19 - Jun 14
206 Days	Total Staff Work Days

Instructional Days

90 Days	Semester 1
87 Days	Semester 2
177 Days	Total Instructional Days

Holidays

July 3 - 4	Independence Break
Sep 4	Labor Day
Nov 10	Veterans Day (observed)
Nov 20 - 27	Thanksgiving Break
Dec 22 - Jan 5	Winter Break
Jan 15	Martin Luther King Day
Feb 16 - 23	School Recess
Feb 19	Washington/President's Day
Feb 23	Lincoln's Birthday (observed)
Apr 1 - 5	Spring Break
May 27	Memorial Day
Jun 19	Juneteenth

Learning Periods

LP 1	08/14/2023-09/08/2023 (19)
LP 2	09/11/2023-10/06/2023 (20)
LP 3	10/09/2023-11/09/2023 (23)
LP 4	11/13/2023-01/12/2024 (28)
LP 5	01/16/2024-02/15/2024 (23)
LP 6	02/26/2024-03/22/2024 (20)
LP 7	03/25/2024-04/30/2024 (22)
LP 8	05/01/2024-05/31/2024 (22)

January 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
February 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
March 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
April 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
June 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

School Accountability

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

	School Closed
	Work Day, No Students
	First & Last Day of Semesters

Assessment Windows

Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

Coversheet

Uniform Complaint Policy

Section: V. Consent Agenda

Item: J. Uniform Complaint Policy

Purpose:

Submitted by:

Related Material:

PCA Uniform Complaint Procedures Policy_Rev 12.12.2022_Redlined 04.19.2023.pdf



Pacific Coast Academy

Uniform Complaint Procedures (UCP) Policy

TABLE OF CONTENTS

UNIFORM COMPLAINT PROCEDURES (UCP) POLICY	3
1. COMPLAINTS SUBJECT TO THE UCP POLICY	3
2. RETALIATION IS PROHIBITED	4
3. MAINTENANCE OF UCP COMPLAINTS	4
4. COMPLAINTS NOT SUBJECT TO UCP POLICY	4
5. COMPLIANCE OFFICERS	5
6. NOTIFICATIONS	6
7. THE CHARTER SCHOOL’S RESPONSIBILITIES	6
8. FILING OF COMPLAINTS	7
9. INVESTIGATION OF COMPLAINT	7
10. DECISION ON COMPLAINT	8
11. APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION	9

UNIFORM COMPLAINT PROCEDURES (UCP) POLICY

Pacific Coast Academy recognizes that the Charter School has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation, called Uniform Complaint Procedures or “UCP.”

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

1. Identify the Complaints Subject to the UCP
2. Establish the Prohibition of Retaliation
3. Identify the Maintenance of UCP Complaints
4. Identify how Complaints Not Subject to the UCP Policy are Handled
5. Identify the Compliance Officers
6. Outline the Notification Process of the UCP Policy
7. Outline the Charter School’s Responsibilities
8. Outline the Procedures for Filing of Complaints
9. Outline the Procedures for Investigating a Complaint
10. Outline the Procedures for the Report of Findings
11. Outline the Process for Appeals to the California Department of Education

1. COMPLAINTS SUBJECT TO THE UCP POLICY

The Charter School’s uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

- Sexual harassment or sexual violence;
- Other unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified in the Charter School’s Nondiscrimination policy, Education Code Sections 200 and 220, and Government Code Section 11135, including any actual or perceived characteristic as set forth in Penal Code Section 422.55, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics; and
- Violations of federal or California law governing various educational programs and services:
 - Adult Education
 - After School Education and Safety
 - Agricultural Vocational Education
 - Career Technical and Technical Education and Career Technical and Technical Training Programs
 - Child Care and Development
 - Compensatory Education (Title I)

- Consolidated Categorical Aid
- Course Periods without Educational Content
- Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- State Preschool

2. RETALIATION IS PROHIBITED

The Charter School shall protect all complainants from retaliation. To the extent possible, complaints shall be kept confidential and investigated in a way that respects the privacy of all concerned and maintains the integrity of the process. However, the Charter School cannot guarantee anonymity or complete confidentiality in the investigation process as complete confidentiality may severely limit the Charter School's ability to thoroughly investigate and resolve the complaint.

3. MAINTENANCE OF UCP COMPLAINTS

The Executive Director or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and the Charter School policy.

The Executive Director or designee shall provide training to the Charter School staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

4. COMPLAINTS NOT SUBJECT TO UCP POLICY

There are many complaints that are not subject to the UCP. In those cases, the Charter School shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the Charter School's UCP. Unless the subject of a complaint is specifically covered by this UCP policy, this policy and its procedures shall not apply to the complaint or the investigation of the complaint. Complaints not covered by this UCP policy include, but are not limited to, complaints regarding:

- Hiring and evaluation of staff;
- Special education and special education programs;
- Child Nutrition;

- Student classroom assignments;
- Student advancement and retention;
- Student discipline;
- Homework policies and practices;
- Provision of core curricula subjects;
- Student discipline;
- Student records; and
- Board meetings and agendas.

5. COMPLIANCE OFFICERS

The Charter School designates the individual(s) identified below as the employee(s) responsible for coordinating the Charter School's response to complaints and for complying with state and federal civil rights laws. The individual(s) are also listed in the Whistleblower Policy as the responsible employee(s) to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure compliance with law.

Director of Human Resources

13915 Danielson Street #200

Poway, CA 92064

Phone: (619) 215-0704 Press# 7

Email: HRhelp@pacificcoastacademy.org

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint. **If the complaint involves allegations against the compliance officer or the compliance officer's direct supervisor(s), the compliance officer will consult with the Chairperson of the Board of Directors to designate the appropriate compliance officer assignment.**

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Executive Director or designee who shall determine how the complaint will be investigated.

The Executive Director or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Executive Director

or designee.

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Executive Director, the Executive Director's designee, or, if appropriate, the regional or department director to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the Charter School issues its final written decision, whichever occurs first.

6. NOTIFICATIONS

The Charter School's UCP policy and administrative regulation shall be posted in all school offices, including staff lounges. (Education Code 234.1)

The Executive Director or designee shall annually provide written notification of the Charter School's UCP to students, employees, parents/guardians of students, advisory committee members, appropriate school officials or representatives, and other interested parties. The notification shall include information regarding the prohibition of discrimination, harassment, intimidation, and bullying; unlawful student fees; local control and accountability plan (LCAP) requirements; and requirements related to the educational rights of foster youth, homeless students, former juvenile court school students, and children of military families. (Education Code 262.3, 48853, 48853.5, 49010-49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the Charter School website and may be provided through the Charter School-supported social media, if available.

The Executive Director or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the Charter School's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in the Charter School speak a single primary language other than English, the Charter School's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the Charter School shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

7. THE CHARTER SCHOOL'S RESPONSIBILITIES

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the Charter School's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631) For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Charter School shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

All complainants shall be protected from retaliation.

8. FILING OF COMPLAINTS

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

- A written complaint of violations of federal or California law governing the educational programs and services covered by this UCP Policy, identified above, shall be filed not later than one year from the date the alleged violation occurred, or the date the complainant first obtained knowledge of the facts of the alleged violation, except as follows.
- A written complaint of unlawful discrimination, harassment, intimidation or bullying shall be filed not later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. However, if a complainant makes a written request to extend this deadline that sets forth the reasons for an extension, the Executive Director may, but is not required to, agree in writing to extend the deadline for filing a complaint by 90 days following the expiration of the six-month time period if the Executive Director finds good cause for the extension. The Executive Director shall respond promptly upon receipt of a written request for extension.
- A written complaint relating to the Charter School's Local Control and Accountability Plan (LCAP) may be filed within one year of the date the Charter School's governing board approved the LCAP or the annual LCAP update which is the subject of the complaint.

9. INVESTIGATION OF COMPLAINT

Within 60 days of receipt of a UCP complaint, the compliance officer or their designee shall conduct and complete a prompt, thorough, and impartial investigation in accordance with this UCP policy. This time period may be extended by mutual agreement with the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations, including the identity of witnesses. The accused shall also be interviewed and provided an opportunity to present evidence and information related to the allegations, including potential witnesses. Interviewees shall be informed that the Charter School prohibits retaliation against any participant in the complaint process, including witnesses.

To the extent possible, complaints shall be kept confidential and investigated in a way that respects the privacy of all concerned. However, the Charter School cannot guarantee anonymity or complete confidentiality in the investigation process as complete confidentiality may severely limit the Charter School's ability to thoroughly investigate and resolve the complaint. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

When a complaint alleges unlawful discrimination, harassment, intimidation or bullying, the compliance officer shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes, transferring a student to a class taught by a different teacher, or separating employees in the workplace.

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

10. DECISION ON COMPLAINT

The Charter School shall issue a Decision based on the evidence collected during the investigation of the complaint. The Decision shall be in writing and shall be sent to the complainant within 60 days from receipt of the complaint unless this time period is extended by mutual agreement with the complainant.

The Decision shall contain, as warranted by the specifics of the complaint:

- Findings of fact based on the evidence gathered;
- Conclusions of law;
- Disposition of the complaint;
- The rationale for such disposition;
- Corrective actions, if they are warranted, and to the extent the Charter School can reveal such details without violating student or employee rights to privacy and confidentiality;
- Notice of the complainant's right to appeal the Decision to the California Department of Education ("CDE"); and
- Procedures to be followed for initiating an appeal to the CDE.

In reaching a determination on a complaint, the compliance officer or their designee may consider the following to the extent it is applicable to a particular complaint:

- Statements made by the complainant, the accused, and any witnesses;
- The details and consistency of each person's account;
- Evidence of how the complainant reacted to an alleged incident;
- Evidence of any past instances of similar alleged behavior or actions;
- Evidence of any past complaints that were found to be untrue; and
- Independent written or recorded evidence that corroborates or refutes witness statements.

To judge the severity of unlawful harassment, intimidation, or bullying, the compliance officer or their designee may consider:

- How misconduct affected any student's education or any employee's work environment;
- The manner, frequency, severity, and duration of the misconduct;
- The identity, age, and sex of the harasser and the student or employee who complained, and the relationship between them;
- The number of persons engaged in the harassing conduct and at whom the harassment was directed;
- The location of the incidents, and context in which they occurred; and
- Other similar incidents at the school involving different students or different employees.

In consultation with the Charter School's legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the Charter School shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

11. APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION

Except for complaints that are not described in 5 C.C.R. section 4610(b), any complainant who is dissatisfied with the Charter School's final written Investigation Report of a complaint regarding any specified federal or state educational program subject to the UCP may file an appeal in writing with CDE within 30 calendar days of receiving the Charter School's decision. (5 CCR 4632)

The complainant or respondent shall specify the basis for the appeal of the Investigation Report, including at least one of the following: 1) the School failed to follow its complaint procedures; and/or 2) relative to the allegations of the complaint, the Investigation Report lacks material findings of fact necessary to reach a conclusion of law; and/or 3) the material findings of fact in the Investigation Report are not supported by substantial evidence; and/or 4) the legal conclusions in the Investigation Report is inconsistent with the law and/or 5) in a case where the School found noncompliance, the corrective actions fail to provide a proper remedy. The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the Charter School's decision in that complaint. (5 CCR 4632)

Upon notification by CDE that the complainant or respondent has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to CDE: (5 CCR 4633)

- A copy of the original complaint
- A copy of the written Investigation Report
- A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
- A report of any action taken to resolve the complaint
- A copy of the Charter School's uniform complaint procedures
- Other relevant information requested by CDE

Coversheet

Whistleblower Policy

Section: V. Consent Agenda

Item: K. Whistleblower Policy

Purpose:

Submitted by:

Related Material:

Whistleblower Policy-PCA adopted May 30 2018_Blacklined 04.19.2023.pdf



Pacific Coast Academy

Whistleblower Policy

WHISTLEBLOWER POLICY.....	3
Who to Report Suspected Violations To	3
Retaliation and The Consequences for Retaliation	3
Who to Report Suspected Retaliation To.....	3
Investigation Procedures.....	3

WHISTLEBLOWER POLICY

Pacific Coast Academy 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 Pacific Coast Academy policy, specifically the policies contained in Pacific Coast Academy Employee Handbook.

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

- Identify Who to Report Suspected Violations to
- Establish the Prohibition of Retaliation and the Consequences for Retaliation
- Identify Who to Report Suspected Retaliation to
- Establish Investigation Procedures

Who to Report Suspected Violations To

An employee who wishes to report a suspected violation of law relating to complaints that are not included in the Pacific Coast Academy Uniform Complaint Procedures Policy or Pacific Coast Academy policy may do so confidentially by contacting any of the following individuals: a supervisor, a member of the leadership team or the Director of Human Resources.

Retaliation and The Consequences for Retaliation

Pacific Coast Academy 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 Pacific Coast Academy. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Who to Report Suspected Retaliation To

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, or the Deputy Executive Director. Any supervisor, manager, or Human Resources staff that receives complaints of retaliation must immediately inform the Executive Director, or the Deputy Executive Director.

Investigation Procedures

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality, consistent with a full and fair investigation. The Executive Director or Deputy Executive Director and a member of Pacific Coast Academy management will conduct or designate other internal or external parties to conduct the investigations. If the complaint involves allegations against the Executive Director or Deputy Executive Director, the recipient of the whistleblower complaint shall contact the chairperson of the Board of Directors to designate an appropriate internal or external party to conduct the investigation. The investigating parties will notify the concerned individuals of their findings directly.

Coversheet

Invoices over \$100,000

Section: V. Consent Agenda
Item: L. Invoices over \$100,000

Purpose:
Submitted by:

Related Material:

School Pathways Quote Form with Pacific Coast Academy (7.1.2023-6.30.2025).pdf

CDW Government 3.8.23 - Invoice HQ89753 - \$196,139.79.pdf

SHI International 3.28.23 - Invoice B16651166 - \$176,910.58.pdf

Apple 12.08.22 Invoice AK28523178 -\$111,645.85 (1).pdf

SPECIALIZED THERAPY SERVICES INC 10.31.22 - INVOICE #PCAC01-1022 - \$103895.38 (1).pdf



School Pathways Quote Form with Pacific Coast Academy (7/1/2023-6/30/2025)

Company name

School Pathways LLC

Company address

PO Box 432, Portola, CA 96122

Company ID no.

FEIN #84-3824527

Hereinafter referred to as

Sender

Company name

Pacific Coast Academy

Company address

13915 Danielson Street #103, Poway CA

Hereinafter referred to as

Recipient

Customer Name: Pacific Coast Academy	Enrollment: 4937
Customer Contact Name: Krystin Demofonte	Customer Contact Title: Senior Director
Contact Email: krystin.demofonte@pacificcoastacademy.org	Number of Schools: 1
Customer Contact Phone: 626-932-1802	Contract Term: 24 months
Proposal Issue Date: 2023-03-10	Start Date: 2023-07-01
Proposal Expiration Date: 2023-06-30	End Date: 2025-06-30

Deal ID: 10970151968

SaaS Subscriptions / One-Time Fees	Quantity	Unit	Unit Price (\$)	Fee (\$)
SIS Annual Subscription	4937	Student	\$5.07	\$25030.59
SIS Oversight Annual Subscription	4937	Student	\$0.64	\$3159.68
PLS Annual	4937	Student	\$40.57	\$200294.09



Subscription				
RegOnline Annual Subscription	4937	Student	\$1.48	\$7306.76
SPArchiving Annual Subscription	4937	Student	\$5.58	\$27548.46
Beehively Export Bridge Annual Subscription	1	School	\$551.20	\$551.20
National Student Clearinghouse Bridge Annual Subscription	1	School	\$422.55	\$422.55
Renaissance Learning Bridge Annual Subscription	1	School	\$422.55	\$422.55
REST API Annual Subscription	1	School	\$1690.21	\$1690.21
CALPADS Hourly Support (see attached Addendum A)		Hourly	\$191.07 / hour	\$191.07 / hour

Total Annual Fees:	\$266426.09
Total One-Time Fees:	\$0.00
Total Quote:	\$266426.09

Product subscription prices shall increase by 6% in the second year of the term; 7/1/2024-6/30/2025.

School Pathways will review enrollment prior to term end date to adjust subscription fees for enrollment increases as needed. Any applicable state sales tax has not been added to this quote.

Invoices shall be issued:

- ☐ Annually (7/1)
- ☐ Bi-Annually (7/1, 1/1)
- ☐ Quarterly (7/1, 10/1, 1/1, 4/1)

All invoices shall be paid before or on the due date set forth on invoice.



By execution of this quote, School Pathways subscriptions and/or services listed herein shall be provided to the Customer subject to the terms and conditions found at: link to www.schoolpathways.com/msa

IN WITNESS WHEREOF, the parties hereto have executed this Order Form on the dates indicated below.

On behalf of

Pacific Coast Academy

Representative title

Senior Director

Company representative

Krystin Demofonte

Email

krystin.demofonte@pacificcoastacademy.org

IP Address

-

Signature

Date

On behalf of

School Pathways LLC

Representative title

Controller

Company representative

LeAnn Steffanic

Email

leann@schoolpathways.com

IP Address

-

Signature

Date





School Pathways, LLC
PO Box 432, Portola, CA 96122
Phone: 866-200-6936

CALPADS Service Package Addendum A

Hourly CALPADS Support Services will include a dedicated consultant who will:

- Assist with your submission process by being available to answer questions, troubleshoot errors, and instruct you through the submission process for the 2023/2024 school year including Fall 1, Fall 2, EOY 1-3, and Ongoing Updates (including the resolution of MID, ERD, and CCE anomalies).

The CALPADS Hourly Support Services will not include the submission of Special Education Data submitted through the school's SED system (Special Education Data System).

This option will be billed monthly and calculated in 15 minute increments.

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675

E-mail Remittance To: gachremittance@cdw.com

ROUTING NO.: 071000152

ACCOUNT NAME: CDW GOVERNMENT

ACCOUNT NO.: 91057



CDW Government
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515



RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

PACIFIC COAST ACADEMY
ACCTS PAYABLE
13915 DANIELSON ST
POWAY CA 92064-8884
USA

CDW Government
75 Remittance Drive
Suite 1515
Chicago, IL 60675-1515

PLEASE RETURN THIS PORTION WITH YOUR PAYMENT

INVOICE DATE	INVOICE NUMBER	PAYMENT TERMS				DUE DATE
03/28/23	HQ89753	Net 30 Days				04/27/23
ORDER DATE	SHIP VIA	PURCHASE ORDER NUMBER				CUSTOMER NUMBER
03/27/23	UPS Ground (1 - 2 Day)	TECH032823PCA				13146194
ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
6587844	ASUS CHROME C204 11 N4020 32/4G ZTE Manufacturer Part Number: C204MA-YZ02-GR Serial No: N5NXCVC120239213 Serial No: N5NXCVC120245215 Serial No: N5NXCVC120248214 Serial No: N5NXCVC120261217 Serial No: N5NXCVC12027421D Serial No: N5NXCVC120314217 Serial No: N5NXCVC120367216 Serial No: N5NXCVC12037021G Serial No: N5NXCVC12037521G Serial No: N5NXCVC120386217 Serial No: N5NXCVC12040121F Serial No: N5NXCVC120406213 Serial No: N5NXCVC12041321A Serial No: N5NXCVC120428216 Serial No: N5NXCVC12064121A Serial No: N5NXCVC120657218 Serial No: N6NXCVC056138239 Serial No: N6NXCVC056334237 Serial No: N6NXCVC056348233 Serial No: N6NXCVC056352238 Serial No: N6NXCVC056353237 Serial No: N6NXCVC05635823C Serial No: N6NXCVC05636923G Serial No: N6NXCVC056371235 Serial No: N6NXCVC05637223D Serial No: N6NXCVC056373230 Serial No: N6NXCVC05637423C Serial No: N6NXCVC056378233 Serial No: N6NXCVC05638023C Serial No: N6NXCVC056382236 Serial No: N6NXCVC05638423B	871	871	0	205.28	178,798.88
ACCOUNT MANAGER		SHIPPING ADDRESS:				
TYSON LAGONI 312-705-3336 tylag@cdwg.com		PACIFIC COAST ACADEMY - TECH DEPT JOHN OLINGER 13915 DANIELSON ST STE 100 POWAY CA 92064-8884				
SALES ORDER NUMBER						
NHJF179						



Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrack

HAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

E-mail Remittance To: gachremittance@cdw.com

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675ROUTING NO.: 071000152
ACCOUNT NAME: CDW GOVERNMENT
ACCOUNT NO.: 91057**CDW Government**
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXC056387234					
	Serial No: N6NXC056390238					
	Serial No: N6NXC056393239					
	Serial No: N6NXC056395239					
	Serial No: N6NXC056401237					
	Serial No: N6NXC056404237					
	Serial No: N6NXC056433234					
	Serial No: N6NXC056434239					
	Serial No: N6NXC05643923A					
	Serial No: N6NXC056440239					
	Serial No: N6NXC05644123G					
	Serial No: N6NXC056443237					
	Serial No: N6NXC056452235					
	Serial No: N6NXC056454232					
	Serial No: N6NXC056455232					
	Serial No: N6NXC05645823C					
	Serial No: N6NXC056462239					
	Serial No: N6NXC056467237					
	Serial No: N6NXC05647323E					
	Serial No: N6NXC056475233					
	Serial No: N6NXC05647723C					
	Serial No: N6NXC05648423F					
	Serial No: N6NXC056486235					
	Serial No: N6NXC05649223G					
	Serial No: N6NXC056493239					
	Serial No: N6NXC05649423F					
	Serial No: N6NXC056496238					
	Serial No: N6NXC05649923A					
	Serial No: N6NXC05650123G					
	Serial No: N6NXC05650323A					
	Serial No: N6NXC056506238					
	Serial No: N6NXC05650823F					
	Serial No: N6NXC05650923B					
	Serial No: N6NXC056510237					
	Serial No: N6NXC056511234					
	Serial No: N6NXC056513235					
	Serial No: N6NXC056514239					
	Serial No: N6NXC056515238					
	Serial No: N6NXC05651623B					
	Serial No: N6NXC056520237					
	Serial No: N6NXC056528237					
	Serial No: N6NXC056532235					
	Serial No: N6NXC056533237					
	Serial No: N6NXC056537230					

ACCOUNT MANAGER	SHIPPING ADDRESS:
TYSON LAGONI 312-705-3336 tylag@cdwg.com	PACIFIC COAST ACADEMY - TECH DEPT JOHN OLINGER 13915 DANIELSON ST STE 100 POWAY CA 92064-8884
SALES ORDER NUMBER	
NHJF179	

Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrackHAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675

E-mail Remittance To: gachremittance@cdw.com

ROUTING NO.: 071000152

ACCOUNT NAME: CDW GOVERNMENT

ACCOUNT NO.: 91057



CDW Government
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXC05654923A					
	Serial No: N6NXC056550236					
	Serial No: N6NXC056551237					
	Serial No: N6NXC05655923E					
	Serial No: N6NXC05657123D					
	Serial No: N6NXC05657323A					
	Serial No: N6NXC05658123C					
	Serial No: N6NXC056596234					
	Serial No: N6NXC056609239					
	Serial No: N6NXC05661423D					
	Serial No: N6NXC056617232					
	Serial No: N6NXC05662423D					
	Serial No: N6NXC056630232					
	Serial No: N6NXC05663323D					
	Serial No: N6NXC056641236					
	Serial No: N6NXC05665523C					
	Serial No: N6NXC056667232					
	Serial No: N6NXC056671239					
	Serial No: N6NXC05668323A					
	Serial No: N6NXC056685239					
	Serial No: N6NXC056725233					
	Serial No: N6NXC05676223C					
	Serial No: N6NXC05677323H					
	Serial No: N6NXC056778237					
	Serial No: N6NXC056810235					
	Serial No: N6NXC05682023C					
	Serial No: N6NXC05682223B					
	Serial No: N6NXC056827238					
	Serial No: N6NXC056829236					
	Serial No: N6NXC056833236					
	Serial No: N6NXC05685623A					
	Serial No: N6NXC056858236					
	Serial No: N6NXC05686123C					
	Serial No: N6NXC05686223D					
	Serial No: N6NXC056869235					
	Serial No: N6NXC05687123C					
	Serial No: N6NXC056888233					
	Serial No: N6NXC056915238					
	Serial No: N6NXC05691623A					
	Serial No: N6NXC05692023F					
	Serial No: N6NXC05692323A					
	Serial No: N6NXC056929236					
	Serial No: N6NXC056932233					
	Serial No: N6NXC056934238					

ACCOUNT MANAGER

TYSON LAGONI
312-705-3336
tylag@cdwg.com

SHIPPING ADDRESS:

PACIFIC COAST ACADEMY - TECH DEPT
JOHN OLINGER
13915 DANIELSON ST STE 100
POWAY CA 92064-8884

SALES ORDER NUMBER

NHJF179



Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrack

HAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675

E-mail Remittance To: gachremittance@cdw.com

ROUTING NO.: 071000152

ACCOUNT NAME: CDW GOVERNMENT

ACCOUNT NO.: 91057



CDW Government
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXC05694123E					
	Serial No: N6NXC056943235					
	Serial No: N6NXC05695323H					
	Serial No: N6NXC056960233					
	Serial No: N6NXC05696223B					
	Serial No: N6NXC056965237					
	Serial No: N6NXC056966236					
	Serial No: N6NXC05697023C					
	Serial No: N6NXC05697123B					
	Serial No: N6NXC05697323C					
	Serial No: N6NXC056974236					
	Serial No: N6NXC056976237					
	Serial No: N6NXC05698123A					
	Serial No: N6NXC056988233					
	Serial No: N6NXC05699023B					
	Serial No: N6NXC056994239					
	Serial No: N6NXC056995237					
	Serial No: N6NXC05699623A					
	Serial No: N6NXC056997239					
	Serial No: N6NXC05699823B					
	Serial No: N6NXC05699923B					
	Serial No: N6NXC057000238					
	Serial No: N6NXC057002235					
	Serial No: N6NXC05700323C					
	Serial No: N6NXC057007234					
	Serial No: N6NXC057008236					
	Serial No: N6NXC05700923C					
	Serial No: N6NXC06S44824D					
	Serial No: N6NXC06S45024F					
	Serial No: N6NXC06S452245					
	Serial No: N6NXC06S455242					
	Serial No: N6NXC06S456248					
	Serial No: N6NXC06S46624A					
	Serial No: N6NXC06S468242					
	Serial No: N6NXC06S470246					
	Serial No: N6NXC06S47124F					
	Serial No: N6NXC06S472245					
	Serial No: N6NXC06S47324E					
	Serial No: N6NXC06S47724C					
	Serial No: N6NXC06S47824B					
	Serial No: N6NXC06S47924B					
	Serial No: N6NXC06S482241					
	Serial No: N6NXC06S487248					
	Serial No: N6NXC06S488241					

ACCOUNT MANAGER

TYSON LAGONI
312-705-3336
tylag@cdwg.com

SHIPPING ADDRESS:

PACIFIC COAST ACADEMY - TECH DEPT
JOHN OLINGER
13915 DANIELSON ST STE 100
POWAY CA 92064-8884

SALES ORDER NUMBER

NHJF179



Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrack

HAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

E-mail Remittance To: gachremittance@cdw.com

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675ROUTING NO.: 071000152
ACCOUNT NAME: CDW GOVERNMENT
ACCOUNT NO.: 91057**CDW Government**
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXC06S491245					
	Serial No: N6NXC06S497243					
	Serial No: N6NXC06S49824A					
	Serial No: N6NXC06S49924A					
	Serial No: N6NXC06S500247					
	Serial No: N6NXC06S50124G					
	Serial No: N6NXC06S50224E					
	Serial No: N6NXC06S50324A					
	Serial No: N6NXC06S505246					
	Serial No: N6NXC06S50824F					
	Serial No: N6NXC06S50924B					
	Serial No: N6NXC06S514249					
	Serial No: N6NXC06S517242					
	Serial No: N6NXC06S518246					
	Serial No: N6NXC06S52424D					
	Serial No: N6NXC06S54024G					
	Serial No: N6NXC06S54424D					
	Serial No: N6NXC06S546244					
	Serial No: N6NXC06S54924A					
	Serial No: N6NXC06S550246					
	Serial No: N6NXC06S553240					
	Serial No: N6NXC06S562245					
	Serial No: N6NXC06S563244					
	Serial No: N6NXC06S564244					
	Serial No: N6NXC06S574248					
	Serial No: N6NXC06S576246					
	Serial No: N6NXC06S58524F					
	Serial No: N6NXC06S58824C					
	Serial No: N6NXC06S589249					
	Serial No: N6NXC06S590245					
	Serial No: N6NXC06S594248					
	Serial No: N6NXC06S59924D					
	Serial No: N6NXC06S603247					
	Serial No: N6NXC06S604243					
	Serial No: N6NXC06S609249					
	Serial No: N6NXC06S611243					
	Serial No: N6NXC06S612243					
	Serial No: N6NXC06S613242					
	Serial No: N6NXC06S615245					
	Serial No: N6NXC06S620244					
	Serial No: N6NXC06S62124H					
	Serial No: N6NXC06S62324H					
	Serial No: N6NXC06S62524G					
	Serial No: N6NXC07H859248					

ACCOUNT MANAGER	SHIPPING ADDRESS:
TYSON LAGONI 312-705-3336 tylag@cdwg.com	PACIFIC COAST ACADEMY - TECH DEPT JOHN OLINGER 13915 DANIELSON ST STE 100 POWAY CA 92064-8884
SALES ORDER NUMBER	
NHJF179	

Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrackHAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

E-mail Remittance To: gachremittance@cdw.com

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675ROUTING NO.: 071000152
ACCOUNT NAME: CDW GOVERNMENT
ACCOUNT NO.: 91057**CDW Government**
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXC07H874249					
	Serial No: N6NXC07H88024B					
	Serial No: N6NXC07J127244					
	Serial No: N6NXC07J159246					
	Serial No: N6NXC07J165249					
	Serial No: N6NXC07J170248					
	Serial No: N6NXC07J17324D					
	Serial No: N6NXC07J174249					
	Serial No: N6NXC07J17524F					
	Serial No: N6NXC07J18024G					
	Serial No: N6NXC07J181249					
	Serial No: N6NXC07J187240					
	Serial No: N6NXC07J188244					
	Serial No: N6NXC07J194247					
	Serial No: N6NXC07J207248					
	Serial No: N6NXC07J209246					
	Serial No: N6NXC07J216249					
	Serial No: N6NXC07J223245					
	Serial No: N6NXC07J22724A					
	Serial No: N6NXC07J22824A					
	Serial No: N6NXC07J23024H					
	Serial No: N6NXC07J231249					
	Serial No: N6NXC07J23324A					
	Serial No: N6NXC07J23424B					
	Serial No: N6NXC07J24024H					
	Serial No: N6NXC07J243246					
	Serial No: N6NXC07J24424A					
	Serial No: N6NXC07J247243					
	Serial No: N6NXC07J248247					
	Serial No: N6NXC07J249248					
	Serial No: N6NXC07J256244					
	Serial No: N6NXC07J25824B					
	Serial No: N6NXC07J25924F					
	Serial No: N6NXC07J26124H					
	Serial No: N6NXC07J26524F					
	Serial No: N6NXC07J26824E					
	Serial No: N6NXC07J26924E					
	Serial No: N6NXC07J27024H					
	Serial No: N6NXC07J27224B					
	Serial No: N6NXC07J273242					
	Serial No: N6NXC07J274244					
	Serial No: N6NXC07J27724G					
	Serial No: N6NXC07J278248					
	Serial No: N6NXC07J279242					

ACCOUNT MANAGER	SHIPPING ADDRESS:
TYSON LAGONI 312-705-3336 tylag@cdwg.com	PACIFIC COAST ACADEMY - TECH DEPT JOHN OLINGER 13915 DANIELSON ST STE 100 POWAY CA 92064-8884
SALES ORDER NUMBER	
NHJF179	

Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrackHAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

E-mail Remittance To: gachremittance@cdw.com

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675ROUTING NO.: 071000152
ACCOUNT NAME: CDW GOVERNMENT
ACCOUNT NO.: 91057**CDW Government**
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXC07J28024H					
	Serial No: N6NXC07J287248					
	Serial No: N6NXC07J289249					
	Serial No: N6NXC07J29824E					
	Serial No: N6NXC07J300248					
	Serial No: N6NXC07J301242					
	Serial No: N6NXC07J30424A					
	Serial No: N6NXC07J30624D					
	Serial No: N6NXC07J307243					
	Serial No: N6NXC07J30824B					
	Serial No: N6NXC07J314240					
	Serial No: N6NXC07J315244					
	Serial No: N6NXC07J319242					
	Serial No: N6NXC07J333246					
	Serial No: N6NXC07J33524H					
	Serial No: N6NXC07J345249					
	Serial No: N6NXC07J353247					
	Serial No: N6NXC07J354245					
	Serial No: N6NXC07J35524B					
	Serial No: N6NXC07J359244					
	Serial No: N6NXC07J36524D					
	Serial No: N6NXC07J38424B					
	Serial No: N6NXC07J39724B					
	Serial No: N6NXC07J41024D					
	Serial No: N6NXC07J435249					
	Serial No: N6NXC07J438244					
	Serial No: N6NXC07J447247					
	Serial No: N6NXC07J44824D					
	Serial No: N6NXC07J449245					
	Serial No: N6NXC07J45124G					
	Serial No: N6NXC07J462249					
	Serial No: N6NXC07J46624A					
	Serial No: N6NXC07J483247					
	Serial No: N6NXC07J486245					
	Serial No: N6NXC07J487248					
	Serial No: N6NXC07J49924A					
	Serial No: N6NXC07J58824C					
	Serial No: N6NXC07J597244					
	Serial No: N6NXC07J601249					
	Serial No: N6NXC07J604243					
	Serial No: N6NXC07J628241					
	Serial No: N6NXC07J63124C					
	Serial No: N6NXC07J63224F					
	Serial No: N6NXC07J63324D					

ACCOUNT MANAGER	SHIPPING ADDRESS:
TYSON LAGONI 312-705-3336 tylag@cdwg.com	PACIFIC COAST ACADEMY - TECH DEPT JOHN OLINGER 13915 DANIELSON ST STE 100 POWAY CA 92064-8884
SALES ORDER NUMBER	
NHJF179	

Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrackHAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

E-mail Remittance To: gachremittance@cdw.com

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675ROUTING NO.: 071000152
ACCOUNT NAME: CDW GOVERNMENT
ACCOUNT NO.: 91057CDW Government
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXC07J634244					
	Serial No: N6NXC07J636247					
	Serial No: N6NXC07J637240					
	Serial No: N6NXC07J64024A					
	Serial No: N6NXC07J641246					
	Serial No: N6NXC07J643248					
	Serial No: N6NXC07J65124A					
	Serial No: N6NXC07J652249					
	Serial No: N6NXC07J65524C					
	Serial No: N6NXC07J656247					
	Serial No: N6NXC07J65824E					
	Serial No: N6NXC07J664245					
	Serial No: N6NXC07J672242					
	Serial No: N6NXC07J67324E					
	Serial No: N6NXC07J678243					
	Serial No: N6NXC07J67924A					
	Serial No: N6NXC07J682249					
	Serial No: N6NXC07J68324A					
	Serial No: N6NXC07J686246					
	Serial No: N6NXC07J687240					
	Serial No: N6NXC07J69024B					
	Serial No: N6NXC07J692246					
	Serial No: N6NXC07J701245					
	Serial No: N6NXC07J70224D					
	Serial No: N6NXC07J70424C					
	Serial No: N6NXC07J70924A					
	Serial No: N6NXC07J714240					
	Serial No: N6NXC07J716246					
	Serial No: N6NXC07J724248					
	Serial No: N6NXC07J725243					
	Serial No: N6NXC07J726245					
	Serial No: N6NXC07J72824E					
	Serial No: N6NXC07J72924B					
	Serial No: N6NXC07J731249					
	Serial No: N6NXC07J732248					
	Serial No: N6NXC07J73524G					
	Serial No: N6NXC07J737242					
	Serial No: N6NXC07J741248					
	Serial No: N6NXC07J743244					
	Serial No: N6NXC07J74524A					
	Serial No: N6NXC07J747247					
	Serial No: N6NXC07J748246					
	Serial No: N6NXC07J74924C					
	Serial No: N6NXC07J75024C					

ACCOUNT MANAGER

TYSON LAGONI
312-705-3336
tylag@cdwg.com

SHIPPING ADDRESS:

PACIFIC COAST ACADEMY - TECH DEPT
JOHN OLINGER
13915 DANIELSON ST STE 100
POWAY CA 92064-8884

SALES ORDER NUMBER

NHJF179

Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrackHAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

E-mail Remittance To: gachremittance@cdw.com

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675ROUTING NO.: 071000152
ACCOUNT NAME: CDW GOVERNMENT
ACCOUNT NO.: 91057**CDW Government**
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXC07J752247					
	Serial No: N6NXC07J753245					
	Serial No: N6NXC07J754241					
	Serial No: N6NXC07J75724C					
	Serial No: N6NXC07J759248					
	Serial No: N6NXC07J760243					
	Serial No: N6NXC07J76224C					
	Serial No: N6NXC07J764248					
	Serial No: N6NXC07J76624D					
	Serial No: N6NXC07J76924E					
	Serial No: N6NXC07J77024E					
	Serial No: N6NXC07J77324H					
	Serial No: N6NXC07J775241					
	Serial No: N6NXC07J77624D					
	Serial No: N6NXC07J783249					
	Serial No: N6NXC07J787248					
	Serial No: N6NXC07J79124H					
	Serial No: N6NXC07J79224G					
	Serial No: N6NXC07J79324A					
	Serial No: N6NXC07J797243					
	Serial No: N6NXC07J80124F					
	Serial No: N6NXC07J80524D					
	Serial No: N6NXC07J812244					
	Serial No: N6NXC07J81524A					
	Serial No: N6NXC07J81824B					
	Serial No: N6NXC07J826249					
	Serial No: N6NXC07J828249					
	Serial No: N6NXC07J83024B					
	Serial No: N6NXC07J83124E					
	Serial No: N6NXC07J833246					
	Serial No: N6NXC07J840249					
	Serial No: N6NXC07J84124E					
	Serial No: N6NXC07J842248					
	Serial No: N6NXC07J843249					
	Serial No: N6NXC07J845249					
	Serial No: N6NXC07J85624A					
	Serial No: N6NXC07J85724B					
	Serial No: N6NXC07J858246					
	Serial No: N6NXC07J86224D					
	Serial No: N6NXC07J865242					
	Serial No: N6NXC07J86624D					
	Serial No: N6NXC07J870244					
	Serial No: N6NXC07J87124C					
	Serial No: N6NXC07J87224B					

ACCOUNT MANAGER	SHIPPING ADDRESS:
TYSON LAGONI 312-705-3336 tylag@cdwg.com	PACIFIC COAST ACADEMY - TECH DEPT JOHN OLINGER 13915 DANIELSON ST STE 100 POWAY CA 92064-8884
SALES ORDER NUMBER	
NHJF179	

Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrackHAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675

E-mail Remittance To: gachremittance@cdw.com

ROUTING NO.: 071000152

ACCOUNT NAME: CDW GOVERNMENT

ACCOUNT NO.: 91057



CDW Government
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXC07J874249					
	Serial No: N6NXC07J876247					
	Serial No: N6NXC07J87824E					
	Serial No: N6NXC07J88024B					
	Serial No: N6NXC07J881242					
	Serial No: N6NXC07J88224A					
	Serial No: N6NXC07J883244					
	Serial No: N6NXC07J88424F					
	Serial No: N6NXC07J88524E					
	Serial No: N6NXC07J887244					
	Serial No: N6NXC07J888243					
	Serial No: N6NXC07J88924A					
	Serial No: N6NXC07J89024A					
	Serial No: N6NXC07J89124B					
	Serial No: N6NXC07J892248					
	Serial No: N6NXC07J893247					
	Serial No: N6NXC07J89624E					
	Serial No: N6NXC07J905248					
	Serial No: N6NXC07J906248					
	Serial No: N6NXC07J910245					
	Serial No: N6NXC07J914244					
	Serial No: N6NXC07J915248					
	Serial No: N6NXC07J92024F					
	Serial No: N6NXC07J92624B					
	Serial No: N6NXC07J930245					
	Serial No: N6NXC07J934248					
	Serial No: N6NXC07J94024E					
	Serial No: N6NXC07J94524H					
	Serial No: N6NXC07J94824E					
	Serial No: N6NXC07J95224F					
	Serial No: N6NXC07J96324A					
	Serial No: N6NXC07J965247					
	Serial No: N6NXC07J968243					
	Serial No: N6NXC07J97124B					
	Serial No: N6NXC07J972248					
	Serial No: N6NXC07J97724G					
	Serial No: N6NXC07J978243					
	Serial No: N6NXC07J98124A					
	Serial No: N6NXC07J99324H					
	Serial No: N6NXC07J99624A					
	Serial No: N6NXC07J99824B					
	Serial No: N6NXC07K008246					
	Serial No: N6NXC07K015246					
	Serial No: N6NXC07K06424E					

ACCOUNT MANAGER

TYSON LAGONI
312-705-3336
tylag@cdwg.com

SHIPPING ADDRESS:

PACIFIC COAST ACADEMY - TECH DEPT
JOHN OLINGER
13915 DANIELSON ST STE 100
POWAY CA 92064-8884

SALES ORDER NUMBER

NHJF179



Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrack

HAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675

E-mail Remittance To: gachremittance@cdw.com

ROUTING NO.: 071000152

ACCOUNT NAME: CDW GOVERNMENT

ACCOUNT NO.: 91057



CDW Government
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXC07K07324F					
	Serial No: N6NXC07K10624B					
	Serial No: N6NXC07K132245					
	Serial No: N6NXC07K149245					
	Serial No: N6NXC07K15024B					
	Serial No: N6NXC07K160249					
	Serial No: N6NXC07K162249					
	Serial No: N6NXC07K181249					
	Serial No: N6NXC07K184240					
	Serial No: N6NXC07K24124E					
	Serial No: N6NXC07K24424A					
	Serial No: N6NXC07K256244					
	Serial No: N6NXC07K27724G					
	Serial No: N6NXC07K29324C					
	Serial No: N6NXC07K296249					
	Serial No: N6NXC07K303240					
	Serial No: N6NXC07K30424A					
	Serial No: N6NXC07K313244					
	Serial No: N6NXC07K326242					
	Serial No: N6NXC07K33824C					
	Serial No: N6NXC07K34024A					
	Serial No: N6NXC07K341249					
	Serial No: N6NXC07K350246					
	Serial No: N6NXC07K354245					
	Serial No: N6NXC07K356247					
	Serial No: N6NXC07K36224B					
	Serial No: N6NXC07K385247					
	Serial No: N6NXC07K390248					
	Serial No: N6NXC07K392248					
	Serial No: N6NXC07K40824F					
	Serial No: N6NXC07K434249					
	Serial No: N6NXC07K445241					
	Serial No: N6NXC07K45824C					
	Serial No: N6NXC07K462249					
	Serial No: N6NXC07K49824A					
	Serial No: N6NXC07K52424D					
	Serial No: N6NXC07K526246					
	Serial No: N6NXC07K53624A					
	Serial No: N6NXC07K563244					
	Serial No: N6NXC07K57524D					
	Serial No: N6NXC07K577246					
	Serial No: N6NXC07K57824B					
	Serial No: N6NXC07K584244					
	Serial No: N6NXC07K606248					

ACCOUNT MANAGER	SHIPPING ADDRESS:
TYSON LAGONI 312-705-3336 tylag@cdwg.com	PACIFIC COAST ACADEMY - TECH DEPT JOHN OLINGER 13915 DANIELSON ST STE 100 POWAY CA 92064-8884
SALES ORDER NUMBER	
NHJF179	



Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrack

HAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

E-mail Remittance To: gachremittance@cdw.com

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675ROUTING NO.: 071000152
ACCOUNT NAME: CDW GOVERNMENT
ACCOUNT NO.: 91057CDW Government
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXC07K609249					
	Serial No: N6NXC07K634244					
	Serial No: N6NXC07K662245					
	Serial No: N6NXC07K664245					
	Serial No: N6NXC07K665245					
	Serial No: N6NXC07K666246					
	Serial No: N6NXC07K667242					
	Serial No: N6NXC07K668249					
	Serial No: N6NXC07K67024F					
	Serial No: N6NXC07K674246					
	Serial No: N6NXC07K675246					
	Serial No: N6NXC07K67924A					
	Serial No: N6NXC07K703240					
	Serial No: N6NXC07K70624G					
	Serial No: N6NXC07K71824E					
	Serial No: N6NXC07K72924B					
	Serial No: N6NXC07K737242					
	Serial No: N6NXC07K751246					
	Serial No: N6NXC07K753245					
	Serial No: N6NXC07K76624D					
	Serial No: N6NXC07K767247					
	Serial No: N6NXC07K780245					
	Serial No: N6NXC07K783249					
	Serial No: N6NXC07K796243					
	Serial No: N6NXC07K797243					
	Serial No: N6NXC07K799242					
	Serial No: N6NXC07K80124F					
	Serial No: N6NXC07K80324E					
	Serial No: N6NXC07K80424E					
	Serial No: N6NXC07K807243					
	Serial No: N6NXC07K812244					
	Serial No: N6NXC07K826249					
	Serial No: N6NXC07K833246					
	Serial No: N6NXC07K87224B					
	Serial No: N6NXC07K888243					
	Serial No: N6NXC07K89624E					
	Serial No: N6NXC07K89724B					
	Serial No: N6NXC07K89824C					
	Serial No: N6NXC07K902244					
	Serial No: N6NXC07K911248					
	Serial No: N6NXC07K913240					
	Serial No: N6NXC07K92624B					
	Serial No: N6NXC07K92824F					
	Serial No: N6NXC07K936242					

ACCOUNT MANAGER	SHIPPING ADDRESS:
TYSON LAGONI 312-705-3336 tylag@cdwg.com	PACIFIC COAST ACADEMY - TECH DEPT JOHN OLINGER 13915 DANIELSON ST STE 100 POWAY CA 92064-8884
SALES ORDER NUMBER	
NHJF179	

Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrackHAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

E-mail Remittance To: gachremittance@cdw.com

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675ROUTING NO.: 071000152
ACCOUNT NAME: CDW GOVERNMENT
ACCOUNT NO.: 91057CDW Government
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXC07K942249					
	Serial No: N6NXC07K943245					
	Serial No: N6NXC07K94424E					
	Serial No: N6NXC07K95024D					
	Serial No: N6NXC07K951243					
	Serial No: N6NXC07K95224F					
	Serial No: N6NXC07K95324H					
	Serial No: N6NXC07K958244					
	Serial No: N6NXC07K96224B					
	Serial No: N6NXC07K96324A					
	Serial No: N6NXC07K966246					
	Serial No: N6NXC13N077258					
	Serial No: N6NXC13N080259					
	Serial No: N6NXC13N08125E					
	Serial No: N6NXC13N085254					
	Serial No: N6NXC13N089256					
	Serial No: N6NXC13N099256					
	Serial No: N6NXC13N10525C					
	Serial No: N6NXC13N121255					
	Serial No: N6NXC13N13325A					
	Serial No: N6NXC13N138259					
	Serial No: N6NXC13N18025G					
	Serial No: N6NXC13N20225A					
	Serial No: N6NXC13N21925D					
	Serial No: N6NXC13N238254					
	Serial No: N6NXC13N24025H					
	Serial No: N6NXC13N242258					
	Serial No: N6NXC13N243256					
	Serial No: N6NXC13N249258					
	Serial No: N6NXC13N252253					
	Serial No: N6NXC13N25525C					
	Serial No: N6NXC13N256254					
	Serial No: N6NXC13N25925F					
	Serial No: N6NXC13N26825E					
	Serial No: N6NXC13N27125D					
	Serial No: N6NXC13N27625G					
	Serial No: N6NXC13N27725G					
	Serial No: N6NXC13N281259					
	Serial No: N6NXC13N28525C					
	Serial No: N6NXC13N286258					
	Serial No: N6NXC13N287258					
	Serial No: N6NXC13N28825B					
	Serial No: N6NXC13N289259					
	Serial No: N6NXC13N29225A					

ACCOUNT MANAGER	SHIPPING ADDRESS:
TYSON LAGONI 312-705-3336 tylag@cdwg.com	PACIFIC COAST ACADEMY - TECH DEPT JOHN OLINGER 13915 DANIELSON ST STE 100 POWAY CA 92064-8884
SALES ORDER NUMBER	
NHJF179	

Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrackHAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

E-mail Remittance To: gachremittance@cdw.com

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675ROUTING NO.: 071000152
ACCOUNT NAME: CDW GOVERNMENT
ACCOUNT NO.: 91057CDW Government
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXCVC13N29325C					
	Serial No: N6NXCVC13N29525G					
	Serial No: N6NXCVC13N29825E					
	Serial No: N6NXCVC13N300258					
	Serial No: N6NXCVC13N301252					
	Serial No: N6NXCVC13N30425A					
	Serial No: N6NXCVC13N307253					
	Serial No: N6NXCVC13N312259					
	Serial No: N6NXCVC13N314250					
	Serial No: N6NXCVC13N31825C					
	Serial No: N6NXCVC13N319252					
	Serial No: N6NXCVC13N32325A					
	Serial No: N6NXCVC13N324259					
	Serial No: N6NXCVC13N325256					
	Serial No: N6NXCVC13N326252					
	Serial No: N6NXCVC13N32825B					
	Serial No: N6NXCVC13N33025E					
	Serial No: N6NXCVC13N332254					
	Serial No: N6NXCVC13N334257					
	Serial No: N6NXCVC13N33525H					
	Serial No: N6NXCVC13N337256					
	Serial No: N6NXCVC13N339258					
	Serial No: N6NXCVC13N34025A					
	Serial No: N6NXCVC13N342256					
	Serial No: N6NXCVC13N34325B					
	Serial No: N6NXCVC13N345259					
	Serial No: N6NXCVC13N34625B					
	Serial No: N6NXCVC13N34725D					
	Serial No: N6NXCVC13N348253					
	Serial No: N6NXCVC13N350256					
	Serial No: N6NXCVC13N352258					
	Serial No: N6NXCVC13N354255					
	Serial No: N6NXCVC13N361256					
	Serial No: N6NXCVC13N364254					
	Serial No: N6NXCVC13N36625B					
	Serial No: N6NXCVC13N367258					
	Serial No: N6NXCVC13N36925G					
	Serial No: N6NXCVC13N378253					
	Serial No: N6NXCVC13N41725B					
	Serial No: N6NXCVC13N42625A					
	Serial No: N6NXCVC13N437252					
	Serial No: N6NXCVC13N44125G					
	Serial No: N6NXCVC13N689253					
	Serial No: N6NXCVC16294525H					

ACCOUNT MANAGER	SHIPPING ADDRESS:
TYSON LAGONI 312-705-3336 tylag@cdwg.com	PACIFIC COAST ACADEMY - TECH DEPT JOHN OLINGER 13915 DANIELSON ST STE 100 POWAY CA 92064-8884
SALES ORDER NUMBER	
NHJF179	

Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrackHAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

E-mail Remittance To: gachremittance@cdw.com

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675ROUTING NO.: 071000152
ACCOUNT NAME: CDW GOVERNMENT
ACCOUNT NO.: 91057**CDW Government**
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXCVC162955258					
	Serial No: N6NXCVC162957254					
	Serial No: N6NXCVC16297125B					
	Serial No: N6NXCVC162979258					
	Serial No: N6NXCVC16299025B					
	Serial No: N6NXCVC163000258					
	Serial No: N6NXCVC163012259					
	Serial No: N6NXCVC163016250					
	Serial No: N6NXCVC16301925C					
	Serial No: N6NXCVC163035256					
	Serial No: N6NXCVC163047252					
	Serial No: N6NXCVC16305225D					
	Serial No: N6NXCVC163060257					
	Serial No: N6NXCVC163068257					
	Serial No: N6NXCVC163070258					
	Serial No: N6NXCVC163076257					
	Serial No: N6NXCVC16310625B					
	Serial No: N6NXCVC163113258					
	Serial No: N6NXCVC163117258					
	Serial No: N6NXCVC16312025F					
	Serial No: N6NXCVC16312425C					
	Serial No: N6NXCVC16313025E					
	Serial No: N6NXCVC163143251					
	Serial No: N6NXCVC163147256					
	Serial No: N6NXCVC163152258					
	Serial No: N6NXCVC16315325B					
	Serial No: N6NXCVC163161258					
	Serial No: N6NXCVC16316625C					
	Serial No: N6NXCVC163167258					
	Serial No: N6NXCVC163168256					
	Serial No: N6NXCVC163170258					
	Serial No: N6NXCVC163172251					
	Serial No: N6NXCVC163174259					
	Serial No: N6NXCVC16317825E					
	Serial No: N6NXCVC163184250					
	Serial No: N6NXCVC16318525C					
	Serial No: N6NXCVC163186256					
	Serial No: N6NXCVC16319025E					
	Serial No: N6NXCVC163191259					
	Serial No: N6NXCVC163196257					
	Serial No: N6NXCVC16321325B					
	Serial No: N6NXCVC163216259					
	Serial No: N6NXCVC163217259					
	Serial No: N6NXCVC16322425D					

ACCOUNT MANAGER	SHIPPING ADDRESS:
TYSON LAGONI 312-705-3336 tylag@cdwg.com	PACIFIC COAST ACADEMY - TECH DEPT JOHN OLINGER 13915 DANIELSON ST STE 100 POWAY CA 92064-8884
SALES ORDER NUMBER	
NHJF179	

Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrackHAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

E-mail Remittance To: gachremittance@cdw.com

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675ROUTING NO.: 071000152
ACCOUNT NAME: CDW GOVERNMENT
ACCOUNT NO.: 91057**CDW Government**
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXCVC16322525B					
	Serial No: N6NXCVC16322725A					
	Serial No: N6NXCVC16322825A					
	Serial No: N6NXCVC16323025H					
	Serial No: N6NXCVC16323225D					
	Serial No: N6NXCVC163236252					
	Serial No: N6NXCVC16323925A					
	Serial No: N6NXCVC16324125E					
	Serial No: N6NXCVC163242258					
	Serial No: N6NXCVC163245258					
	Serial No: N6NXCVC163246253					
	Serial No: N6NXCVC163247253					
	Serial No: N6NXCVC16325125A					
	Serial No: N6NXCVC16325325B					
	Serial No: N6NXCVC16325525C					
	Serial No: N6NXCVC16325925F					
	Serial No: N6NXCVC16326025H					
	Serial No: N6NXCVC16326325G					
	Serial No: N6NXCVC16326425G					
	Serial No: N6NXCVC16326625F					
	Serial No: N6NXCVC16326725F					
	Serial No: N6NXCVC16326925E					
	Serial No: N6NXCVC16327025H					
	Serial No: N6NXCVC16327125D					
	Serial No: N6NXCVC163274254					
	Serial No: N6NXCVC163278258					
	Serial No: N6NXCVC163279252					
	Serial No: N6NXCVC163281259					
	Serial No: N6NXCVC163282256					
	Serial No: N6NXCVC163287258					
	Serial No: N6NXCVC16329025G					
	Serial No: N6NXCVC163291255					
	Serial No: N6NXCVC16329325C					
	Serial No: N6NXCVC16329425A					
	Serial No: N6NXCVC163296259					
	Serial No: N6NXCVC163297259					
	Serial No: N6NXCVC163299258					
	Serial No: N6NXCVC163300258					
	Serial No: N6NXCVC16330225G					
	Serial No: N6NXCVC16330425A					
	Serial No: N6NXCVC16330625D					
	Serial No: N6NXCVC163309259					
	Serial No: N6NXCVC16331125B					
	Serial No: N6NXCVC163314250					

ACCOUNT MANAGER	SHIPPING ADDRESS:
TYSON LAGONI 312-705-3336 tylag@cdwg.com	PACIFIC COAST ACADEMY - TECH DEPT JOHN OLINGER 13915 DANIELSON ST STE 100 POWAY CA 92064-8884
SALES ORDER NUMBER	
NHJF179	

Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrackHAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

E-mail Remittance To: gachremittance@cdw.com

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675ROUTING NO.: 071000152
ACCOUNT NAME: CDW GOVERNMENT
ACCOUNT NO.: 91057**CDW Government**
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXCVC16331825C					
	Serial No: N6NXCVC16332125A					
	Serial No: N6NXCVC163324259					
	Serial No: N6NXCVC163327258					
	Serial No: N6NXCVC163331259					
	Serial No: N6NXCVC163332254					
	Serial No: N6NXCVC163333256					
	Serial No: N6NXCVC163336257					
	Serial No: N6NXCVC16334025A					
	Serial No: N6NXCVC163342256					
	Serial No: N6NXCVC16334325B					
	Serial No: N6NXCVC163345259					
	Serial No: N6NXCVC163350256					
	Serial No: N6NXCVC16335525B					
	Serial No: N6NXCVC163356257					
	Serial No: N6NXCVC16336525D					
	Serial No: N6NXCVC16337225D					
	Serial No: N6NXCVC16337925A					
	Serial No: N6NXCVC16338125E					
	Serial No: N6NXCVC163383254					
	Serial No: N6NXCVC16338425B					
	Serial No: N6NXCVC163394250					
	Serial No: N6NXCVC163400257					
	Serial No: N6NXCVC163407256					
	Serial No: N6NXCVC163425258					
	Serial No: N6NXCVC16342825E					
	Serial No: N6NXCVC163438254					
	Serial No: N6NXCVC16344825D					
	Serial No: N6NXCVC163452255					
	Serial No: N6NXCVC163490257					
	Serial No: N6NXCVC163497253					
	Serial No: N6NXCVC16350425D					
	Serial No: N6NXCVC163505256					
	Serial No: N6NXCVC163507258					
	Serial No: N6NXCVC16350925B					
	Serial No: N6NXCVC163510257					
	Serial No: N6NXCVC163513255					
	Serial No: N6NXCVC163520257					
	Serial No: N6NXCVC163521253					
	Serial No: N6NXCVC16352425D					
	Serial No: N6NXCVC163528257					
	Serial No: N6NXCVC163534259					
	Serial No: N6NXCVC16353625A					
	Serial No: N6NXCVC163539256					

ACCOUNT MANAGER	SHIPPING ADDRESS:
TYSON LAGONI 312-705-3336 tylag@cdwg.com	PACIFIC COAST ACADEMY - TECH DEPT JOHN OLINGER 13915 DANIELSON ST STE 100 POWAY CA 92064-8884
SALES ORDER NUMBER	
NHJF179	

Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrackHAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

E-mail Remittance To: gachremittance@cdw.com

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675ROUTING NO.: 071000152
ACCOUNT NAME: CDW GOVERNMENT
ACCOUNT NO.: 91057**CDW Government**
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXCVC163548258					
	Serial No: N6NXCVC16355925E					
	Serial No: N6NXCVC163560256					
	Serial No: N6NXCVC163563254					
	Serial No: N6NXCVC163565253					
	Serial No: N6NXCVC16356825A					
	Serial No: N6NXCVC16357125D					
	Serial No: N6NXCVC163574258					
	Serial No: N6NXCVC163579254					
	Serial No: N6NXCVC163591259					
	Serial No: N6NXCVC16359325B					
	Serial No: N6NXCVC163598253					
	Serial No: N6NXCVC163616257					
	Serial No: N6NXCVC163629253					
	Serial No: N6NXCVC163637250					
	Serial No: N6NXCVC16364025A					
	Serial No: N6NXCVC163644254					
	Serial No: N6NXCVC16364525A					
	Serial No: N6NXCVC163666256					
	Serial No: N6NXCVC163667252					
	Serial No: N6NXCVC16367025F					
	Serial No: N6NXCVC163676256					
	Serial No: N6NXCVC163677256					
	Serial No: N6NXCVC163682259					
	Serial No: N6NXCVC16372125C					
	Serial No: N6NXCVC16372725G					
	Serial No: N6NXCVC16373325C					
	Serial No: N6NXCVC16375525E					
	Serial No: N6NXCVC163759258					
	Serial No: N6NXCVC16376125D					
	Serial No: N6NXCVC163765257					
	Serial No: N6NXCVC16377025E					
	Serial No: N6NXCVC163787258					
	Serial No: N6NXCVC163788250					
	Serial No: N6NXCVC163789256					
	Serial No: N6NXCVC163795258					
	Serial No: N6NXCVC16382225B					
	Serial No: N6NXCVC16383025B					
	Serial No: N6NXCVC163833256					
	Serial No: N6NXCVC163860255					
	Serial No: N6NXCVC16386125C					
	Serial No: N6NXCVC16386425D					
	Serial No: N6NXCVC163870254					
	Serial No: N6NXCVC16387325A					

ACCOUNT MANAGER	SHIPPING ADDRESS:
TYSON LAGONI 312-705-3336 tylag@cdwg.com	PACIFIC COAST ACADEMY - TECH DEPT JOHN OLINGER 13915 DANIELSON ST STE 100 POWAY CA 92064-8884
SALES ORDER NUMBER	
NHJF179	

Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrackHAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

E-mail Remittance To: gachremittance@cdw.com

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675ROUTING NO.: 071000152
ACCOUNT NAME: CDW GOVERNMENT
ACCOUNT NO.: 91057**CDW Government**
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXCVC163887254					
	Serial No: N6NXCVC163902254					
	Serial No: N6NXCVC163931256					
	Serial No: N6NXCVC16393325C					
	Serial No: N6NXCVC163943255					
	Serial No: N6NXCVC16394525H					
	Serial No: N6NXCVC163956255					
	Serial No: N6NXCVC163958254					
	Serial No: N6NXCVC163965257					
	Serial No: N6NXCVC16396725F					
	Serial No: N6NXCVC163972258					
	Serial No: N6NXCVC163989254					
	Serial No: N6NXCVC163991258					
	Serial No: N6NXCVC163995257					
	Serial No: N6NXCVC16400325C					
	Serial No: N6NXCVC164006253					
	Serial No: N6NXCVC16401025A					
	Serial No: N6NXCVC164015256					
	Serial No: N6NXCVC16401925C					
	Serial No: N6NXCVC16402025B					
	Serial No: N6NXCVC16402525F					
	Serial No: N6NXCVC16402625F					
	Serial No: N6NXCVC164034250					
	Serial No: N6NXCVC16403625C					
	Serial No: N6NXCVC164037250					
	Serial No: N6NXCVC164038256					
	Serial No: N6NXCVC164039254					
	Serial No: N6NXCVC164042259					
	Serial No: N6NXCVC164043255					
	Serial No: N6NXCVC16404425A					
	Serial No: N6NXCVC16404525F					
	Serial No: N6NXCVC164047252					
	Serial No: N6NXCVC16405225D					
	Serial No: N6NXCVC16405425C					
	Serial No: N6NXCVC164055255					
	Serial No: N6NXCVC164063252					
	Serial No: N6NXCVC164068257					
	Serial No: N6NXCVC164070258					
	Serial No: N6NXCVC16407125B					
	Serial No: N6NXCVC164076257					
	Serial No: N6NXCVC164080259					
	Serial No: N6NXCVC164084250					
	Serial No: N6NXCVC164087250					
	Serial No: N6NXCVC164089256					

ACCOUNT MANAGER	SHIPPING ADDRESS:
TYSON LAGONI 312-705-3336 tylag@cdwg.com	PACIFIC COAST ACADEMY - TECH DEPT JOHN OLINGER 13915 DANIELSON ST STE 100 POWAY CA 92064-8884
SALES ORDER NUMBER	
NHJF179	

Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrackHAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

E-mail Remittance To: gachremittance@cdw.com

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675ROUTING NO.: 071000152
ACCOUNT NAME: CDW GOVERNMENT
ACCOUNT NO.: 91057**CDW Government**
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
	Serial No: N6NXCVC164099256					
	Serial No: N6NXCVC16410125D					
	Serial No: N6NXCVC16410925D					
	Serial No: N6NXCVC16411025G					
	Serial No: N6NXCVC16411125E					
	Serial No: N6NXCVC164115258					
	Serial No: N6NXCVC16411625D					
	Serial No: N6NXCVC16411925D					
	Serial No: N6NXCVC164121255					
	Serial No: N6NXCVC164128259					
	Serial No: N6NXCVC164132255					
	Serial No: N6NXCVC16413525B					
	Serial No: N6NXCVC164136257					
	Serial No: N6NXCVC164143251					
	Serial No: N6NXCVC164145257					
	Serial No: N6NXCVC164147256					
	Serial No: N6NXCVC16415025B					
	Serial No: N6NXCVC16415125G					
	Serial No: N6NXCVC16415325B					
	Serial No: N6NXCVC164158256					
	Serial No: N6NXCVC164164259					
	Serial No: N6NXCVC16417325D					
	Serial No: N6NXCVC16417525F					
	Serial No: N6NXCVC16417625D					
	Serial No: N6NXCVC164177254					
	Serial No: N6NXCVC16417825E					
	Serial No: N6NXCVC164179257					
	Serial No: N6NXCVC16418025G					
	Serial No: N6NXCVC164184250					
	Serial No: N6NXCVC16418525C					
	Serial No: N6NXCVC164186256					
	Serial No: N6NXCVC164188254					
	Serial No: N6NXCVC164189258					
	Serial No: N6NXCVC16419025E					
	Serial No: N6NXCVC164191259					
	Serial No: N6NXCVC164194257					
	Serial No: N6NXCVC16419525H					
	Serial No: N6NXCVC16419825C					
	Serial No: N6NXCVC164200250					
	Serial No: N6NXCVC16420225A					
	Serial No: N6NXCVC164205254					
	Serial No: N6NXCVC164206258					
	Serial No: N6NXCVC164208254					
	Serial No: N6NXCVC16421025H					

ACCOUNT MANAGER	SHIPPING ADDRESS:
TYSON LAGONI 312-705-3336 tylag@cdwg.com	PACIFIC COAST ACADEMY - TECH DEPT JOHN OLINGER 13915 DANIELSON ST STE 100 POWAY CA 92064-8884
SALES ORDER NUMBER	
NHJF179	

Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrackHAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

REMIT PAYMENT TO:

INVOICE

ACH INFORMATION:

THE NORTHERN TRUST
50 SOUTH LASALLE STREET
CHICAGO, IL 60675

E-mail Remittance To: gachremittance@cdw.com

ROUTING NO.: 071000152

ACCOUNT NAME: CDW GOVERNMENT

ACCOUNT NO.: 91057



CDW Government
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515

RETURN SERVICE REQUESTED

INVOICE NUMBER	INVOICE DATE	CUSTOMER NUMBER
HQ89753	03/28/23	13146194
SUBTOTAL	SHIPPING	SALES TAX
\$182,282.88	\$0.00	\$13,856.91
DUE DATE		AMOUNT DUE
04/27/23		\$196,139.79

ITEM NUMBER	DESCRIPTION	QTY ORD	QTY SHIP	QTY B/O	UNIT PRICE	TOTAL
654809	Serial No: N6NXC164211257 Serial No: N6NXC16421325B Serial No: N6NXC16421925D Serial No: N6NXC16422425D RECYCLING FEE 4 TO LESS THAN 15 Manufacturer Part Number: CAL RECYCLE FEE 1 Fee Applied to Item: 6587844	871	871	0	4.00	3,484.00

GO GREEN!

CDW is happy to announce that paperless billing is now available! If you would like to start receiving your invoices as an emailed PDF, please email CDW at paperlessbilling@cdw.com. Please include your Customer number or an Invoice number in your email for faster processing.

REDUCE PROCESSING COSTS AND ELIMINATE THE HASSLE OF PAPER CHECKS!

Begin transmitting your payments electronically via ACH using CDW's bank and remittance information located at the top of the attached payment coupon. Email credit@cdw.com with any questions.

ACCOUNT MANAGER	SHIPPING ADDRESS:	SUBTOTAL	\$182,282.88
TYSON LAGONI 312-705-3336 tylag@cdwg.com	PACIFIC COAST ACADEMY - TECH DEPT JOHN OLINGER 13915 DANIELSON ST STE 100 POWAY CA 92064-8884	SHIPPING	\$0.00
SALES ORDER NUMBER		SALES TAX	\$13,856.91
NHJF179		AMOUNT DUE	\$196,139.79



Cage Code Number 1KH72
DUNS Number 02-615-7235
Unique Entity ID (SAM): PHZDZ8SJ5CM1
ISO 9001 and ISO 14001 Certified
CDW GOVERNMENT FEIN 36-4230110
Powered by BoardOnTrack

HAVE QUESTIONS ABOUT YOUR ACCOUNT?
PLEASE EMAIL US AT credit@cdw.com
VISIT US ON THE INTERNET AT www.cdwg.com

THE TERMS AND CONDITIONS ARE LIMITED TO THOSE CONTAINED HEREIN AND THE ADDITIONAL TERMS AND CONDITIONS CONTAINED IN THE "TERMS AND CONDITIONS" LINK AT WWW.CDW.COM INCORPORATED HEREIN BY REFERENCE. ANY TERMS NOT DEFINED HEREIN ARE DEFINED AT WWW.CDW.COM. ANY ADDITIONAL OR DIFFERENT TERMS OR CONDITIONS IN ANY FORM DELIVERED BY YOU ("CUSTOMER") ARE HEREBY DEEMED TO BE MATERIAL ALTERATIONS AND NOTICE OF OBJECTION TO THEM AND REJECTION OF THEM IS HEREBY GIVEN.

BY ACCEPTING DELIVERY OF THE PRODUCTS OR BY ENGAGING THE CDW AFFILIATE IDENTIFIED ON THE INVOICE, STATEMENT OF WORK OR OTHER CDW DOCUMENTATION ("SELLER") TO PROVIDE PRODUCT OR PERFORM OR PROCURE ANY SERVICES, CUSTOMER AGREES TO BE BOUND BY AND ACCEPTS THESE TERMS AND CONDITIONS UNLESS CUSTOMER AND SELLER HAVE SIGNED A SEPARATE AGREEMENT FOR THE PROVISION OF PRODUCT OR PERFORMANCE OF SERVICES, IN WHICH CASE THE SEPARATE AGREEMENT WILL GOVERN.

Important Information About These Terms and Conditions

These Terms and Conditions constitute a binding contract between Customer and Seller and are referred to herein as either "Terms and Conditions" or this "Agreement". Customer accepts these Terms and Conditions by making a purchase from or placing an order with Seller or shopping on Seller's Website (the "Site") or otherwise requesting products (the "Products") or engaging Seller to perform or procure any Services (as this and all capitalized terms are defined herein).

Customer may issue a purchase order for administrative purposes only. Additional or different terms and conditions contained in any such purchase order will be null and void. This Agreement including the terms contained in the "Terms and Conditions" link at www.cdw.com which Customer acknowledges and agrees are incorporated herein by reference contains the entire understanding of the parties with respect to the matters contained herein and supersedes and replaces in its entirety any and all prior communications and contemporaneous agreements and understandings, whether oral, written, electronic or implied, if any, between the parties with respect to the subject matter hereof.

Governing Law

THESE TERMS AND CONDITIONS, ANY STATEMENTS OF WORK, THE SERVICES HEREUNDER AND ANY SALE OF PRODUCTS HEREUNDER WILL BE GOVERNED BY THE LAWS OF THE STATE OF ILLINOIS, WITHOUT REGARD TO CONFLICTS OF LAWS RULES. ANY ARBITRATION, ENFORCEMENT OF AN ARBITRATION OR LITIGATION WILL BE BROUGHT EXCLUSIVELY IN COOK COUNTY, ILLINOIS, AND CUSTOMER CONSENTS TO THE JURISDICTION OF THE FEDERAL AND STATE COURTS LOCATED THEREIN, SUBMITS TO THE JURISDICTION THEREOF AND WAIVES THE RIGHT TO CHANGE VENUE. CUSTOMER FURTHER CONSENTS TO THE EXERCISE OF PERSONAL JURISDICTION BY ANY SUCH COURT WITH RESPECT TO ANY SUCH PROCEEDING. Except in the case of nonpayment, neither party may institute any action in any form arising out of these Terms and Conditions more than one (1) year after the cause of action has arisen. The rights and remedies provided Seller under these Terms and Conditions are cumulative, are in addition to, and do not limit or prejudice any other right or remedy available at law or in equity.

Title; Risk of Loss

If Customer provides Seller with Customer's carrier account number or selects a carrier other than a carrier that regularly ships for Seller, title to Products and risk of loss or damage during shipment pass from Seller to Customer upon delivery to the carrier (F.O.B. Origin, freight collect). For all other shipments, title to Products and risk of loss or damage during shipment pass from Seller to Customer upon delivery to the specified destination (F.O.B. Destination, freight prepaid and added). Notwithstanding the foregoing, title to software will remain with the applicable licensor(s), and Customer's rights therein are contained in the license agreement between such licensor(s) and Customer. A purchase money security interest is retained in the Products to secure payment in full. Customer authorizes Seller to file a financing statement reflecting such security interest and, if requested, Customer will record such purchase money security interest on its books.

Payment

Orders are not binding upon Seller until accepted by Seller. Customer agrees to pay the total purchase price for the Products plus shipping (to the extent shipping is not prepaid by Customer), including shipping charges that are billed to Seller as a result of using Customer's carrier account number. Terms of payment are within Seller's sole discretion. In connection with Services being performed pursuant to a Statement of Work, Customer will pay for the Services in the amounts and in accordance with any payment schedule set forth in the applicable Statement of Work. If no payment schedule is provided, Customer will pay for the Services as invoiced by Seller. Invoices are due and payable within the time period specified on the invoice, measured from the date of invoice, subject to continuing credit approval by Seller. Seller, or any of its Affiliates on behalf of Seller may issue an invoice to Customer. Seller may invoice Customer separately for partial shipments, and Seller may invoice Customer for all of the Services described in a Statement of Work or any portion thereof. Customer agrees to pay interest on all past-due sums at the lower of one and one-half percent (1.5%) per month or the highest rate allowed by law. In the event of a payment default, Customer will be responsible for all of Seller's costs of collection, including, but not limited to, court costs, filing fees and attorneys' fees. In addition, if payments are not received as described above, Seller reserves the right to suspend Services until payment is received.

Export Sales

If this transaction involves an export of items (including, but not limited to commodities, software or technology), subject to the Export Administration Regulations, such items were exported from the United States by Seller in accordance with the Export Administration Regulations. Diversion contrary to United States law is prohibited.

Warranties

Customer understands that Seller is not the manufacturer of the Products purchased by Customer hereunder and the only warranties offered are those of the manufacturer, not Seller or its Affiliates. In purchasing the Products, Customer is relying on the manufacturer's specifications only and is not relying on any statements, specifications, photographs or other illustrations representing the Products that may be provided by Seller or its Affiliates. SELLER AND ITS AFFILIATES HEREBY EXPRESSLY DISCLAIM ALL WARRANTIES EITHER EXPRESS OR IMPLIED, RELATED TO PRODUCTS, INCLUDING, BUT NOT LIMITED TO, ANY WARRANTY OF TITLE, ACCURACY, MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, WARRANTY OF NON-INFRINGEMENT, OR ANY WARRANTY RELATING TO THIRD PARTY SERVICES. THE DISCLAIMER CONTAINED IN THIS PARAGRAPH DOES NOT AFFECT THE TERMS OF ANY MANUFACTURER'S WARRANTY. Customer expressly waives any claim that it may have against Seller or its Affiliates based on any product liability or infringement or alleged infringement of any patent, copyright, trade secret or other intellectual property rights (each a "Claim") with respect to any Product and also waives any right to indemnification from Seller or its Affiliates against any such Claim made against Customer by a third party. Customer acknowledges that no employee of Seller or its Affiliates is authorized to make any representation or warranty on behalf of Seller or any of its Affiliates that is not in this Agreement.

Seller warrants that the Services will be performed in a good and workmanlike manner. Customer's sole and exclusive remedy and Seller's entire liability with respect to this warranty will be, at the sole option of Seller, to either (a) use its reasonable commercial efforts to reperform or cause to be reperformed any Services not in substantial compliance with this warranty or (b) refund amounts paid by Customer related to the portion of the Services not in substantial compliance; provided, in each case, Customer notifies Seller in writing within five (5) business days after performance of the applicable Services. EXCEPT AS SET FORTH HEREIN OR IN ANY STATEMENT OF WORK THAT EXPRESSLY AMENDS SELLER'S WARRANTY, AND SUBJECT TO APPLICABLE LAW, SELLER MAKES NO OTHER, AND EXPRESSLY DISCLAIMS ALL OTHER, REPRESENTATIONS, WARRANTIES, CONDITIONS OR COVENANTS, EITHER EXPRESS OR IMPLIED (INCLUDING WITHOUT LIMITATION, ANY EXPRESS OR IMPLIED WARRANTIES OR CONDITIONS OF FITNESS FOR A PARTICULAR PURPOSE, MERCHANTABILITY, DURABILITY, TITLE, ACCURACY OR NON-INFRINGEMENT) ARISING OUT OF OR RELATED TO THE PERFORMANCE OR NON-PERFORMANCE OF THE SERVICES, INCLUDING BUT NOT LIMITED TO ANY WARRANTY RELATING TO THIRD PARTY SERVICES, ANY WARRANTY WITH RESPECT TO THE PERFORMANCE OF ANY HARDWARE OR SOFTWARE USED IN PERFORMING SERVICES AND ANY WARRANTY CONCERNING THE RESULTS TO BE OBTAINED FROM THE SERVICES. THIS DISCLAIMER AND EXCLUSION SHALL APPLY EVEN IF THE EXPRESS WARRANTY AND LIMITED REMEDY SET FORTH HEREIN FAILS OF ITS ESSENTIAL PURPOSE. CUSTOMER ACKNOWLEDGES THAT NO REPRESENTATIVE OF SELLER OR OF ITS AFFILIATES IS AUTHORIZED TO MAKE ANY REPRESENTATION OR WARRANTY ON BEHALF OF SELLER OR ANY OF ITS AFFILIATES THAT IS NOT IN THIS AGREEMENT OR IN A STATEMENT OF WORK EXPRESSLY AMENDING SELLER'S WARRANTY.

Customer shall be solely responsible for daily back-up and other protection of its data and software against loss, damage or corruption. Customer shall be solely responsible for reconstructing data (including but not limited to data located on disk files and memories) and software that may be lost, damaged or corrupted during the performance of Services. SELLER, ITS AFFILIATES, AND ITS AND THEIR SUPPLIERS, SUBCONTRACTORS AND AGENTS ARE HEREBY RELEASED AND SHALL CONTINUE TO BE RELEASED FROM ALL LIABILITY IN CONNECTION WITH THE LOSS, DAMAGE OR CORRUPTION OF DATA AND SOFTWARE, AND CUSTOMER ASSUMES ALL RISK OF LOSS, DAMAGE OR CORRUPTION OF DATA AND SOFTWARE IN ANY WAY RELATED TO OR RESULTING FROM THE SERVICES.

Seller will not be responsible for and no liability shall result to Seller or any of its Affiliates for any delays in delivery or in performance which result from any circumstances beyond Seller's reasonable control, including, but not limited to, Product unavailability, carrier delays, delays due to fire, severe weather conditions, failure of power, labor problems, acts of war, terrorism, embargo, acts of God or acts or laws of any government or agency. Any shipping dates or completion dates provided by Seller or any purported deadlines contained in a Statement of Work or any other document are estimates only.

Pricing Information; Availability Disclaimer

Seller reserves the right to make adjustments to pricing, Products and Service offerings for reasons including, but not limited to, changing market conditions, Product discontinuation, Product unavailability, manufacturer price changes, supplier price changes and errors in advertisements. All orders are subject to Product availability and the availability of Personnel to perform the Services. Therefore, Seller cannot guarantee that it will be able to fulfill Customer's orders. If Services are being performed on a time and materials basis, any estimates provided by Seller are for planning purposes only.

Credits

Any credit issued by Seller to Customer for any reason must be used within two (2) years from the date that the credit was issued and may only be used for future purchases of Products and/or Services. Any credit or portion thereof not used within the two (2) year period will automatically expire.

Limitation of Liability

UNDER NO CIRCUMSTANCES AND NOTWITHSTANDING THE FAILURE OF ESSENTIAL PURPOSE OF ANY REMEDY SET FORTH HEREIN, WILL SELLER, ITS AFFILIATES OR ITS OR THEIR SUPPLIERS, SUBCONTRACTORS OR AGENTS BE LIABLE FOR: (A) ANY INCIDENTAL, INDIRECT, SPECIAL, PUNITIVE OR CONSEQUENTIAL DAMAGES INCLUDING BUT NOT LIMITED TO, LOSS OF PROFITS, BUSINESS, REVENUES OR SAVINGS, EVEN IF SELLER HAS BEEN ADVISED OF THE POSSIBILITIES OF SUCH DAMAGES OR IF SUCH DAMAGES ARE OTHERWISE FORESEEABLE, IN EACH CASE, WHETHER A CLAIM FOR ANY SUCH LIABILITY IS PREMISED UPON BREACH OF CONTRACT, WARRANTY, NEGLIGENCE, STRICT LIABILITY OR OTHER THEORY OF LIABILITY; (B) ANY CLAIMS, DEMANDS OR ACTIONS AGAINST CUSTOMER BY ANY THIRD PARTY; (C) ANY LOSS OR CLAIM ARISING OUT OF OR IN CONNECTION WITH CUSTOMER'S IMPLEMENTATION OF ANY CONCLUSIONS OR RECOMMENDATIONS BY SELLER OR ITS AFFILIATES BASED ON, RESULTING FROM, ARISING OUT OF OR OTHERWISE RELATED TO THE PRODUCTS OR SERVICES; OR (D) ANY UNAVAILABILITY OF THE PRODUCT FOR USE OR ANY LOST, DAMAGED OR CORRUPTED DATA OR SOFTWARE. IN THE EVENT OF ANY LIABILITY INCURRED BY SELLER OR ANY OF ITS AFFILIATES, THE ENTIRE LIABILITY OF SELLER AND ITS AFFILIATES FOR DAMAGES FROM ANY CAUSE WHATSOEVER WILL NOT EXCEED THE LESSER OF: (A) THE DOLLAR AMOUNT PAID BY CUSTOMER FOR THE PRODUCT(S) GIVING RISE TO THE CLAIM OR THE SPECIFIC SERVICES GIVING RISE TO THE CLAIM; OR (B) \$50,000.00.

Confidential Information

Each party anticipates that it may be necessary to provide access to information of a confidential nature of such party, the Affiliates or a third party (hereinafter referred to as "Confidential Information") to the other party in the performance of this Agreement and any Statement of Work. "Confidential Information" means any information or data in oral, electronic or written form which the receiving party knows or has reason to know is proprietary or confidential and which is disclosed by a party in connection with this Agreement or which the receiving party may have access to in connection with this Agreement, including but not limited to the terms and conditions of each Statement of Work. Confidential Information will not include information which: (a) becomes known to the public through no act of the receiving party; (b) was known to the receiving party, or becomes known to the receiving party from a third party having the right to disclose it and having no obligation of confidentiality to the disclosing party with respect to the applicable information; or (c) is independently developed by agents, employees or subcontractors of the receiving party who have not had access to such information. To the extent practicable, Confidential Information should be clearly identified or labeled as such by the disclosing party at the time of disclosure or as promptly thereafter as possible, however, failure to so identify or label such Confidential Information will not be evidence that such information is not confidential or protectable.

Each party agrees to hold the other party's Confidential Information confidential for a period of three (3) years following the date of disclosure and to do so in a manner at least as protective as it holds its own Confidential Information of like kind but to use no less than a reasonable degree of care. Disclosures of the other party's Confidential Information will be restricted (i) to those individuals who are participating in the performance of this Agreement or the applicable Statement of Work and need to know such Confidential Information for purposes of providing or receiving the Products or Services or otherwise in connection with this Agreement or the applicable Statement of Work, or (ii) to its business, legal and financial advisors, each on a confidential basis. Each party agrees not to use any Confidential Information of the other party for any purpose other than the business purposes contemplated by this Agreement and the applicable Statement of Work. Upon the written request of a party, the other party will either return or certify the destruction of the Confidential Information of the other party.

If a receiving party is required by law, rule or regulation, or requested in any judicial or administrative proceeding or by any governmental or regulatory authority, to disclose Confidential Information of the other party, the receiving party will give the disclosing party prompt notice of such request so that the disclosing party may seek an appropriate protective order or similar protective measure and will use reasonable efforts to obtain confidential treatment of the Confidential Information so disclosed.

Return Privileges

To obtain Seller's return policy, Customer should contact CDW Customer Relations at 866.SVC.4CDW or email at CustomerRelations@cdw.com. Customer must notify CDW Customer Relations of any damaged Products within ten (10) days of receipt.

Arbitration

Any claim, dispute, or controversy (whether in contract, tort or otherwise, whether preexisting, present or future, and including, but not limited to, statutory, common law, intentional tort and equitable claims) arising from or relating to the Products, the Services, the interpretation or application of these Terms and Conditions or any Statement of Work or the breach, termination or validity thereof, the relationships which result from these Terms and Conditions or any Statement of Work (including, to the full extent permitted by applicable law, relationships with third parties who are not signatories hereto), or Seller's or any of its Affiliates' advertising or marketing (collectively, a "Claim") WILL BE RESOLVED, UPON THE ELECTION OF ANY OF SELLER, CUSTOMER OR THE THIRD PARTIES INVOLVED, EXCLUSIVELY AND FINALLY BY BINDING ARBITRATION. If arbitration is chosen, it will be conducted pursuant to the Rules of the American Arbitration Association. If arbitration is chosen by any party with respect to a Claim, neither Seller nor Customer will have the right to litigate that Claim in court or to have a jury trial on that Claim or to engage in pre-arbitration discovery, except as provided for in the applicable arbitration rules or by agreement of the parties involved. Further, Customer will not have the right to participate as a representative or member of any class of claimants pertaining to any Claim. Notwithstanding any choice of law provision included in these Terms and Conditions, this arbitration agreement is subject to the Federal Arbitration Act (9 U.S.C. §§ 1-16). The arbitration will take place exclusively in Chicago, Illinois. Any court having jurisdiction may enter judgment on the award rendered by the arbitrator(s). Each party involved will bear its own cost of any legal representation, discovery or research required to complete arbitration. The existence or results of any arbitration will be treated as confidential. Notwithstanding anything to the contrary contained herein, all matters pertaining to the collection of amounts due to Seller arising out of the Products or Services will be exclusively litigated in court rather than through arbitration.

Miscellaneous

Seller may assign or subcontract all or any portion of its rights or obligations with respect to the sale of Products or the performance of Services or assign the right to receive payments, without Customer's consent. Customer may not assign these Terms and Conditions, or any of its rights or obligations herein without the prior written consent of Seller. Subject to the restrictions in assignment contained herein, these Terms and Conditions will be binding on and inure to the benefit of the parties hereto and their successors and assigns. No provision of this Agreement or any Statement of Work will be deemed waived, amended or modified by either party unless such waiver, amendment or modification is in writing and signed by both parties. The relationship between Seller and Customer is that of independent contractors and not that of employer/employee, partnership or joint venture. If any term or condition of this Agreement or a Statement of Work is found by a court of competent jurisdiction to be invalid, illegal or otherwise unenforceable, the same shall not affect the other terms or conditions hereof or thereof or the whole of this Agreement or the applicable Statement of Work. Notices provided under this Agreement will be given in writing and deemed received upon the earlier of actual receipt or three (3) days after mailing if mailed postage prepaid by regular mail or airmail or one (1) day after such notice is sent by courier or facsimile transmission. Any delay or failure by either party to exercise any right or remedy will not constitute a waiver of that party to thereafter enforce such rights.

Version Date: 02/23/2010



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

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

Invoice date 3/28/2023
Customer number 1126488
Sales order S57494842

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

Bill To

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

Ship To

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

Ship Date	Salesperson	Purchase Order	Ship Via	FOB	Terms
3/28/2023	PSI - CA EDU San Diego	TECH031723PCA	FEDEX GROUND	FOB DEST	NET 30

Item No. Mfg Part No.	Description	Qty Ordered	Qty Shipped	Unit Price	Extended Price
44321802 CR1100CKA-YZ182 Hardware ASUS	ASUS Chromebook CR1 CR1100CKA-YZ182 - 11.6 - Celeron N5100 Hardware Hardware	500	500	324.66	162,330.00

Quote: 23222124

Sales Balance	162,330.00
Freight	0.00
Recycling Fee	2,000.00
Sales Tax	12,580.58
Total	176,910.58
Currency	USD

3212-1110-0000-4400

PCA



Invoice

Sales Order Number: 1562145786**Invoice number:** AK28523178**Customer Number:** 1333331**PO Number:** TECH112922PCA**Invoice Date:** 12/08/2022**Payment Due Date:** 01/07/2023**Payment Terms:** Net 30 Days**Amount Due:** USD\$ 111,645.85**Please remit payment to**

Apple Inc.

P.O. Box 846095

DALLAS, TX 75284-6095

USA

Sold To

PACIFIC COAST ACADEMY

STE 103

13915 DANIELSON ST

POWAY CA 92064-8884

USA

Ship To

PACIFIC COAST ACADEMY

TECH DEPARTMENT/SUITE 100

13915 DANIELSON ST

POWAY CA 92064-8884

USA

Item Article	Product Number	Product Description	Total Ordered	Total Shipped	Unit Price	Extended Price
000010	BSX82LL/A	BDL IPAD 64G 5G 10P LOGTCH 4YR AC+-USA PO Item 000010	22		\$ 4,729.50	\$ 104,049.00
000020	MK2Y3LL/A	IPAD 10PK WI-FI 64GB SPACE GRAY -USA PO Item 000020	220	220		
		Recycle Fee		220	\$ 4.00	\$ 880.00
000030	S7832LL/A	AC+ SCHOOLS IPAD NSF 4YR-PHX PO Item 000030	220	220		
000040	HPN12ZM/A	LOGI RUGGD CMB3TCH IPAD9/8/7 EDU BLU-ZML PO Item 000040	220	220		
		Web Order Number : 2211663477				

Questions

Call 8008002775 Mon-Fri 7:30 am - 6:30 pm CT

Special Instructions**Terms and Conditions**

This order is subject to the terms of your Apple Direct Customer Agreement or other purchase agreement with Apple.

Subtotal \$ 104,929.00**Tax** \$ 6,716.85**Shipping** \$0.00**Total Amount Due:** **USD\$ 111,645.85***gg***APPROVED***By Yesenia Garcia at 1:26 pm, Jan 25, 2023*



Invoice

Sales Order Number: 1562145786

Invoice number: AK28523178

Customer Number: 1333331

PO Number: TECH112922PCA

Invoice Date: 12/08/2022

Payment Due Date: 01/07/2023

Payment Terms: Net 30 Days

Amount Due: USD\$ 111,645.85

Please remit payment to

Apple Inc.

P.O. Box 846095

DALLAS, TX 75284-6095

USA

Sold To

PACIFIC COAST ACADEMY

STE 103

13915 DANIELSON ST

POWAY CA 92064-8884

USA

Ship To

PACIFIC COAST ACADEMY

TECH DEPARTMENT/SUITE 100

13915 DANIELSON ST

POWAY CA 92064-8884

USA

Item Article	Product Number	Product Description	Total Ordered	Total Shipped	Unit Price	Extended Price
--------------	----------------	---------------------	---------------	---------------	------------	----------------

Serial Numbers for Item 000020

C2H59QWXFV	C2R7CF74QR	C2V2WGMQMN	C4M3QQWKJ3	C60G3JYD4R
C6N2LTVM4H	C79XW9YH37	C9VWDJ32LG	C9WJ0222FX	CF9F2YX7VJ
CGYNYWVKRR	CJ63XD2Q7T	CJ921Q3GM0	CK7TKH4V19	CLY402GPVP
CMY0F7DVX7	CQ49LXH6KH	CT7VK3D7G2	CWMFWP712F	CWMY32FMPW
CXC2QH9VWW	CXD0JKH6LF	CXVXMW0JQ2	D0XWYDP6XV	D1H79QXLY7
D2CRHF0J60	D2F36FMXMP	D34FK7NKJW	D3K2QH3XHM	D4YX0JMG95
D6HQ2FVGQM	D6J2Q9HFGC	D6V19CPXX1	D700TXGFR	D769P56VX2
D7FXWXL70V	DG4HN6N6HM	DHQ6Y1HQFM	DJ5JXHMW4T	DJQV21L6F
DL4XDX36TW	DLHJW2XXQN	DLQ4HM2Y3C	DQ9PHFC6NH	DQRP7H23N
DR44JD4J39	DR9PP71DH6	DT91QF42DW	DWMXR9592H	DWNW4C7D4Q
DWPRY7KK7	DX3TD1HYWL	DXM73QKJ9N	F0VQ1YFQLN	F22P06CG96
F2M3900XDR	F390QV1YPJ	F3C6T1X7TH	F62HD7MFXF	F63M7K429V
F65C2JY9PM	F7CG933LM7	F7VQKCQ1Y2	F9F435Q2HV	FD6DHHFV24
FDFWM2T660	FDWQ125HJ6	FF79R4PMGQ	FJCVQRK71D	FLFX6TJXC2
FP71CV6YV6	FPWPYFC322	FQP6Q42VD4	FRQCYKH20H	FVVKY7W3C
FXV7DXWFY1	FY6DGT9K0	FYP6VMM9LC	G00RDKV7KQ	G391DQJ211
G6W02QQWLX	GCRFVM4HPD	GDJPDFY26W	GDQGT7PM2Y	GFC7PGQ4WF
GFG96G94Q7	GJ30PXQ3G3	GJ703JD910	GJMKV7C6V7	GJVKDW9NXP
GLCY5WF4GY	GRWHWW16RJ	GT994X9Q60	GW2PH6TWYY	GWY0TWVY2T
GXHVKJ7219	H061XQJ19V	H2G776M22P	H37K4HYXLL	H5GFK04DJL
H5H9W2P32G	H7677V3V2C	H7GQCX45W0	HC5957P97D	HD7N6F22P7
HG6WGL9PJH	HNF4WK5QDW	HR71W7XMYQ	HV2D9R4F9P	HW97MVM76Y
HWQVQ1Y6WK	J0P9HC91R0	J2DN2L452X	J3FLXV0X4J	J3X26MM6C2



Invoice

Sales Order Number: 1562145786

Invoice number: AK28523178

Customer Number: 1333331

PO Number: TECH112922PCA

Invoice Date: 12/08/2022

Payment Due Date: 01/07/2023

Payment Terms: Net 30 Days

Amount Due: USD\$ 111,645.85

Please remit payment to

Apple Inc.

P.O. Box 846095

DALLAS, TX 75284-6095

USA

Sold To

PACIFIC COAST ACADEMY

STE 103

13915 DANIELSON ST

POWAY CA 92064-8884

USA

Ship To

PACIFIC COAST ACADEMY


TECH DEPARTMENT/SUITE 100

13915 DANIELSON ST

POWAY CA 92064-8884

USA

Item Article	Product Number	Product Description	Total Ordered	Total Shipped	Unit Price	Extended Price
J54GWLC9GH	J6VM4FQ960	J7LM7FHGP3	JC76GCX7NF	JCFV4KWL0		
JCHHFMHJ4X	JF9V5199JY	JJ440HHM2K	JJP4HT9J93	JM90HXL6CK		
JN7M3QQL34	JPX95PWKHQ	JQGH7PCQMR	JR646T6634	JR9MP7MH6Q		
JRPFQDXLM9	JTYC5WYRRY	JV4LGY00D	JW177J4HFQ	JW59Y3N0J4		
JW7K6H32RC	JW9DLV46QR	JWYCPH0YCR	JXXMHJFR2X	JY0H71XDC1		
JY95QP4756	K3RWXM62YY	K3WL257PWF	K4K4DCWX4W	K64M7W14KG		
K6WFX44V4D	K9QMY65WMQ	KD775WF2D2	KDH3Y0K7G7	KDM91XM4W1		
KGXY34PNY0	KH44KHHQ74	KK29YH4GCO	KL0Y4XTF9N	KL4F60TXW5		
KM2LW9Y2L5	KN22THC9FX	KP46K59J54	KP977QY1WD	KW1W93M7D5		
KWGVVNX0WL	KWMHTFVDGY	KWRRKQ62QY	KX1VYY74DK	KXGD4R4HFC		
KXJ9PQCXN7	KXQQ66YXYV	L0YFHXP224	L1QCMHP6RL	L24DJ4VPMH		
L2X72JW03D	L3KMG3N06P	L59LC63G2C	L60G9CNPXV	L75691W57M		
L76KC0931M	L76YLWXC7R	L90PQM669L	L9FPKT9T64	L9J44Y02W2		
LC69KGY6QH	LCLP6JLKX3	LCYWCQRVYF	LFJXXFDG6X	LHFMGWVK43		
LJYXL4FM7C	LLFJWDQXYT	LLG46D4MY4	LPJW1HHY95	LW6P4YH14M		
LWD9M6W295	LWVL66C9HK	LXF949YJV2	LXHC24G6FD	LXMQCMW3TT		
M1YPH72YG7	M4RFJ6TQ7H	M5WH56N472	M621Y73H7W	M73DN9JYR0		
M7DTH2XK2V	M7KR913400	M904V7XY4N	M926M4KDXJ	MC7PPWX7C7		
MD95P40421	MFWYN7K7FN	MHPQ4F04PN	ML479V3QFR	ML96GWQ93C		
MM7W530JNM	MMWX17FQ2C	MT22P757CT	MT4N9TN6JP	MV7FDJLV4D		
MVQTYFJPJ2	MXXVL67W66	MY2WKDGV3H	MYC4537PFM	MYJ3940507		



Kristine Franklin

Specialized Therapy Services, Inc.
 4204A Adams Avenue
 San Diego, CA 92116 US
 +1 6194315049
 annettes@theoascenter.com
<https://www.theoascenter.com/>

Invoice PCAC01-1022

SPECIALIZED THERAPY SERVICES
 Making connections happen.

BILL TO

Pacific Coast Academy
 13915 Danielson St. #103
 Poway, CA 92064

DATE
 10/31/2022

PLEASE PAY
 \$103,895.38

DUE DATE
 01/31/2023

SERVICE PERIOD

October

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
10/31/2022	AT 445	Assistive Technology: Hourly Services	25.75	147.50	3,798.13
10/31/2022	AT 445 Virtual	Assisted Technology: Virtual Hourly Services	2.50	147.50	368.75
10/31/2022	Audiology 720	Audiology: Hourly Services	3	180.00	540.00
10/31/2022	Audiology 720 Virtual	Audiology: Virtual Hourly Services	0.75	180.00	135.00
10/31/2022	BI 535	Behavior Intervention: Hourly Services	3.25	170.00	552.50
10/31/2022	DHH 710	Deaf & Hard of Hearing: Hourly Services	0.83	145.00	120.35
10/31/2022	DHH 710 Virtual	Deaf & Hard of Hearing: Virtual Hourly Services	2	145.00	290.00
10/31/2022	ERMHS 510,515,520,525,530	ERMHS 510,515,520,525,530: Hourly Services	9.25	125.00	1,156.25
10/31/2022	ERMHS 510 Assessment	ERMHS Assessment: Flat Rate	1	1,600.00	1,600.00
10/31/2022	ERMHS 510,515,520,525,530 Virtual	ERMHS 510,515,520,525,530: Virtual Hourly Services	4.75	125.00	593.75
10/31/2022	MT 900	Music Therapy: Hourly Services	15	128.00	1,920.00
10/31/2022	O&M 730	Orientation & Mobility: Hourly Services	3.50	180.00	630.00
10/31/2022	OT 450	Occupational Therapy: Hourly Services	47.25	130.00	6,142.50
10/31/2022	OT Assistant 450	Occupational Therapy Assistant: Hourly Services	15.08	90.00	1,357.20
10/31/2022	OT Assistant 450 Virtual	Occupational Therapy Assistant: Virtual Hourly Services	0.50	90.00	45.00
10/31/2022	OT 450 Virtual	Occupational Therapy: Virtual Hourly Services	7.50	130.00	975.00

Kristine Franklin

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
10/31/2022	Psych 530	Psychological: Hourly Services	1.25	125.00	156.25
10/31/2022	Psych 530 Assessment	Psychological Assessment: Flat Rate	1	1,750.00	1,750.00
10/31/2022	Psych 530 Assessment with Academics	Psychological Assessment with Academics: Flat Rate	22	2,050.00	45,100.00
10/31/2022	Psych 530 Assessment with ERMHS & Academics	Psych Assessment with ERMHS & Academics: Flat Rate	1	2,300.00	2,300.00
10/31/2022	PT 460	Physical Therapy: Hourly Services	4.50	165.00	742.50
10/31/2022	PT 460	Physical Therapy: Drive Time	3	165.00	495.00
10/31/2022	Speech 415	Speech Therapy: Hourly Services	62.67	120.00	7,520.40
10/31/2022	Speech Assistant 415	Speech Assistant: Hourly Services	3.50	80.00	280.00
10/31/2022	Speech Assistant 415 Virtual	Speech Assistant: Virtual Hourly Services	15	80.00	1,200.00
10/31/2022	Speech 415	Speech Therapy: Hourly Services	1.50	120.00	180.00
10/31/2022	Speech 415 Virtual	Speech Therapy: Virtual Hourly Services	5	120.00	600.00
10/31/2022	VI 725	Vision Itinerant: Hourly Services	40.50	180.00	7,290.00
10/31/2022	VT 900	Vision Therapy: Hourly Services	8.99	195.00	1,753.05
10/31/2022	Sales	Vision Therapy: Flat Rate	1	700.00	700.00
10/31/2022	OT 450	Occupational Therapy: Hourly Services - September 2022 Late Billed Services	5	130.00	650.00
10/31/2022	Psych 530 Assessment	Psychological Assessment: Flat Rate - September 2022 Late Billed Services	1	1,750.00	1,750.00
10/31/2022	Psych 530 Assessment with Academics	Psychological Assessment with Academics: Flat Rate - September 2022 Late Billed Services	3	2,050.00	6,150.00
10/31/2022	Psych 530 Assessment with ERMHS & Academics	Psych Assessment with ERMHS & Academics: Flat Rate - September 2022 Late Billed Services	2	2,300.00	4,600.00
10/31/2022	PT 460	Physical Therapy: Hourly Services - September 2022 Late Billed Services	2	165.00	330.00
10/31/2022	PT 460	Physical Therapy: Hourly Services - September 2022 Late Billed Services	0.75	165.00	123.75

TOTAL DUE

\$103,895.38

THANK YOU.