



CABRILLO POINT ACADEMY

13915 Danielson St., #200, Poway, California 92064
Phone (619) 404-3190 * Fax (619) 749-1792

**Regularly Scheduled Board Meeting
Cabrillo Point Academy
3152 Red Hill Ave. #150
Costa Mesa, CA 92626
June 14, 2022 – 1:00pm**

Through Teleconference

Join Zoom Meeting

<https://charter-academy.zoom.us/j/83016076008>

Meeting ID: 830 1607 6008

**Dial by your location
1 720 707 2699 US (Denver)**

Find your local number:

<https://charter-academy.zoom.us/j/koZAFW71t>

AGENDA

1. Call to Order
2. Approval of the Agenda
3. Discussion and Potential Action on Resolution for Continuing School Board Authority to Hold Virtual Meetings Pursuant to AB 361
4. Public Comments
5. Closed Session – Conference with Legal Counsel – Anticipated Litigation (One Case) § 54956.9
6. Discussion and Potential Action on the 2022-2023 Master Agreement Addendum
7. Discussion and Potential Action on the 2022-2023 Local Control Accountability Plan (LCAP)
8. Discussion and Potential Action on the May Financials
9. Discussion and Potential Action on the 2022-2023 Budget
10. Discussion and Potential Action on the 2022-2023 Education Protection Account (EPA) Spending Plan

11. Discussion and Potential Action on the Resolution Regarding the Education Protection Account (EPA)
12. Discussion and Potential Action on the A-G Expenditure Plan
13. Discussion and Potential Action on the Time and Effort Policy and Procedures
14. Discussion and Potential Action on the Suicide Prevention Policy
15. Discussion and Potential Action on the Parent Engagement Policy
16. Discussion and Potential Action on the 2022-2023 Shared Staff Memorandum of Understanding (MOU)
17. Discussion and Potential Action on the Amendments to the Danielson Street Lease of Suites 100 and 102
18. Discussion and Potential Action on the Sublease and Shared Use Agreement
19. Board Recruitment Ad-hoc Committee Report
20. Discussion and Potential Action on Board Recruitment
21. Discussion and Potential Action on Affirming of Board Members and their New Terms
22. Discussion and Potential Action on the Election of Officers
23. Discussion and Potential Action on the 2022-2023 Board Calendar
24. Consent Agenda

The following items are considered by the Senior Director to be of a routine nature.

The last item in this section is a single vote to approve them en masse with one motion. Any recommendation may be removed at the request of any Board Member and placed on the regular agenda.

- a. Special Board Meeting Minutes from May 11, 2022
 - b. Regular Board Meeting Minutes from May 12, 2022
 - c. Special Board Meeting Minutes from May 19, 2022
 - d. 2022-2023 Parent Student Handbook
 - e. 2022-2023 Compensation Policy
 - f. Invoices Over \$100,000
25. Discussion and Closed Session – Conference with Legal Counsel – Anticipated Litigation (Two Cases) § 54956.9
 26. Announcement of Next Regular Scheduled Board Meeting
 27. Adjournment

Public comment rules: Members of the public may address the Board on agenda or non-agenda items either in person through the teleconference platform, zoom. Zoom does not require the members of the public to have an account or login. Any person on zoom wishing to speak 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 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: Cabrillo Point 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 Governing Board Office at (619) 749-1974 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)).



Resolution of Cabrillo Point Academy Board of Directors 2022-15

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

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

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

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

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

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

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

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

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

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

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

(B) Any of the following circumstances exist:

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

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

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

PASSED AND ADOPTED by the following vote of the Board of Directors of Cabrillo Point Academy, County of Orange, State of California on June 14, 2022.

AYES: _____

NOES: _____

ABSTENTIONS: _____

ABSENCES: _____

President, Board of Directors



Cabrillo Point Academy Master Agreement for Independent Study Addendum

Student:
Student Number:
Address:
Location:
1st Phone Number:
DOB:
Program Placement:

Contract Term: Full Year
Beginning Date: 08/15/2022
End Date: 05/31/2023
Year: 2022 - 2023
2nd Phone Number:
Grade Level:
School for Classroom Option:

Students are required to report to their teacher as scheduled: Manner of Reporting: One-on-One; Time: Generally 8:30AM-5:00PM, Day: M-F. Frequency: LP meetings at least once every 20 school days. . Duration: Full Year. Location: Virtual or In-Person

This is an addendum to the original master agreement created for this student this semester for one of the following purposes (check one):

☐ The following shows an update to the current courses this student is attempting as of the latest date signed below. The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt. Student and Supervising Teacher Signatures ARE required for this purpose.

☐ The purpose of this addendum to the original master agreement is to reflect a change in the student's Supervising Teacher.

☐ The purpose of this addendum to the original master agreement is to collect signatures of additional educational stakeholders who provide direct instruction or educational assistance for this student. Student and Supervising Teacher signatures ARE NOT required for this purpose.

☐ The purpose of this addendum to the original master agreement is to reflect a change in the Student's Grade Level, or to reflect a correction in the student's initially identified grade level for this school year.

☐ The purpose of this addendum to the original master agreement is to reflect a change in the student's level of participation in an Independent Study Program via their IEP.

Schedule	Category	Course Value

Student Signature	Date
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Parent Signature	Date
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Supervising Teacher Signature	Date
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Other Signature	Date
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cabrillo Point Academy

CDS Code: 37 68049 0132506

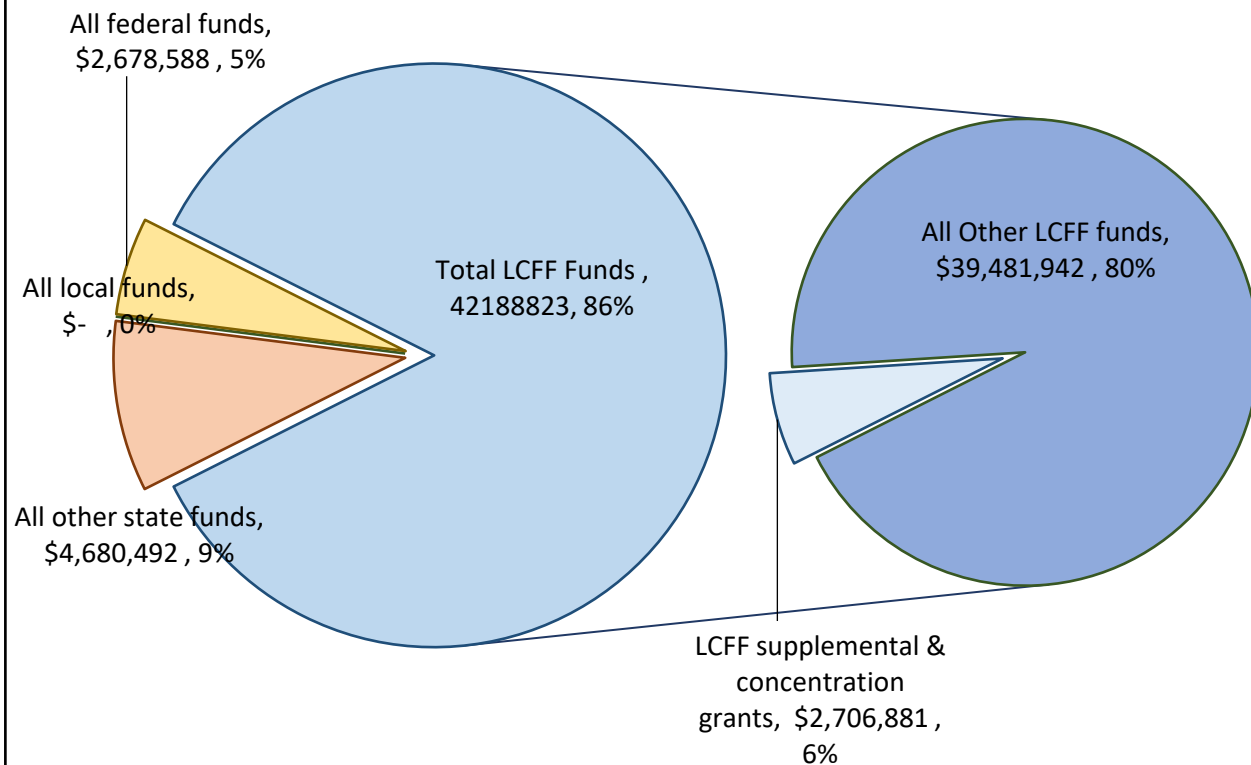
School Year: 2022 – 23

LEA contact information: Jennifer Lorge Senior Director (619)749-1974 jennifer.lorge@cabrillopointacademy.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 2022 – 23 School Year

Projected Revenue by Fund Source

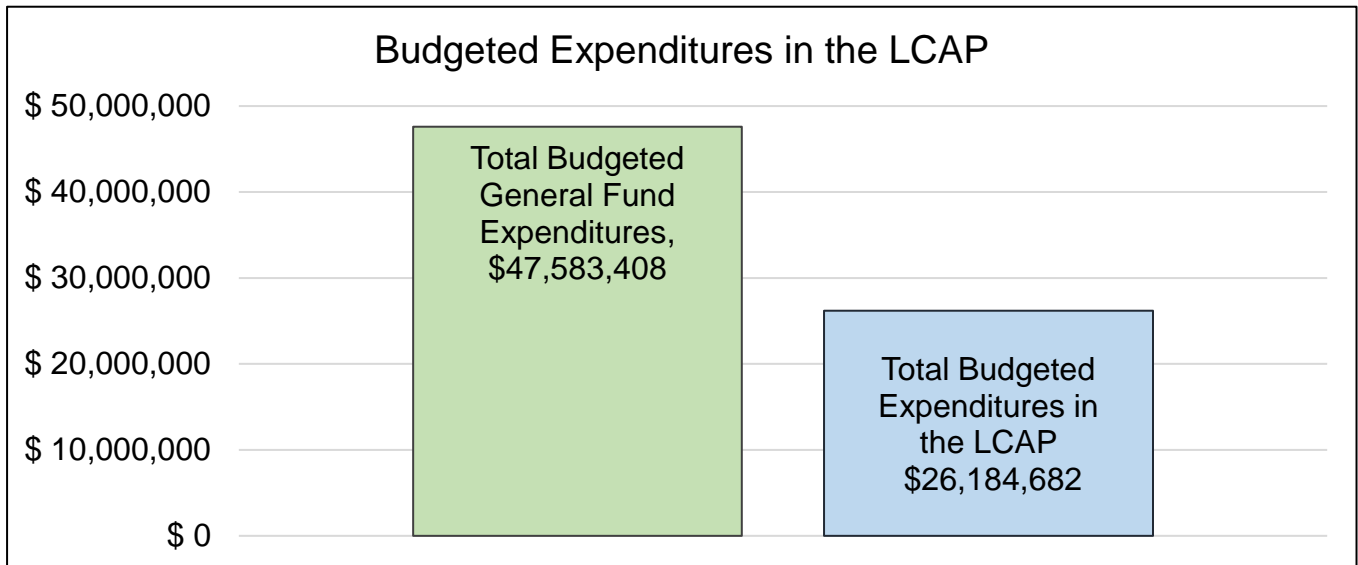


This chart shows the total general purpose revenue Cabrillo Point Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cabrillo Point Academy is \$49,547,903.00, of which \$42,188,823.00 is Local Control Funding Formula (LCFF), \$4,680,492.00 is other state funds, \$0.00 is local funds, and \$2,678,588.00 is federal funds. Of the \$42,188,823.00 in LCFF Funds, \$2,706,881.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Cabrillo Point Academy plans to spend \$47,583,408.00 for the 2022 – 23 school year. Of that amount, \$26,184,682.00 is tied to actions/services in the LCAP and \$21,398,726.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

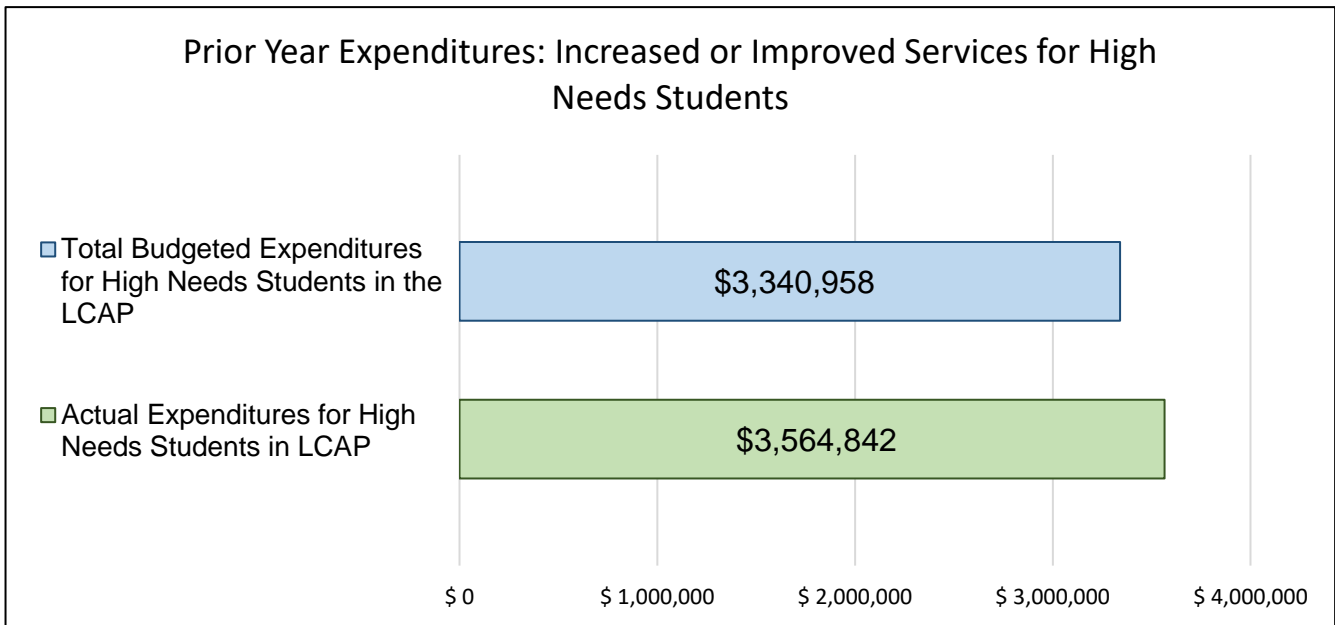
Non-certificated staffing and related benefits, special education services and instructional services, professional services, rent and facility costs, and other general operational costs.

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

In 2022 – 23, Cabrillo Point Academy is projecting it will receive \$2,706,881.00 based on the enrollment of foster youth, English learner, and low-income students. Cabrillo Point Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Cabrillo Point Academy plans to spend \$2,706,881.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021 – 22, Cabrillo Point Academy's LCAP budgeted \$3,340,958.00 for planned actions to increase or improve services for high needs students. Cabrillo Point Academy actually spent \$3,564,842.00 for actions to increase or improve services for high needs students in 2021 – 22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Point Academy	Jenna Lorge, Senior Director	jennifer.lorge@cabrillopontacademy.org (619)749-1974

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 Cabrillo Point 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. Cabrillo Point 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 Cabrillo Point 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 Cabrillo Point Academy board approved our 2020-21 Local Control and Accountability Plan (LCAP) in June 2021. Cabrillo Point 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 Cabrillo Point Academy (CPA) board approved our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan in October 2021. Thus far, we have expended \$30,353 in ESSER III funds for online academic support in English Language Arts, Mathematics, and science.

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.

Our three overarching 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
Cabrillo Point Academy	Jenna Lorge, Senior Director	jennifer.lorge@cabrillopointacademy.org (619)749-1974

Plan Summary [2022-23]

General Information

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

Located in San Diego, Cabrillo Point Academy is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students. Of our approximately 4,400 students, 33% are eligible for free/reduced lunch, 3% are English Learners, and less than 1% live in foster care. Our unduplicated priority group percentage is 34%. About 9% of our students have exceptional learning needs. Further, 54% of our students are White, 27% are Hispanic or Latino, 8% are Two or More Races, 6% are Asian, and 2% are Black or African-American.

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

Reflections: Successes

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

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

- Our cohort high school graduation rate has improved significantly over the last three years. Our 2021 schoolwide high school graduation of 93% is higher than the statewide average of 84%. Further, the graduation rates for most of our demographic groups do not demonstrate a

significant gap when compared to the schoolwide rate: English Language Learners 86%, students identified as low-socioeconomic 92%, students with exceptional needs 89%, Hispanic students 89%, White students 93%, two or more races 100%, and Asian students 100%.

- 2021 Smarter Balanced Summative Assessments for English language arts/literacy (ELA): The schoolwide percentage of students who Met or Exceeded the Standard for ELA is 59%, higher than the state rate of 49% and an increase of 31% since 2019 (the state did not administer assessments in 2020).
- 2021 Smarter Balanced Summative Assessments for mathematics: The schoolwide percentage of students who Met or Exceeded the Standard for mathematics is 39%, higher than the state rate of 34% and an increase of 77% since 2019 (the state did not administer assessments in 2020).
- 2021 California Science Test (CAST): The schoolwide percentage for students who Met or Exceeded the Standard for Science is 39%, higher than the state rate of 29% (did not take the test in 2019, and the state did not administer assessments in 2020).

Additionally, the state did not publish results for the state College and Career Indicator in 2021 (Dashboard) but did publish the results of several individual measures. A review of individual college career measures demonstrates that the percentage of our students who take and pass an academic or Career Technical Education (CTE) subject college credit courses with a grade of C- or better (or Pass) surpasses that of the state. In particular, 24% of our graduate cohort students completed one semester (or two quarters, or two trimesters), nearly double the state rate of 13%. Similarly, 18% of our graduate cohort students completed two semesters (or three quarters, or three trimesters), more than double the state rate of 8%.

Our English Language Learner's (ELL) performance indicators also indicate positive results. For example, 31% of our English Language Learners scored at Proficient on the 2021 English Language Proficiency Assessment for California (ELPAC), more than double the state rate of 14%. Further, our 2021 ELL redesignation rate is 9%, higher than the state rate of 7%.

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 are taken to address those areas.

A substantive review of our student performance metrics indicates:

- A need to improve our ELA proficiency rates schoolwide and among demographic groups. The percentage of students who Met or Exceeded the Standard for English (ELA) on the 2021 state assessment is 59%. The ELA assessment results demonstrate an achievement gap for several subgroups, particularly students with reported disabilities, those identified as low-socioeconomic, English Language Learners,

and Hispanic or Latino students. The percentage of students who Met or Exceeded the Standard for ELA by subgroup are: English Language Learners 16%, students with reported disabilities 37%, students identified as low-socioeconomic 48%, and Hispanic or Latino students 49%.

- A need to improve our math proficiency rates schoolwide and among demographic groups. The percentage of students who Met or Exceeded the Standard for math on the 2021 state assessment is 39%. The math assessment results demonstrate an achievement gap for several subgroups, particularly students with reported disabilities, those identified as low-socioeconomic, English Language Learners, and Hispanic or Latino students. The percentage of students who Met or Exceeded the Standard for ELA by subgroup are: English Language Learners 14%, students with reported disabilities 22%, students identified as low-socioeconomic 26%, and Hispanic or Latino students 25%.
- A need to improve our science proficiency rates schoolwide and among demographic groups. The schoolwide percentage for students who Met or Exceeded the Standard for science on the 2021 state assessment is 39%. The science assessment results demonstrate an achievement gap for several subgroups, particularly students with reported disabilities, English Language Learners, and Hispanic or Latino students. The percentage of students who Met or Exceeded the Standard for ELA by subgroup are: English Language Learners 7%, students with reported disabilities 18%, Hispanic or Latino students 22%.

Additionally, the state did not publish the College Career Indicator (CCRI) results in 2021. However, a review of related metrics demonstrates a need to improve the number of students who complete the A-G requirements, the number who pass Advanced Placement (AP) examinations, and those who complete CTE pathways. In 2021, approximately 12% of our high school graduates completed the A-G requirements, approximately 2% passed at least two AP exams, and less than 1% completed a CTE pathway.

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

LCAP Highlights

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

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

- Action 2.1 focuses on increasing the number of students who complete Career Technical Education (CTE) Pathways. CTE Pathways comprise two or more courses within the same industry sector. We also want to create related internships for our students to gain hands-on experience in a career of their choice. California college career readiness metrics consider the percentage of students who complete a CTE Pathway.
- Action 2.2 focuses on increasing the number of students who pass an Advanced Placement (AP) examination. AP courses, relatively speaking, are considered (by colleges and universities) more rigorous than most other classes in high school. For this reason,

many colleges/universities provide college credit for an AP if a student passes the corresponding AP examination. The California college career readiness metrics consider the percentage of students who pass two or more AP examinations.

- Action 2.3 focuses on increasing the number of students who complete the A-G requirements. A-G requirements are a sequence of courses required by the University of California (UC) and California State University (CSU) to become eligible for admission. The California college career readiness metrics consider the percentage of students who meet the A-G requirements.
- Action 2.4 focuses on increasing the number of high school students who complete a college-level course. The California college career readiness metrics consider the percentage of students who pass a college-level course.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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

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

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

- January 6, 2022: Presentation to staff, teachers, other school personnel, and parents focused on state indicator performance data
- January 27, 2022: Public presentation of the Supplement to the Annual Update to the 2021-22 LCAP
- January-March 15, 2022: Student, family, and staff surveys related to student performance data and our LCAP Goals and Actions
- February 3, 2022: Administrator meeting: Presentation and discussion of state indicator performance data
- February 10, 2022: LCAP Parent Advisory Committee meeting focused on an analysis of student performance data
- March 3, 2022: Administrator, teacher, and other school personnel meeting focused on strategies to address student, staff, and family input and state indicator performance data
- March 10, 2022: LCAP Parent Advisory Committee and English Learner Advisory Committee meeting focused on strategies to address student, staff, and family input and state indicator performance data.
- March 11, 2022: Staff (teachers and other school personnel) meeting focused on student indicator performance data, LCAP Goals/Actions, and feedback.
- March 25, 2022: LCAP Parent Advisory Committee and English Learner Advisory Committee meeting focused on strategies to address student, staff, and family input and state indicator performance data.
- April 1, 2022: Parent meeting focused on student indicator performance data, LCAP Goals/Actions, and feedback.
- April 7, 2022: Administrator and leadership staff meeting focused on student indicator performance data, LCAP Goals/Actions, and feedback.
- April 21, 2022: LCAP Parent Advisory Committee focused on the draft LCAP.

- May 5, 2022: Staff meetings focused on the draft LCAP
- May 12, 2022- LCAP Public Hearing
- June 23, 2022: School Board meeting for final approval of LCAP

A summary of the feedback provided by specific educational partners.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

2019-20: All of our teachers are fully credentialed, and one is misassigned. All students have access to instructional material aligned with state academic standards. Despite the impact of the COVID19, our 2019-20 student attendance rate is 100%, and none of our students were suspended or expelled. Further, the graduation rates for our numerically significant subgroups are as follows: Students with a low-socio-economic status 92%, students with exceptional needs 93%, Hispanic students 92%, White students 93%, and two or more races 91.7%. Our high school dropout rate is 5% (9/170), and our 2019-20 high school graduation rate is 93%.

2020-21: Our 2021 schoolwide high school graduation of 93% is higher than the statewide average of 87%. Further, the graduation rates for our numerically significant subgroups do not demonstrate a significant gap when compared to the schoolwide rate: English Language Learners 86%, students identified as low-socioeconomic 92%, students with exceptional needs 89%, Hispanic students 89%, White students 93%, two or more races 100%, and Asian students 100%. Additionally (for 2021), our suspension rate is 0%, our expulsion rate is 0%, our 2021 chronic absenteeism rate is less than 1%, and the percentage of students classified as dropouts is less than 6% (of note, we do not yet know the impact of the COVID 19 pandemic).

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	99%	99%	N/A	N/A	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who have access to the standards-aligned instruction materials resources	100%	100%	N/A	N/A	100%
% of facilities maintained in good repair (metric may be School facilities in “Good Repair” (local survey))	100%	100%	N/A	N/A	100%
Attendance Rate	100%	100%	N/A	N/A	100%
Chronic Absenteeism Rate	0%	0.6%	N/A	N/A	0%
# of students in middle school who dropout	0	0	N/A	N/A	0
% of students in high school who dropout	5%	6%			0%
High School Graduation Rate	93%	93%	N/A	N/A	90%
High School Graduation Rate	93%	93%	N/A	N/A	95%
Student Suspension Rate	0%	0%	N/A	N/A	0%
Student Expulsion Rate	0%	0%	N/A	N/A	0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who feel high levels of connectedness to their school (Healthy Kids Survey)	NA	72%	N/A	N/A	90%
% of students who feel connected to the school	NA	N/A	NA	NA	90%
% of parents who strongly agree/agree our learning environment is inviting (California School Parent Survey)	NA	74%	N/A	N/A	98%
% of parents who feel engaged with our school	NA	NA	NA	NA	98%
% of staff who strongly agree/agree our school offers a safe place for them (California School Staff Survey)	NA	63%	N/A	N/A	98%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully credentialed & appropriately assigned teachers	Coordinate resources to ensure all teachers are fully credentialed and appropriately provide instruction in subject areas they are authorized to teach per their state credentials.	LCFF \$19,637,535 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 \$3,515,807 4000 Instructional Materials	N
3	Maintain all facilities in "Good Repair"	Although we are a non-classroom-based school, we monitor the condition of facilities we use for administrative tasks, including administering state assessments or intensive support	\$ 0.00	N
4	Technology	To ensure all students have access to appropriate access to our curriculum and instruction, we will purchase technology, including servers for our school, laptops for students, modems and routers, and cybersecurity software.	LCFF \$77,340 1000 Salaries/3000 Benefits \$375,000 3220 Noncapitalized Equipment Total: \$452,340	Y
5	Monitor student engagement	To improve and increase our ability to identify reasons students disengage from school, we will administer substantive student engagement surveys.	LCFF \$1,000 LCFF 5000 Purchase Services	Y
6	Systems of professional growth and improvement	To improve instruction and access to our curriculum, we will invest funding to provide professional learning for teachers and administrators.	Title II: \$44,143 1000 Salaries/3000 Benefits \$10,000 5000 Purchase Services Total: \$54,143	N

Goal Analysis 2021

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

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

Goal 1 is a maintenance goal, and we were able to implement all corresponding Actions substantively. Most of our challenges in implementing Goal 1 Actions are related to the challenges of the COVID 19 pandemic. For example, we experienced an inordinate number of high school students who disenrolled during the 2020-21 school year without providing contact information. Despite our efforts, we could not find their whereabouts resulting in their classification as dropouts. As another example, we experienced difficulty maintaining a 100% rate of fully credentialed/appropriately assigned staff (our 2021 rate is 99%). Finally, our families indicate that the California Healthy Kids Survey is too long, resulting in a lower participation rate. Still, we have surpassed our initial high school graduation rate target.

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

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

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

Goal 1 is a maintenance goal, and relevant data suggests our corresponding Actions are effectively helping us meet it. For example, our cohort high school graduation rate has improved significantly over the three years. Our 2021 schoolwide high school graduation of 93% is higher than the statewide average of 87%. Further, graduation rates demonstrate that we do not have significant discrepancies among most demogroups groups. Graduation rates for various demographic groups are as follows: English Language Learners 86%, students identified as low-socioeconomic 92%, students with exceptional needs 89%, Hispanic students 89%, White students 93%, two or more races 100%, and Asian students 100%. Further, our 2021 suspension rate is 0%, and our 2021 expulsion rate is 0%.

Additionally, our 2021 chronic absenteeism rate is less than 1%, and the percentage of students classified as dropouts is less than 6% (of note, we do not yet know the impact of the COVID 19 pandemic). This year represents the first time we administered substantive engagement surveys such as the California Healthy Kids Survey (Action 1.5). We expected a more significant percentage of students and families to complete the surveys. We will continue to encourage students and families to complete the surveys to provide us with more information related to student engagement.

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

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

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

We increased our 2023-24 high school graduation rate target to 95% (from 90%), given our 2021 graduation rate of 93%.

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

- How the action principally benefits the needs of unduplicated groups (English Language Learners, low-income, and foster); or
- How the action increases or improves services; and

- How the expenditure of associated funds is the most effective use of funds

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

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

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

Goal

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

An explanation of why the LEA has developed this goal.

We developed this Focused Goal and corresponding Actions in collaboration with our families, students, and staff based on related student performance data and interests. Students indicate they enjoy increased opportunities to participate in career-related programs and want to continue taking an increased number and variety of apprenticeships. Families have clearly expressed their desire to ensure that their children/teens are ready for their choice of college or a career following high school. During meetings, we have shared research indicating that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college. Additionally, staff (teachers/classified/administrators) reviewed our related performance data (see below) and have suggested the four specific Actions we have adopted to meet this Goal. We purposely selected Actions aligned with the state's metrics when assessing college and career readiness. Further, this goal's success will be measurable by the end of the 2023-24 school year using the metrics selected. We are also making a concerted effort to convey the importance and benefit of participating in state assessments to our families. Although the impact of the COVID pandemic is uncertain, 85% of our students participated in the 2021 state ELA and math assessments, while 68% participated in the science assessment.

College and career readiness performance data demonstrate the need to improve. For example, in 2019-20, 28% of our graduates scored At Prepared on the College Career Indicator (Public Schools Dashboard), 2% passed an advanced placement (AP) examination, and 33% met the A-G requirements. In 2021, approximately 12% of our high school graduates completed the A-G requirements, approximately 2% passed at least two AP exams, and less than 1% completed a CTE pathway. There are some indications that our Actions are beginning to improve college and career readiness among our students. For example, the percentage of our students who passed a college credit course surpasses the state's rate. In particular, 24% of our students completed one semester of a college course (or two quarters, or two trimesters), nearly double the state rate of 13%. Additionally, 18% of students completed two semesters of college-level courses (or three quarters or three trimesters), more than double the state rate of 8%. Further, in 2018-19, 69% of our 11th-grade students scored at Conditionally Ready or Prepared on the ELA Early Assessment Program (EAP), while 20% scored likewise in math. In 2021, the ELA EAP percentage dropped slightly to 68%, while our math rate also increased slightly to 23%. Our 2018-19 schoolwide Distance From Standard (DFS) score in ELA was -20.6 (Yellow), while our math DFS score was -76.4 (Orange). Although the state did not publish DFS scores for 2021, the percentage of our students who scored at Proficient or higher in ELA and math on the 2021 state assessments surpassed that of the state but is lower than desired. For example, the percentage of students who Met or Exceeded the ELA Standard is 59%, higher than the state rate of 49% and an increase of 31% since 2019. The percentage of our students who Met or Exceeded the Standard for mathematics is 39%, higher than the state rate of 34% and an increase of 77% since 2019. The state did not administer assessments in 2020.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students scoring at 3 or higher on an AP examination	NA	NA	N/A	N/A	5%
% of students scoring at 3 or higher on at least two AP exams	2%	2%	N/A	N/A	5%
% of high school graduation cohort students who meet A-G requirements	33%	NA	N/A	N/A	50%
% of high school graduation cohort students who meet A-G requirements	12%	12%	N/A	N/A	50%
% of students scoring at Conditionally Ready or Prepared on ELA Early Assessment Program (EAP)	45%	N/A	N/A	N/A	50%
% of students scoring at Conditionally Ready or Prepared on ELA Early Assessment Program (EAP)	69%	68%	N/A	N/A	85%
% of students scoring at Conditionally Ready or Prepared on Math Early Assessment Program or (EAP)	23%	N/A	N/A	N/A	30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students scoring at Conditionally Ready or Prepared on Math Early Assessment Program or (EAP)	20%	23%	N/A	N/A	30%
Schoolwide ELA Distance From Standard (DFS)	-20.6 (Yellow)	N/A	N/A	N/A	-15.6 (Green)
Schoolwide math Distance From Standard (DFS)	-76.4 (Orange)	N/A	N/A	N/A	-73 (Yellow)
% of students scoring At Standard or Exceed Standard on the California Science Test	NA	39%	N/A	N/A	25%
% of students scoring At Standard or Exceed Standard on the California Science Test	NA	39%	N/A	N/A	60%
% of 12 th -grade students who complete a CTE Pathway	28%	0.7%	N/A	N/A	30%
% of students who complete both A-G requirements AND a CTE Pathway	0%	0%	N/A	N/A	10%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career Technical Education (CTE) Pathways	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve our score. We will increase the number of CTE Pathways and related immersed experiences. Expenditures for this action include the costs of hiring additional CTE certified teachers, associated training, creation of internships, curriculum development, and instructional materials.	LCFF \$82,138 1000 Salaries/3000 Benefits \$7,500 4000 Instructional Materials Total: \$89,638	Y
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 \$62,120 1000 Salaries/3000 Benefits \$2,000 4000 Instructional Materials Total: \$64,120	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 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. Expenditures include hiring additional counselors.	LCFF \$83,729 1000 Salaries/3000 Benefits \$5,000 4000 Instructional Materials/ 5000 Purchase Services Total: \$88,729	Y

Action #	Title	Description	Total Funds	Contributing
4	College Credit Courses	We are improving the number of students who take and pass college credit courses. We want to continue this positive trend by increasing/improving opportunities for our students to take and pass college credit courses. Expenditures associated with this action include instructional material needed for dual enrollment classes.	LCFF \$7,028.00 1000 Salaries/3000 Benefits \$40,000 4000 Instructional Materials Total: \$47,028	Y

Goal Analysis 2021 LCAP Year

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

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

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

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

- Action 2.1: The costs of increasing the number of CTE courses, pathways, and related internships are approximately \$15,000 more than anticipated. Mainly, contributions to salaries and benefits increased.
- Action 2.2: The costs of increasing the number of AP courses are approximately \$26,000 more than anticipated, including the time spent developing A-G courses, teacher training, and purchasing instructional materials.

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

We believe our Goal 2 Actions are helping us improve college and career readiness among our students. However, the progress is incremental. Our percentage of students who scored at Proficient or higher in ELA and math (2021 CAASPP) surpassed that of the state, but we are scoring lower than desired. Our schoolwide percentage of students who Met or Exceeded the Standard for ELA is 59%, higher than the state rate of 49% and an increase of 31% since 2019 (the state did not administer assessments in 2020). Our schoolwide percentage of students who Met or Exceeded the Standard for mathematics is 39%, higher than the state rate of 34% and an increase of 77% since 2019 (the state did not administer assessments in 2020). A review of other metrics used to determine college career readiness (CCRI)

demonstrates a need to improve the number of students who complete the A-G requirements, the number who pass Advanced Placement (AP) examinations, and those who complete CTE pathways. In 2021, approximately 12% of our high school graduates completed the A-G requirements, approximately 2% passed at least two AP exams, and less than 1% completed a CTE pathway. Still, the percentage of our students who take and pass an academic or Career Technical Education (CTE) subject college credit courses with a grade of C- or better (or Pass) surpasses that of the state. In particular, 24% of our graduate cohort students completed one semester (or two quarters, or two trimesters), nearly double the state rate of 13%. Similarly, 18% of our graduate cohort students completed two semesters (or three quarters, or three trimesters), more than double the state rate of 8%.

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

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

We have shortened the length of the description for Actions 1 through 4 without changing the substance of each action.

We also shortened the length, reworded the explanation section of this Goal, and added updated performance data.

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

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

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

We increased our desired 2023-24 outcome for the state science assessment and EAP (ELA) because we met our target in 2021. The new 2022-23 outcomes are:

- % of students scoring At Standard or Exceed Standard on the California Science Test: Is now 60% (was 25%)
- % of students scoring at Conditionally Ready or Prepared on **ELA** Early Assessment Program (EAP): Is now 85% (was 50%)

We also corrected the baseline results for our ELA and math EAP results. The ELA baseline was incorrectly listed as 45% but is actually 69%. The math baseline was incorrectly listed as 23% but is actually 20%. Also, the baseline for the percentage of students completing the A-G requirements is adjusted from 33% to 12%. This rate reflects the A-G completion rate for students scoring at Prepared and Approaching Prepared on the CCRI.

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

We modified our metric related to Advanced Placement examinations to align with the College and Career Metrics. Instead of measuring the number of students who score at three or higher (passing) on *one* AP exam, we revised our metric to measure the percent of students who score at three or higher on at least *two* AP exams.

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

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

Goal

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

An explanation of why the LEA has developed this goal.

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

We believe student disengagement affected student performance outcomes. For example, in 2021, 71% of parents/guardians completed our parent engagement survey, a rate lower than anticipated. Additionally, we made a concerted effort to identify students needing support beyond Tier 1, particularly those in foster care and those living in low socio-economic conditions (priority groups). However, a low percentage participated in Tier 2 services with fidelity. Also, in 2020, 28% of our students scored At Prepared on the College Career Indicator (CCRI). Although our CCRI score improved from the previous year, we would like to improve our performance significantly. In 2021, approximately 12% of our high school graduates completed the A-G requirements, approximately 2% passed at least two AP exams, and less than 1% completed a CTE pathway.

Still, there are indications that our Goal 3 Actions influence positive change. For example, the percentage of our students who completed a college-level course surpassed the state's rate. Further, 18% of our students passed two semesters (or three quarters, or three trimesters) of a college course, more than double the state rate of 8%. Further, the state did not publish the English Learner Progress indicator (ELPI) in 2021, but 31% of our English Language Learners (ELLs) scored At Proficient on the English Language Proficiency Assessment for California (ELPAC), more than double the state rate of 14%. Our 2021 ELL redesignation rate is 9%, higher than the state rate of 7%. Additionally, 100% of our students have access to a broad course of study. We attribute this success to our Goal 3 Actions, including Action 3.3 (hiring an English Language Development (ELD) Director to provide related professional learning).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of English Learners (ELs) who make progress toward English proficiency as measured by the California Schools Dashboard English Learner Progress Indicator (ELPI)	63%	N/A	N/A	N/A	65%
% of English Learners (ELs) who reclassify	13%	9%	N/A	N/A	19%
% of students who score At Prepared on College Career Indicator (California Schools Dashboard)	28%	N/A	N/A	N/A	45%
% of parents/guardians who provide input in making decisions for the school (as measured by school-administered parent survey)	64%	71%	N/A	N/A	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents/guardians of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who meet with a counselor/coordinator once per school year	NA	N/A	N/A	N/A	100%
% English Language Development (ELD) teachers who participate in research-based instructional strategies and academic support professional learning	100%	100%	N/A	N/A	100%
% of students who have access to in a broad course of study	100%	100%	N/A	N/A	100%
% of students enrolled in a broad course of study	100%	100%	N/A	N/A	100%
% of exceptional learning needs stakeholders (students, parents, and community partners) that complete a program-specific exit survey	NA	N/A	N/A	N/A	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of exceptional learning needs students (and pertinent family and community members) who complete a program-specific exit survey	NA	NA	NA	NA	80%
% of English Learners, those in foster care, those living in low socio-economic conditions (priority groups) who are <i>offered and participate</i> in supplemental supports (beyond Tier 1) through our Multi-Tiered System of Supports (MTSS)	NA	11%	N/A	N/A	100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parental Involvement	School experience survey results indicate the need to increase the percentage of families aware of the specific academic and social-emotional support we offer. To increase awareness of academic and social-emotional supports, we will offer workshops for families to explain our tiered supports. Expenditures associated with this action include the continued funding of a parent liaison.	LCFF \$75,000 1000 Salaries/3000 Benefits \$10,000 5000 Purchase Services Total: \$85,000	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 to help students succeed academically. To increase/improve social-emotional and academic support, we will fund several positions, including a Student Support Coordinator, a 504 Coordinator, an Intervention Support Coordinator, a Regional Coordinator, paraeducators, intervention/support staff, an SEL Coordinator, enrichments specialist/student advisors, library support, and foster youth/homeless liaison.	LCFF \$1,263,290 1000 Salaries/3000 Benefits \$240,000 4000 Instructional Materials Total: \$1,503,290	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 \$110,971 1000 Salaries/3000 Benefits \$20,000 4000 Instructional Materials \$5,000 5000 Purchase Services Total: \$135,971	Y
4	Interim Assessments	To better assess student learning loss and proficiency, we will administer the STAR360 diagnostic for ELA, early literacy, and math. Expenditures associated with this action include the cost of STAR360 diagnostic and staff salaries responsible for its implementation, progress monitoring, and reports production.	LCFF \$128,765 1000 Salaries/3000 Benefits \$61,000 4000 Instructional Materials Total: \$189,765	Y
5	Students with exceptional needs: Community partnerships	Develop partnerships with community organizations (e.g., Department of Rehabilitation, community colleges, trade schools, and potential employers) to improve student knowledge and access to the available resources that support post-secondary life goals for students with exceptional learning needs.	\$0	N

Action #	Title	Description	Total Funds	Contributing
6	Students with exceptional needs: Post-secondary readiness	Develop and implement six transition-related workshops/webinars (including guest speakers) per year to enable students to develop skills and knowledge of college and career readiness and independent living opportunities for students with exceptional learning needs.	\$0	N
7	Special Program Lead Position	This action focuses on creating and funding a position to help monitor the academic progress of priority group students, including low-income, English Language Learners, and foster youth. Expenditures associated with this action include stipends for Special Program Lead positions that directly support priority group students.	LCFF \$50,000 1000 Salaries/3000 Benefits	Y
8	Professional learning related to English Learners	This action focuses on providing support specific to the needs of English Language Learners. Anticipated expenditures include instructional material.	Title 3, A \$12,923 4000 Instructional Materials	N
9	Digital Library	Establish a digital library program to allow students to develop foundational literacy skills, English language proficiency, subject-based literacy, and knowledge and improve academic achievement. We will fund an online digital library and a corresponding library technician position to accomplish this. We hope to create digital technology and information literacy centers, allowing students to access many books online, including audiobooks and those written in their native language.	Title 1, A \$185,000 4000 Instructional Materials	N
10	Targeted Academic Support	Increase and improve targeted academic support for students who do not demonstrate proficiency on state assessments. Expenditures include additional English Language Development (ELD) teachers to lower the number of students enrolled in dedicated ELD classes to 20, and an additional counselor to improve direct academic support to students not demonstrating proficiency.	Title 1, A \$42,105 1000 Salaries/3000 Benefits	N
11	Non-English Speaking Parent Support	82% of our English Learners speak Spanish at home. To increase the support/engagement of Spanish-speaking families, we plan to hire a bi-lingual (Spanish) ELD program assistant to help communicate with Spanish-speaking parents.	Title 1, A \$30,288 1000 Salaries/3000 Benefits	N

Goal Analysis 2021 LCAP Year

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

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

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

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

- Action 3.4: The costs of purchasing and implementing our interim assessment program are approximately \$50,000 more than anticipated, mainly due to increased salary and benefit costs.
- Action 3.6: We did not spend funds for transition-related workshops/webinars for students with exceptional learning needs because we conducted them all online.
- Action 3.9: The costs of purchasing and implementing a digital library are approximately \$80,000 less than anticipated. After creating this Action, the state announced it would offer a free digital library to Local Education Agencies. Instead of purchasing a digital library as anticipated, we opted to experiment with the one offered by the state to conduct further research on which version is best for our needs. We plan to purchase a digital library in 2022-23.
- Action 3.11: The cost of hiring a bi-lingual assistant to help communicate with families is approximately \$26,000 lower than anticipated due to a delay in hiring.

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. Thirty-one percent (31%) of our English Language Learners scored At Proficient on the 2021 English Language Proficiency Assessment for California (ELPAC), more than double the state rate of 14%. Our 2021 ELL redesignation rate is 9%, higher than the state rate of 7%. However, the state did not publish a Dashboard in 2021. As a result, we cannot ascertain our English Learner Progress Indicator and the College Career Indicator progress.

Further, the percentage of our students who take and pass an academic or Career Technical Education (CTE) subject college credit courses with a grade of C- or better (or Pass) surpasses that of the state. In particular, 24% of our graduate cohort students completed one semester (or two quarters, or two trimesters), nearly double the state rate of 13%. Similarly, 18% of our graduate cohort students completed two semesters (or three quarters, or three trimesters), more than double the state rate of 8%.

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

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

We shortened the length, reworded the explanation section of this Goal, and added updated performance data. We also shortened the length of the description for Actions 3.1, 3.2, 3.3, 3.7, 3.8, 3.9, 3.10, and 3.11 without changing the substance of each action. Our exceptional needs-related metric was modified to reflect the state's concern about using the term "stakeholder."

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

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

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

Also, we cannot report the progress on a couple of metrics because the state did not publish a Dashboard in 2021. These metrics are:

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

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

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

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,706,881	\$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
6.42%	0%	\$0	6.42%

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

Required Descriptions

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

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

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

We plan to increase or improve services for priority students by 6.42%, equal to our required percentage to increase or improve services. Please see below for details.

Goal 1- Optimize Conditions for Learning:

- Action 1.4- Technology. Our family engagement surveys demonstrate that many of our students, particularly English Learners, low-income, and those in foster care, do not have appropriate access to technology. To ensure all students have access to our online base instructional program, we will purchase servers for our school, laptops, modems, routers for students, and cybersecurity software. These expenditures are the most effective use of funds because most of our families choose to access our base instructional program online. Thus, they need technology capable of operating the latest versions (upgrades) of internet-based instructional supports and access to them online. Two recent publications by the Policy Analysis for California Education (PACE) point out the digital divide among families and offer a

comprehensive framework for districts to provide quality instruction through distance and blended models to ensure equity. The COVID 19 pandemic has made it more difficult (financially and otherwise) for all families to purchase appropriate technology. We will implement this Action schoolwide but principally benefits unduplicated groups because they often cannot afford high-speed internet service or updated technology devices that appropriately interface with our online instruction. Our unduplicated priority group percentage is 35%, 33% are eligible for free/reduced lunch, 3% are English Learners, and approximately 1% live in foster care. We will measure the effectiveness of this Action through various metrics listed in Action 1, including our graduation rate (currently at 93%), the percentage of students who have access to the standards-aligned instruction materials resources, and our attendance rates.

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

Goal 2- Improve College and Career Readiness:

- Action 2.1- Career Technical Education (CTE) Pathways. The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve our score. In 2020, 28% of our students scored At Prepared on the CCRI, and 3% completed a Career Technical Education (CTE) Pathway. Although the state did not publish the CCRI in 2021, related metrics demonstrate that approximately 1% completed a CTE pathway. To increase the number of students who complete a CTE Pathway, we will hire additional CTE certified teachers, provide additional staff training, create additional industry-specific internships, and increase the number of offered CTE courses and pathways. This expenditure is the most effective use of funds because it establishes increased and improved CTE courses and sequenced pathways. We will implement this Action schoolwide, but it will principally benefit the needs of unduplicated students because they typically have the least access to new and viable career experiences outside of school. We will measure the effectiveness of this Action by analyzing the percentage of students who complete a CTE Pathway. We will also monitor the percentage of students who score At Prepared (or higher) on the CCRI.

- Action 2.2- Advanced Placement (AP) courses and exams. In 2020, none of our students passed at least two AP examinations (score of 3 or higher). This percent increased to 2% in 2021, but below our anticipated rate. To increase the number of students who take and pass at least two AP examinations, we will add the number of approved AP courses and improve student support for AP exams. Expenditures include the cost of staff training, particularly those who are new to teaching an AP course. This expenditure is the most effective use of funds because it creates additional AP courses, improves student support for AP examinations, and the College Board (the organization that sanctions AP examinations) provides related staff training. We will implement this Action schoolwide, but it will principally benefit the needs of unduplicated students because research demonstrates they typically have the least access at home to the resources needed to prepare for and pass AP examinations. We will measure the effectiveness of this Action by analyzing the percentage of students who pass at least two AP exams. We will also monitor the percentage of students who score At Prepared (or higher) on the CCRI.

- **Action 2.3- A-G Readiness.** In 2020, approximately 28% completed the A-G requirements. While we believe the COVID 19 pandemic affected results, 12% of our students completed A-G requirements in 2021. To increase our A-G completion rate, we will increase the number of approved A-G classes, increase the number of counselors, 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 hiring additional counselors, paying stipends to staff to develop and submit courses for A-G approval, and meeting with families at night and on weekends. Expenditures are the most effective use of funds because the A-G requirements represent the basic academic preparation level that high school students should achieve to undertake university work and be minimally eligible for admission to the University of California (UC) and California State University (CSU). We will implement this Action schoolwide, but it will principally benefit the needs of unduplicated students because research demonstrates their families are less likely to have attended college and thus less likely to be aware of the A-G requirements. Moreover, parents/guardians of unduplicated students are much less likely to be able to take time from work to meet with counselors during regular school hours of operation. We will measure the effectiveness of this Action by analyzing the percentage of students who complete A-G requirements and the percentage who score At Prepared (or higher) on the CCRI.
- **Action 2.4- College Credit Courses.** In 2020, 50% of students scoring At Prepared on the 2019-20 College Career Indicator qualified for this status by completing college credit courses. In 2021, the percentage of our students who passed a college credit course surpassed that of the state. In particular, 24% of our graduate cohort students completed one semester (or two quarters, or two trimesters), nearly double the state rate of 13%. Similarly, 18% of our graduate cohort students completed two semesters (or three quarters, or three trimesters), more than double the state rate of 8%. Still, the rates are not as high as anticipated, and there are measurable achievement gaps, particularly for unduplicated students. To improve opportunities for our students to take and pass a college credit course, we continue to work diligently to develop agreements with local colleges and help pay for associated expenditures, including the costs of instructional material for dual enrollment courses. Expenditures also include stipends for counselors to meet with families at night and on weekends to explain college course opportunities and support. Expenditures are the most effective use of funds because they create hands-on experiences for students to take a college course, providing them valuable experience to succeed at the college level. We will implement this Action schoolwide, but it will principally benefit the needs of unduplicated students because the Action will mitigate college course-related costs for students, including instructional material costs, who can least afford them. Moreover, research demonstrates that unduplicated students are less likely to be aware of what is required to succeed at the college level (given that their parents are less likely to have attended college). Finally, parents/guardians of unduplicated students are much less likely to be able to take time from work to meet with counselors during regular school hours of operation. We will measure the effectiveness of this Action by analyzing the percentage of students who complete college credit courses and the percentage who score At Prepared (or higher) on the CCRI.

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

- **Action 3.1 -Parent Involvement.** School experience survey results indicate the need to increase the percentage of families aware of the specific academic and social-emotional support we offer. To increase awareness of academic and social-emotional supports, we will offer workshops for families to explain our tiered supports. Expenditures include the continued funding of a parent liaison who will work directly with the families of unduplicated students. Expenditures are the most effective use of funds because services include direct interaction with families. We will implement this Action schoolwide, but it will principally benefit the needs of unduplicated students because research demonstrates that their families are least likely to have resources at home to support social-emotional needs adequately. We will measure the effectiveness of this Action by monitoring the percentage of families who attend our workshops and the number of students identified for support beyond Tier 1, particularly unduplicated students (see our Goal 3 metrics).

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

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

In addition to the 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 \$2,706,881 or 6.42%. The planned quantitative increase in services is \$2,706,881 or 6.42% for actions listed below.

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 2020, our English Learner (EL) redesignation rate was 13%, higher than the district (10%) and county (12%). The 2019 English Learner Progress Indicator (ELPI) score demonstrates 63% of our ELs toward English Proficiency (High Progress Level, informally Green score). However, 10% of our ELs decreased by at least one ELPI level. In 2021, 31% of our ELs scored At Proficient on the 2021 English Language Proficiency Assessment for California (ELPAC), more than double the state rate of 14%. Our 2021 ELL redesignation rate is 9%, higher than the state rate of 7%. This action includes paying for an English Language Development Director and integrated ELD professional learning costs. Expenditures are the most effective use of funds because research demonstrates the need to provide ELLs with dedicated and integrated access to the core

curriculum while developing English proficiency. See the California ELA-ELD Curriculum Framework for additional details. We will measure the effectiveness of this Action by monitoring the percentage of ELLs who make progress toward English proficiency as measured by the English Learner Progress Indicator and the percentage who reclassify annually.

- Action 3.7 Special Program Lead Position. This Action is limited (not implemented schoolwide). See the previous Action (3.3) for data related to English Learners. State assessment data also demonstrates achievement gaps among unduplicated students. For example, the ELA assessment results demonstrate an achievement gap for several subgroups, particularly students with reported disabilities, those identified as low-socioeconomic, English Language Learners, and Hispanic or Latino students. The percentage of students who Met or Exceeded the Standard for ELA by subgroup are: English Language Learners 16%, students with reported disabilities 37%, students identified as low-socioeconomic 48%, and Hispanic or Latino students 49%. Expenditures include funding a position to help monitor and support the academic progress of priority group students, including English Language Learners, low-income students, and foster youth. Expenditures are the most effective use of funds because research demonstrates that proactive and direct student and family support effectively mitigates risk factors in their life that lead to disengagement, including exposure to poverty, learning English, or living in an unstable living environment. We will monitor the effectiveness of this Action by measuring the percentage of unduplicated students scoring At Prepared (or higher) on the College Career Readiness Indicator.

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

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

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

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 25,860,223	\$ -	\$ -	\$ 324,459	26,184,682	\$ 21,694,452	\$ 4,490,230

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Fully Credentialed & Appropriately Assigned	All	\$ 19,637,535	\$ -	\$ -	\$ -	\$ 19,637,535
1	2	Access to Standards-Aligned Instructional Materials	All	\$ 3,515,807	\$ -	\$ -	\$ -	\$ 3,515,807
1	3	Maintain all facilities in "Good Repair"	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	4	Technology	All	\$ 452,340	\$ -	\$ -	\$ -	\$ 452,340
1	5	Monitor Student Engagement	All	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000
1	6	Systems of Professional Growth and Improvement	All	\$ -	\$ -	\$ -	\$ 54,143	\$ 54,143
2	1	Career Technical Education (CTE) Pathways	All	\$ 89,638	\$ -	\$ -	\$ -	\$ 89,638
2	2	Advanced Placement (AP) Courses and Exams	All	\$ 64,120	\$ -	\$ -	\$ -	\$ 64,120
2	3	A-G Readiness	All	\$ 88,729	\$ -	\$ -	\$ -	\$ 88,729
2	4	College Credit Courses	All	\$ 47,028	\$ -	\$ -	\$ -	\$ 47,028
3	1	Parental Involvement	All	\$ 85,000	\$ -	\$ -	\$ -	\$ 85,000
3	2	Academic and Social-Emotional Supports	All	\$ 1,503,290	\$ -	\$ -	\$ -	\$ 1,503,290
3	3	English Learner Support	English Learners	\$ 135,971	\$ -	\$ -	\$ -	\$ 135,971
3	4	Interim Assessments	All	\$ 189,765	\$ -	\$ -	\$ -	\$ 189,765
3	5	Students with Exceptional Needs: Communication	Exceptional Needs	\$ -	\$ -	\$ -	\$ -	\$ -
3	6	Students with Exceptional Needs: Post-Secondary	Exceptional Needs	\$ -	\$ -	\$ -	\$ -	\$ -
3	7	Special Programs Lead Position	English Learners	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
3	8	Professional Learning Related to English Learners	English Learners	\$ -	\$ -	\$ -	\$ 12,923	\$ 12,923
3	9	Digital Library	All	\$ -	\$ -	\$ -	\$ 185,000	\$ 185,000
3	10	Targeted Academic Support	All	\$ -	\$ -	\$ -	\$ 42,105	\$ 42,105
3	11	Non-English Speaking Parent Support	English Learners	\$ -	\$ -	\$ -	\$ 30,288	\$ 30,288

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 42,188,823	\$ 2,706,881	6.42%	0.00%	6.42%	\$ 2,706,881	0.00%	6.42%	Total:	\$ 2,706,881
								LEA-wide Total:	\$ -
								Limited Total:	\$ 185,971
								Schoolwide Total:	\$ 2,520,910

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	4	Technology	Yes	Schoolwide	All	Single School	\$ 452,340	0.00%
1	5	Monitor Student Engagement	Yes	Schoolwide	All	Single School	\$ 1,000	0.00%
2	1	Career Technical Education (CTE) Pathwa	Yes	Schoolwide	All	Single School	\$ 89,638	0.00%
2	2	Advanced Placement (AP) Courses and Ex	Yes	Schoolwide	All	Single School	\$ 64,120	0.00%
2	3	A-G Readiness	Yes	Schoolwide	All	Single School	\$ 88,729	0.00%
2	4	College Credit Courses	Yes	Schoolwide	All	Single School	\$ 47,028	0.00%
3	1	Parental Involvement	Yes	Schoolwide	All	Single School	\$ 85,000	0.00%
3	2	Academic and Social-Emotional Supports	Yes	Schoolwide	All	Single School	\$ 1,503,290	0.00%
3	3	English Learner Support	Yes	Limited	English Learners	Single School	\$ 135,971	0.00%
3	4	Interim Assessments	Yes	Schoolwide	All	Single School	\$ 189,765	0.00%
3	7	Special Programs Lead Position	Yes	Limited	English Learners and Low-Income	Single School	\$ 50,000	0.00%

2021–22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 27,723,923.00	\$ 28,133,004.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Fully Credentialed & Appropriately Assigned T	No	\$ 19,844,096	\$ 20,059,522
1	2	Access to Standards-Aligned Instructional Mat	No	\$ 4,000,000	\$ 4,097,158
1	3	Maintain all facilities in "Good Repair"	No	\$ -	\$ -
1	4	Technology	Yes	\$ 430,550	\$ 470,339
1	5	Monitor Student Engagement	Yes	\$ 8,000	\$ 1,000
1	6	Systems of Professional Growth and Improven	No	\$ 90,238	\$ 70,295
2	1	Career Technical Education (CTE) Pathways	Yes	\$ 125,000	\$ 140,453
2	2	Advanced Placement (AP) Courses and Exam	Yes	\$ 20,000	\$ 46,805
2	3	A-G Readiness	Yes	\$ 132,000	\$ 136,754
2	4	College Credit Courses	Yes	\$ 40,000	\$ 76,200
3	1	Parental Involvement	Yes	\$ 143,000	\$ 144,761
3	2	Academic and Social-Emotional Supports	Yes	\$ 1,910,408	\$ 1,916,970
3	3	English Learner Support	Yes	\$ 250,000	\$ 262,052
3	4	Interim Assessments	Yes	\$ 210,000	\$ 259,215
3	5	Students with Exceptional Needs: Community	No	\$ -	\$ -
3	6	Students with Exceptional Needs: Post-Secon	No	\$ 5,000	\$ -
3	7	Special Programs Lead Position	Yes	\$ 72,000	\$ 78,293
3	8	Professional Learning Related to English Lear	No	\$ 14,643	\$ 14,960
3	9	Digital Library	No	\$ 100,000	\$ 16,666
3	10	Targeted Academic Support	No	\$ 248,988	\$ 284,800
3	11	Non-English Speaking Parent Support	No	\$ 80,000	\$ 56,761

2021–22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 2,893,074	\$ 3,340,958	\$ 3,542,842	\$ (201,884)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	4	Technology	Yes	\$ 430,550	\$ 470,339.00	0.00%	0.00%
1	5	Monitor Student Engagement	Yes	\$ 8,000	\$ 1,000.00	0.00%	0.00%
2	1	Career Technical Education (CTE) Pathways	Yes	\$ 125,000	\$ 140,453.00	0.00%	0.00%
2	2	Advanced Placement (AP) Courses and Exams	Yes	\$ 20,000	\$ 46,805.00	0.00%	0.00%
2	3	A-G Readiness	Yes	\$ 132,000	\$ 136,754.00	0.00%	0.00%
2	4	College Credit Courses	Yes	\$ 40,000	\$ 76,200.00	0.00%	0.00%
3	1	Parental Involvement	Yes	\$ 143,000	\$ 144,761.00	0.00%	0.00%
3	2	Academic and Social-Emotional Supports	Yes	\$ 1,910,408	\$ 1,916,970.00	0.00%	0.00%
3	3	English Learner Support	Yes	\$ 250,000	\$ 262,052.00	0.00%	0.00%
3	4	Interim Assessments	Yes	\$ 210,000	\$ 259,215.00	0.00%	0.00%
3	7	Special Programs Lead Position	Yes	\$ 72,000	\$ 78,293.00	0.00%	0.00%

2021–22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 39,345,512	\$ 2,893,074	0.00%	7.35%	\$ 3,542,842	0.00%	9.00%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2021

Cabrillo Point Academy

Monthly Financial Presentation – May 2022

Highlights

Highlights

- P2 ADA is 4,123
- Revenue increased by \$149K
- Expenses increased by \$2.74M
- YE surplus is projected at \$2.67M

Compliance and Reporting

- 25:1 PTR is within compliance
- 40/80 is back in compliance

Pupil:Teacher Ratio	
20.62	:1

Cert.	Instr.
51.4%	81.4%
5,621,974	680,905

Spending Plan

Original Plan - \$2.48M

- Technology purchase = \$1.88M
 - Includes laptops, Chromebook, tablets, and various technology accessories
- Testing Stipend = \$400K
- Digital Library = \$200K

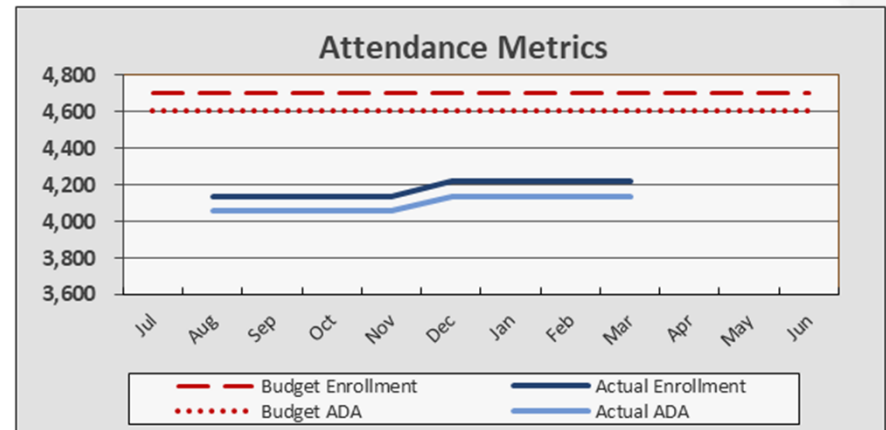
Current - \$2.68M

Spending - Paid	
Delivered	\$1,677,973
Awaiting Shipment	\$447,598
Testing Stipend	\$430,000
TOTAL (PAID)	\$2,555,571

Pending - Unpaid	
Awaiting Shipment	\$79,725
Partial Shipment	\$23,025
Shipment Delivered	\$2,474
In Progress	\$22,934
TOTAL PENDING	\$128,158

Attendance

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Enrollment	4223	4223	4700
ADA	4123	4123	4606
Attendance Rate	97.6%	98.0%	98.0%
Unduplicated %	33.8%	33.8%	35.2%
Revenue per ADA		\$12,009	\$10,679
Expenses per ADA		\$11,362	\$10,459



- P2 ADA = 4,123

Revenue

- Revenue increased by \$149K compared to prior month version
 - Increased Federal SPED rates
 - From \$125 to \$139
 - Additional of Mental Health funding and Low Incident funding

Revenue

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ 35,004,660	\$ 37,323,961	\$ (2,319,301)
5,378,897	974,396	4,404,501
3,438,450	3,109,534	328,917
14,797	-	14,797
<u>\$ 43,836,804</u>	<u>\$ 41,407,890</u>	<u>\$ 2,428,913</u>

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 39,049,697	\$ 44,002,505	\$ (4,952,807)
6,340,105	1,099,242	5,240,864
4,110,574	4,087,963	22,610
14,797	-	14,797
\$ 49,515,173	\$ 49,189,710	\$ 325,463

Expenses

- Expenses Increased by \$2.74M from prior month
 - \$2.68M from Spending Plan
 - \$60K increase from all other categories

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 16,037,075	\$ 16,225,831	\$ 188,757	\$ 19,025,786	\$ 17,700,907	\$ (1,324,879)
Classified Salaries	2,975,378	3,530,176	554,798	3,569,893	3,851,101	281,207
Benefits	5,716,356	6,076,324	359,968	6,276,592	6,623,069	346,477
Books and Supplies	6,087,592	7,341,206	1,253,615	7,759,456	8,144,837	385,381
Subagreement Services	7,160,198	7,976,895	816,697	7,640,364	8,806,824	1,166,460
Operations	487,676	423,408	(64,267)	524,534	461,900	(62,634)
Facilities	141,663	168,758	27,096	157,313	184,100	26,787
Professional Services	1,696,087	2,167,646	471,559	1,888,037	2,398,529	510,492
Depreciation	7,202	2,658	(4,544)	7,865	2,900	(4,965)
Interest	-	-	-	-	-	-
Total Expenses	\$ 40,309,225	\$ 43,912,904	\$ 3,603,678	\$ 46,849,839	\$ 48,174,166	\$ 1,324,326

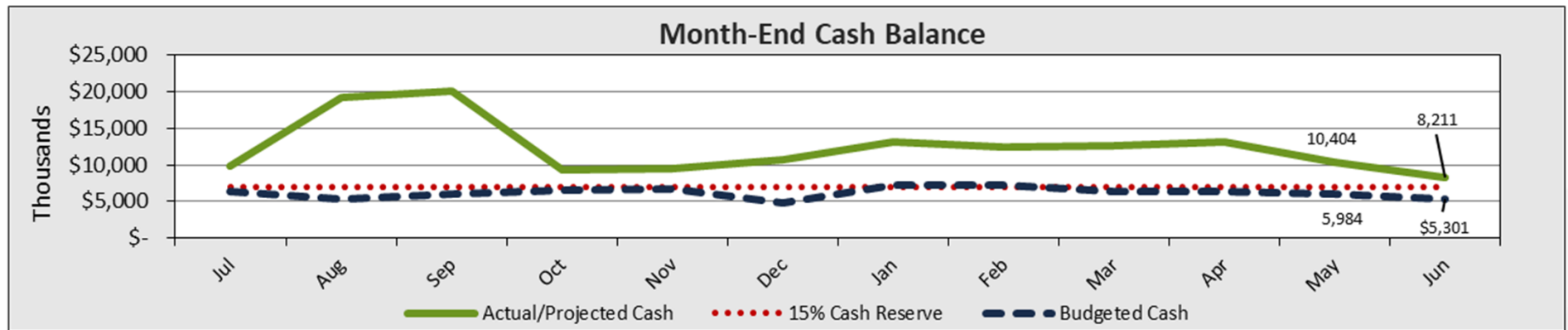
Fund Balance

- Year-end surplus forecasted at **5.7%** of total expenses
- Projected end of year fund balance exceeds State requirements.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 3,527,578	\$ (2,505,013)	\$ 6,032,591	\$ 2,665,334	\$ 1,015,544	\$ 1,649,790
Beginning Fund Balance	<u>5,164,519</u>	<u>5,164,519</u>		<u>5,164,519</u>	<u>5,164,519</u>	
Ending Fund Balance	<u>\$ 8,692,097</u>	<u>\$ 2,659,506</u>		<u>\$ 7,829,853</u>	<u>\$ 6,180,063</u>	
As a % of Annual Expenses	18.6%	5.5%		16.7%	12.8%	

Cash Balance

- End of Year cash balance: **\$10.4M**
- No projected borrowing/factoring needed



Compliance



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jun-01	Executive School Leadership Review Evaluation – The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	CPA	Yes	No	<u>This is an IRS requirement for Executive Director positions.</u> <u>If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors.</u>
FINANCE	Jun-25	Certification of the 2020-21 Second Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 25, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Jun-30 (Can vary by Authorizer)	Local Control and Accountability Plan - The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2022-2023 LCAP year must be posted as one document assembled in the following order: LCFF Budget Overview for Parents Supplement to the Annual Update to the 2021-22 LCAP Plan Summary Engaging Educational Partners Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Action Tables Instructions The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing. LCAP and budget adoption must be at least 1 day after the public hearing.	CPA with Charter Impact support	Yes	No	https://www.cde.ca.gov/lc/
FINANCE	Jun-30	Submit Preliminary Budget Plan to Authorizer - Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations. The budget must be presented at the same public meeting as the LCAP, following the budget hearing. LCAP and budget adoption must be at least 1 day after the public hearing.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/sf/fr/calendar22district.asp
FINANCE	Jun-30	Pre-Kindergarten Planning and Implementation Grant Plan - State law requires each LEA to create a plan articulating, how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5). Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022	CPA	Yes	No	https://www.cde.ca.gov/ci/g5/em/
OPERATIONS	Jun-30	Approve school calendar and instructional minutes - 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	CPA with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/aa/pa/lcfftfaq.asp
GOVERNANCE	Jun-30	Review your Parental Involvement Policy - Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	CPA	Yes	No	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp
GOVERNANCE	Jun-30	Review your Homeless Education Policy - A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	CPA	No	No	https://www.cde.ca.gov/sp/hs/cy/strategies.asp

Compliance

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	Jun-30	Principal Apportionment Data Collection - End-of-Year ADA data must be reconciled and submitted to Charter School authorizers for funding purposes. All attendance data collected from the first day of school to June 30, 2022 must be included in this submission. Due dates may vary and are prescribed by the schools' authorizer. The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); Expanded Learning Opportunities Program; and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known.	CPA	No	No	https://www.cde.ca.gov/fg/aa/pa/index.asp
DATA	Jun-30	English Language Proficiency Assessment - Students must be reclassified as fluent English proficient (RFEP) on or before 6/30/2022 per the school's reclassification criteria. Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. General information on how to setup, monitor and report students' RFEP status can be found at the website within the Notes column.	CPA	No	No	https://www.cde.ca.gov/sp/el/rd/
FINANCE	Jul-15	Federal Stimulus Reporting - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period April 1, 2022- June 30, 2022.	Charter Impact with CPA support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Jul-15	Final Federal Expenditure and ERMHS Report (Special Education) - Financial reporting for year-end actuals are due for El Dorado Charter SELPA members.	Charter Impact	No	No	https://charterselpa.org/fiscal/
FINANCE	Jul-31	Federal Cash Management - Period 1 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
GOVERNANCE	Jul-31	Annual review of organization's Fiscal Policies - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	Charter Impact with CPA support	Yes	No	
FINANCE	TBD Jul-31	PENSEC Pupil Estimates for New and Significantly Expanding Charters - Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid, and potentially Federal funding. The special advance is based on estimated ADA and pupil counts.	Charter Impact (MVA Only)	No	Yes	https://www.cde.ca.gov/fg/aa/pa/pensec20.asp
FINANCE	TBD Jul-31	Complete Consolidated Application reporting - Spring - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with CPA support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp

Appendices

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

Cabrillo Point Academy

Monthly Cash Flow/Forecast FY21-22

Revised 06/6/2022

ADA = 4123.23



Revenues

State Aid - Revenue Limit

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
8011 LCFF State Aid	2,050,360	2,050,360	3,690,647	3,690,647	3,690,647	3,690,647	3,690,647	2,821,268	2,821,268	2,821,268	2,821,268	3,408,449	-	37,247,476	42,069,658	(4,822,183)
8012 Education Protection Account	-	-	225,087	-	-	225,086	-	-	157,713	-	-	216,760	-	824,646	921,200	(96,554)
8019 State Aid - Prior Year	-	1	6,617	1	-	-	-	(1,324)	(1,324)	(1,324)	(1,324)	-	-	(1)	-	(1)
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	556,424	-	-	421,153	-	977,577	1,011,646	(34,069)
	2,050,360	2,050,361	3,922,351	3,690,648	3,690,647	3,915,733	3,690,647	2,819,944	3,534,081	2,819,944	2,819,944	4,045,038	-	39,049,697	44,002,505	(4,952,807)

Federal Revenue

8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	555,935	555,935	558,478	(2,542)
8290 Title I, Part A - Basic Low Income	-	-	-	121,981	-	-	22,009	-	-	-	-	-	339,396	483,386	428,988	54,398
8291 Title II, Part A - Teacher Quality	-	-	-	24,455	-	-	24,534	-	-	-	-	-	49,146	98,135	90,238	7,897
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	16,731	-	16,731	21,538	(4,807)
8296 Other Federal Revenue	-	-	903,068	-	-	-	4,195,173	-	-	-	-	-	-	5,098,241	-	5,098,241
8299 Prior Year Federal Revenue	5,301	22,847	-	73,843	-	-	1,442	3,859	(19,615)	-	-	-	-	87,677	-	87,677
	5,301	22,847	903,068	220,279	-	-	4,243,158	3,859	(19,615)	-	-	16,731	944,477	6,340,105	1,099,242	5,240,864

Other State Revenue

8311 State Special Education	155,281	155,281	279,506	279,506	279,506	279,506	279,506	264,007	170,369	217,188	217,188	268,082	-	2,844,926	2,653,885	191,041
8550 Mandated Cost	-	-	-	-	-	105,832	-	-	-	-	-	-	-	105,832	103,682	2,150
8560 State Lottery	-	-	-	-	-	-	332,614	-	-	293,021	-	-	314,462	940,096	953,442	(13,346)
8598 Prior Year Revenue	-	-	-	(27,503)	-	-	53,724	-	-	-	-	-	-	26,222	-	26,222
8599 Other State Revenue	-	-	-	405	14,172	(14,578)	473,493	-	80,020	(449,595)	-	-	89,580	193,498	376,954	(183,456)
	155,281	155,281	279,506	252,409	293,678	370,760	1,139,337	264,007	250,389	60,614	217,188	268,082	404,042	4,110,574	4,087,963	22,610

Other Local Revenue

8660 Interest Revenue	1,868	149	-	-	6,399	-	2,545	-	-	-	3,252	-	-	14,213	-	14,213
8980 Contributions, Unrestricted	-	237	2,566	1,666	(4,008)	-	-	-	75	-	46	-	-	583	-	583
	1,868	387	2,566	1,666	2,392	-	2,545	-	75	-	3,298	-	-	14,797	-	14,797

Total Revenue

	2,212,810	2,228,876	5,107,491	4,165,002	3,986,717	4,286,493	9,075,687	3,087,810	3,764,930	2,880,558	3,040,430	4,329,850	1,348,519	49,515,173	49,189,710	325,463
														0		

Expenses

Certificated Salaries

1100 Teachers' Salaries	879,967	1,045,104	1,033,307	1,033,519	1,018,206	1,052,357	1,012,350	1,022,310	1,015,122	1,013,366	1,021,452	2,343,095	-	13,490,157	12,455,448	(1,034,709)
1175 Teachers' Extra Duty/Stipends	85,946	128,567	139,342	155,410	165,033	172,749	182,937	170,607	176,318	163,296	181,314	156,832	-	1,878,353	2,331,987	453,635
1200 Pupil Support Salaries	70,925	89,527	88,134	88,307	86,873	87,034	87,146	85,386	88,747	82,211	90,614	166,045	-	1,110,949	936,709	(174,240)
1300 Administrators' Salaries	135,026	140,722	141,562	140,872	141,455	144,305	139,755	141,555	144,955	141,755	137,602	218,375	-	1,767,939	1,510,212	(257,727)
1900 Other Certificated Salaries	58,286	59,115	60,250	60,306	60,139	60,256	57,263	54,935	60,765	71,992	70,715	104,365	-	778,388	466,550	(311,838)
	1,230,149	1,463,036	1,462,595	1,478,414	1,471,707	1,516,701	1,479,451	1,474,793	1,485,908	1,472,621	1,501,698	2,988,711	-	19,025,786	17,700,907	(1,324,879)

Classified Salaries

2100 Instructional Salaries	26,431	37,323	35,530	36,056	34,901	37,683	34,210	36,411	32,902	29,236	25,480	84,567	-	450,730	311,609	(139,120)
2200 Support Salaries	67,248	70,486	76,761	74,710	72,176	78,972	71,987	65,259	74,596	71,933	62,245	187,785	-	974,158	1,827,445	853,287
2300 Classified Administrators' Salaries	52,195	52,516	52,516	52,516	52,599	52,599	52,599	43,095	47,293	52,599	52,599	71,621	-	634,744	615,450	(19,295)
2400 Clerical and Office Staff Salaries	72,839	79,834	88,152	90,127	88,761	93,362	88,305	86,224	93,809	85,669	77,570	175,555	-	1,120,207	764,629	(355,578)
2900 Other Classified Salaries	22,295	24,066	28,811	28,798	27,829	30,339	27,810	26,518	30,370	29,670	38,560	74,989	-	390,054	331,968	(58,086)
	241,008	264,224	281,770	282,206	276,266	292,955	274,911	257,507	278,970	269,107	256,454	594,516	-	3,569,893	3,851,101	281,207

Benefits

3101 STRS	203,651	238,609	238,194	225,964	239,950	247,096	241,002	240,300	241,777	239,537	244,000	244,000	-	2,844,079	2,835,721	(8,358)
3301 OASDI	14,563	15,341	16,936	16,938	16,601	17,744	16,502	15,439	16,763	16,295	15,512	34,014	-	212,649	241,571	28,923
3311 Medicare	20,610	24,273	24,457	24,699	24,503	25,293	24,594	24,225	24,690	24,359	24,603	47,742	-	314,047	313,159	(889)
3401 Health and Welfare	159,290	184,894	154,170	198,741	163,376	196,807	283,611	198,129	193,150	194,738	314,403	195,250	-	2,436,561	2,235,000	(201,561)
3501 State Unemployment	3,003	8,503	3,143	1,386	77,367	31,552	35,512	3,787	(12,799)	485	(75,862)	9,597	-	85,675	155,330	69,655
3601 Workers' Compensation	13,698	23,457	13,698	13,698	13,698	13,698	13,697	13,697	13,697	13,696	13,698	29,633	-	190,064	194,374	4,310
3901 Other Benefits	-	-	-	-	193,516	-	-	-	-	-	-	-	-	193,516	647,914	454,398
	414,816	495,077	450,599	481,426	729,012	532,190	614,916	495,578	477,279	489,110	536,355	560,236	-	6,276,592	6,623,069	346,477

Cabrillo Point Academy

Monthly Cash Flow/Forecast FY21-22

Revised 06/6/2022

ADA = 4123.23



	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Materials	395	5,119	2,134	10	531	(95)	10	10	35	9,588	23,132	49,381	-	90,250	199,100	108,850
4302 School Supplies	104,809	600,517	439,682	208,282	163,894	165,418	223,304	177,466	313,392	280,514	442,989	225,147	-	3,345,413	5,640,302	2,294,889
4305 Software	117,155	218,890	69,904	63,596	20,375	5,786	21,729	24,411	36,635	112,227	74,385	186,918	-	952,011	1,037,611	85,600
4310 Office Expense	3,833	30,269	9,416	24,875	5,580	14,691	16,607	3,090	2,552	5,250	12,653	3,575	-	132,391	27,700	(104,691)
4311 Business Meals	-	-	29	-	-	-	-	-	-	-	-	33	-	63	200	137
4400 Noncapitalized Equipment	3,952	63,562	558,626	9,586	8,751	95,976	2,845	528	-	111,203	1,177,489	1,206,810	-	3,239,329	1,239,924	(1,999,405)
	230,143	918,356	1,079,792	306,349	199,131	281,776	264,495	205,506	352,615	518,782	1,730,648	1,671,865	-	7,759,456	8,144,837	385,381
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	125	-	125	1,500	1,375
5102 Special Education	4,882	88,012	41,804	571,605	237,077	449,720	285,382	105,909	356,018	294,549	235,603	298,196	-	2,968,757	3,515,358	546,601
5105 Security	-	367	3,473	3,618	835	(934)	645	341	966	(258)	97	-	-	9,151	-	(9,151)
5106 Other Educational Consultants	(8,515)	42,424	310,054	577,573	370,519	426,475	294,322	673,906	529,458	585,454	677,733	181,844	-	4,661,249	5,289,966	628,717
	(3,633)	130,802	355,331	1,153,878	608,432	875,262	580,349	780,156	886,441	879,746	913,433	480,165	-	7,640,364	8,806,824	1,166,460
Operations and Housekeeping																
5201 Auto and Travel	3,249	14,790	10,982	22,566	640	17,676	1,076	11,108	2,703	1,126	7,297	2,767	-	95,979	6,600	(89,379)
5300 Dues & Memberships	667	12,667	-	-	2,080	3,770	-	-	-	-	-	758	-	19,942	10,500	(9,442)
5400 Insurance	22,156	30,064	30,123	30,123	30,123	30,123	30,123	30,124	30,125	30,125	30,064	29,275	-	352,549	392,000	39,451
5501 Utilities	2,782	(1,445)	2,294	122	(836)	115	1,118	410	(80)	453	437	642	-	6,009	6,300	291
5516 Miscellaneous Expense	-	-	-	9,100	-	-	-	-	-	-	-	-	-	9,100	-	(9,100)
5900 Communications	1,772	418	2,181	932	1,847	1,899	2,750	(567)	2,480	4,420	2,382	2,258	-	22,772	32,000	9,228
5901 Postage and Shipping	2,306	2,081	2,030	1,293	1,871	499	1,426	1,340	2,489	981	709	1,158	-	18,183	14,500	(3,683)
	32,932	58,575	47,610	64,136	35,724	54,082	36,493	42,415	37,717	37,104	40,889	36,858	-	524,534	461,900	(62,634)
Facilities, Repairs and Other Leases																
5601 Rent	46,516	(9,489)	30,678	(40,210)	37,683	(17,553)	11,848	11,848	11,848	11,848	17,530	15,383	-	127,928	182,000	54,072
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	42	-	42	500	458
5604 Other Leases	614	1,315	1,315	1,330	1,253	1,224	1,460	2,663	1,651	14,448	1,373	225	-	28,869	1,600	(27,269)
5610 Repairs and Maintenance	-	-	-	132	-	-	-	-	-	343	-	-	-	474	-	(474)
	47,130	(8,174)	31,993	(38,748)	38,935	(16,329)	13,307	14,511	13,498	26,638	18,902	15,650	-	157,313	184,100	26,787
Professional/Consulting Services																
5801 IT	2,249	(1,563)	35,604	5,446	3,004	6,340	34,080	25	18,258	(79,089)	25	2,737	-	27,115	592,840	565,725
5802 Audit & Taxes	-	-	-	-	-	-	-	8,400	-	-	1,200	-	-	9,600	7,400	(2,200)
5803 Legal	-	31,755	18,747	15,966	49,022	19,697	10,256	22,794	20,358	10,818	7,782	17,150	-	224,346	180,200	(44,146)
5804 Professional Development	2,060	6,425	111	1,370	302	3,682	325	10,286	799	17,687	1,895	9,645	-	54,587	115,738	61,151
5805 General Consulting	-	1,250	2,000	1,250	355	639	-	355	355	160	5,408	3,883	-	15,655	50,600	34,945
5806 Special Activities/Field Trips	303	15,651	7,521	10,898	2,279	9,247	8,997	10,715	18,432	27,406	11,457	20,600	-	143,506	60,906	(82,600)
5807 Bank Charges	2,141	1,145	1,246	1,117	1,212	1,223	1,085	947	1,071	1,075	1,113	3,183	-	16,558	34,700	18,142
5808 Printing	-	-	-	-	-	-	-	-	-	-	891	-	-	891	-	(891)
5809 Other taxes and fees	1,824	406	228	4,215	80	5,839	1,335	246	210	1,319	23,087	2,150	-	40,938	19,600	(21,338)
5810 Payroll Service Fee	1,315	2,144	2,951	2,389	2,114	5,076	3,384	3,384	5,863	6,198	3,948	2,625	-	41,391	33,300	(8,091)
5811 Management Fee	71,195	74,495	72,520	69,387	60,788	59,613	60,338	135,351	67,055	67,180	69,913	72,210	-	880,044	860,820	(19,224)
5812 District Oversight Fee	20,504	20,504	22,754	36,906	36,906	39,157	36,906	28,213	35,354	28,213	28,213	40,450	16,416	390,497	440,025	49,528
5813 County Fees	-	-	-	-	-	-	-	-	1,994	-	-	-	900	2,894	2,400	(494)
5899 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	40,014	-	-	40,014	-	(40,014)
	101,590	152,212	163,682	148,945	156,063	150,513	156,706	220,715	169,749	80,967	194,946	174,634	17,316	1,888,037	2,398,529	510,492
Depreciation																
6900 Depreciation Expense	655	655	655	655	655	655	655	655	655	655	655	663	-	7,865	2,900	(4,965)
	655	655	655	655	655	655	655	655	655	655	655	663	-	7,865	2,900	(4,965)
Total Expenses	2,294,789	3,474,763	3,874,026	3,877,260	3,515,925	3,687,804	3,421,283	3,491,835	3,702,832	3,774,729	5,193,980	6,523,298	17,316	46,849,839	48,174,166	1,324,326
Monthly Surplus (Deficit)	(81,979)	(1,245,887)	1,233,465	287,742	470,792	598,689	5,654,404	(404,025)	62,098	(894,171)	(2,153,550)	(2,193,448)	1,331,203	2,665,333	1,015,544	1,649,790

Cabrillo Point Academy

Monthly Cash Flow/Forecast FY21-22

Revised 06/6/2022

ADA = 4123.23



Cash Flow Adjustments

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Monthly Surplus (Deficit)	(81,979)	(1,245,887)	1,233,465	287,742	470,792	598,689	5,654,404	(404,025)	62,098	(894,171)	(2,153,550)	(2,193,448)	1,331,203	2,665,333		
Cash flows from operating activities																
Depreciation/Amortization	655	655	655	655	655	655	655	655	655	655	655	663	-	7,865		
Public Funding Receivables	3,617,026	10,490,853	(737,816)	859,311	-	-	877,296	(239,473)	264,007	30,353	-	-	(1,348,519)	13,813,038		
Grants and Contributions Rec.	2,964,521	11,102	(8,917)	7,629	(14,665)	24,809	-	43,148	-	(307)	(10,443)	-	-	3,016,876		
Due To/From Related Parties	-	-	-	-	(1,181)	-	-	-	-	-	40,014	-	-	38,833		
Prepaid Expenses	(119,100)	(46,654)	84,475	(189,178)	29,571	97,345	(39,032)	22,316	(145,722)	106,920	(202,219)	-	-	(401,277)		
Other Assets	-	-	-	8,899	-	43,700	-	-	-	-	-	-	-	52,600		
Accounts Payable	(710,185)	83,645	390,735	(245,390)	(312,431)	305,436	(15,165)	(215,112)	8,283	346,311	(289,443)	-	17,316	(636,000)		
Accrued Expenses	283,020	57,091	16,252	(139,036)	43,942	97,899	(32,687)	84,056	11,832	(17,167)	(29,295)	-	-	375,909		
Other Liabilities	(2,960,800)	-	(135,755)	(405)	(14,172)	14,578	28,416	-	-	869,698	-	-	-	(2,198,441)		
Cash flows from financing activities																
Payments on Factoring	-	-	-	(11,277,400)	-	-	-	-	-	-	-	-	-	(11,277,400)		
Proceeds(Payments) on Debt	-	-	-	-	-	-	(4,057,608)	-	-	-	-	-	-	(4,057,608)		
Total Change in Cash	2,993,158	9,350,805	843,093	(10,687,174)	202,509	1,183,111	2,416,279	(708,434)	201,153	442,291	(2,644,280)	(2,192,784)				
Cash, Beginning of Month	6,811,278	9,804,437	19,155,242	19,998,335	9,311,161	9,513,670	10,696,781	13,113,061	12,404,627	12,605,780	13,048,071	10,403,790				
Cash, End of Month	9,804,437	19,155,242	19,998,335	9,311,161	9,513,670	10,696,781	13,113,061	12,404,627	12,605,780	13,048,071	10,403,790	8,211,006				

Cert.	Instr.
51.4%	81.4%
5,621,974	680,905

Pupil:Teacher Ratio
20.62 :1

Cabrillo Point Academy

Budget vs Actual

For the period ended May 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 2,821,268	\$ 3,150,888	\$ (329,620)	\$ 33,839,027	\$ 35,767,472	\$ (1,928,445)	\$ 42,069,658
Education Protection Account	-	-	-	607,886	690,900	(83,014)	921,200
State Aid - Prior Year	(1,324)	-	(1,324)	1,323	-	1,323	-
In Lieu of Property Taxes	-	73,029	(73,029)	556,424	865,588	(309,164)	1,011,646
Total State Aid - Revenue Limit	2,819,944	3,223,917	(403,973)	35,004,660	37,323,961	(2,319,301)	44,002,505
Federal Revenue							
Special Education - Entitlement	-	51,654	(51,654)	-	455,170	(455,170)	558,478
Title I, Part A - Basic Low Income	-	-	-	143,990	428,988	(284,998)	428,988
Title II, Part A - Teacher Quality	-	-	-	48,989	90,238	(41,249)	90,238
Title III - Limited English	-	-	-	-	-	-	21,538
Other Federal Revenue	-	-	-	5,098,241	-	5,098,241	-
Prior Year Federal Revenue	-	-	-	87,677	-	87,677	-
Total Federal Revenue	-	51,654	(51,654)	5,378,897	974,396	4,404,501	1,099,242
Other State Revenue							
State Special Education	217,188	245,458	(28,270)	2,576,844	2,162,969	413,875	2,653,885
Mandated Cost	-	-	-	105,832	103,682	2,150	103,682
State Lottery	-	-	-	625,635	465,929	159,706	953,442
Prior Year Revenue	-	-	-	26,222	-	26,222	-
Other State Revenue	-	-	-	103,918	376,954	(273,036)	376,954
Total Other State Revenue	217,188	245,458	(28,270)	3,438,450	3,109,534	328,917	4,087,963
Other Local Revenue							-
Interest Revenue	3,252	-	3,252	14,213	-	14,213	-
Contributions, Unrestricted	46	-	46	583	-	583	-
Total Other Local Revenue	3,298	-	3,298	14,797	-	14,797	-
Total Revenues	\$ 3,040,430	\$ 3,521,029	\$ (480,599)	\$ 43,836,804	\$ 41,407,890	\$ 2,428,913	\$ 49,189,710
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 1,021,452	\$ 1,037,954	\$ 16,502	\$ 11,147,062	\$ 11,417,494	\$ 270,432	\$ 12,455,448
Teachers' Extra Duty/Stipends	181,314	194,332	13,018	1,721,520	2,137,655	416,135	2,331,987
Pupil Support Salaries	90,614	78,059	(12,555)	944,904	858,650	(86,254)	936,709
Administrators' Salaries	137,602	125,851	(11,751)	1,549,564	1,384,361	(165,203)	1,510,212
Other Certificated Salaries	70,715	38,879	(31,836)	674,023	427,671	(246,352)	466,550
Total Certificated Salaries	1,501,698	1,475,076	(26,623)	16,037,075	16,225,831	188,757	17,700,907
Classified Salaries							
Instructional Salaries	25,480	25,967	487	366,163	285,642	(80,521)	311,609
Support Salaries	62,245	152,287	90,042	786,373	1,675,158	888,785	1,827,445
Supervisors' and Administrators' Salaries	52,599	51,287	(1,311)	563,124	564,162	1,039	615,450
Clerical and Office Staff Salaries	77,570	63,719	(13,850)	944,652	700,910	(243,742)	764,629
Other Classified Salaries	38,560	27,664	(10,896)	315,065	304,304	(10,762)	331,968
Total Classified Salaries	256,454	320,925	64,471	2,975,378	3,530,176	554,798	3,851,101
Benefits							
State Teachers' Retirement System, certificated positions	244,000	236,310	(7,690)	2,600,079	2,599,411	(669)	2,835,721
OASDI/Medicare/Alternative, certificated positions	15,512	20,131	4,619	178,635	221,440	42,806	241,571
Medicare/Alternative, certificated positions	24,603	26,097	1,493	266,305	287,062	20,757	313,159
Health and Welfare Benefits, certificated positions	314,403	186,250	(128,153)	2,241,311	2,048,750	(192,561)	2,235,000
State Unemployment Insurance, certificated positions	(75,862)	7,767	83,628	76,078	147,564	71,485	155,330
Workers' Compensation Insurance, certificated positions	13,698	16,198	2,500	160,431	178,176	17,745	194,374
Other Benefits, certificated positions	-	53,993	53,993	193,516	593,921	400,405	647,914
Total Benefits	536,355	546,745	10,390	5,716,356	6,076,325	359,968	6,623,069
Books & Supplies							
Textbooks and Core Materials	23,132	16,592	(6,541)	40,869	182,508	141,640	199,100
School Supplies	442,989	436,477	(6,512)	3,120,266	5,067,891	1,947,625	5,640,302
Software	74,385	86,468	12,083	765,093	951,143	186,050	1,037,611
Office Expense	12,653	2,308	(10,344)	128,816	25,392	(103,424)	27,700
Business Meals	-	17	17	29	183	154	200
Noncapitalized Equipment	1,177,489	95,952	(1,081,537)	2,032,519	1,114,089	(918,430)	1,239,924
Total Books & Supplies	1,730,648	637,813	(1,092,834)	6,087,592	7,341,206	1,253,615	8,144,837
Subagreement Services							
Nursing	-	125	125	-	1,375	1,375	1,500
Special Education	235,603	292,946	57,344	2,670,560	3,222,411	551,851	3,515,358
Transportation	-	-	-	1,082	-	(1,082)	-
Security	97	-	(97)	9,151	-	(9,151)	-
Other Educational Consultants	677,733	409,366	(268,367)	4,479,405	4,753,109	273,704	5,289,966
Total Subagreement Services	913,433	702,438	(210,996)	7,160,198	7,976,895	816,697	8,806,824

Cabrillo Point Academy

Budget vs Actual

For the period ended May 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel	7,297	550	(6,747)	93,213	6,050	(87,163)	6,600
Dues & Memberships	-	875	875	19,183	9,625	(9,558)	10,500
Insurance	30,064	32,667	2,602	323,274	359,333	36,060	392,000
Utilities	437	525	88	5,367	5,775	408	6,300
Miscellaneous Expense	-	-	-	9,100	-	(9,100)	-
Communications	2,382	2,667	285	20,514	29,333	8,820	32,000
Postage and Shipping	709	1,208	499	17,025	13,292	(3,733)	14,500
Total Operations & Housekeeping	40,889	38,492	(2,398)	487,676	423,408	(64,267)	461,900
Facilities, Repairs & Other Leases							
Rent	17,530	15,167	(2,363)	112,545	166,833	54,289	182,000
Additional Rent	-	42	42	-	458	458	500
Other Leases	1,373	133	(1,239)	28,644	1,467	(27,177)	1,600
Repairs and Maintenance	-	-	-	474	-	(474)	-
Total Facilities, Repairs & Other Leases	18,902	15,342	(3,561)	141,663	168,758	27,096	184,100
Professional/Consulting Services							
IT	25	49,403	49,378	24,378	543,437	519,058	592,840
Audit & Taxes	1,200	-	(1,200)	9,600	7,400	(2,200)	7,400
Legal	7,782	15,017	7,235	207,196	165,183	(42,013)	180,200
Professional Development	1,895	9,645	7,750	44,942	106,093	61,151	115,738
General Consulting	5,408	4,217	(1,191)	11,772	46,383	34,611	50,600
Special Activities/Field Trips	11,457	4,713	(6,744)	122,906	54,725	(68,181)	60,906
Bank Charges	1,113	2,892	1,779	13,375	31,808	18,433	34,700
Printing	891	-	(891)	891	-	(891)	-
Other Taxes and Fees	23,087	1,633	(21,454)	38,788	17,967	(20,821)	19,600
Payroll Service Fee	3,948	2,775	(1,173)	38,766	30,525	(8,241)	33,300
Management Fee	69,913	71,735	1,822	807,835	789,085	(18,750)	860,820
District Oversight Fee	28,213	32,239	4,026	333,631	373,240	39,609	440,025
County Fees	-	-	-	1,994	1,800	(194)	2,400
Bad Debt Expense	40,014	-	(40,014)	40,014	-	(40,014)	-
Total Professional/Consulting Services	194,946	194,269	(677)	1,696,087	2,167,646	471,559	2,398,529
Depreciation							
Depreciation Expense	655	242	(413)	7,202	2,658	(4,544)	2,900
Total Depreciation	655	242	(413)	7,202	2,658	(4,544)	2,900
Total Expenses	\$ 5,193,980	\$ 3,931,340	\$ (1,262,640)	\$ 40,309,225	\$ 43,912,904	\$ 3,603,678	\$ 48,174,166
Change in Net Assets	(2,153,550)	(410,311)	(1,743,238)	3,527,578	(2,505,013)	6,032,592	1,015,544
Net Assets, Beginning of Period	10,845,647			5,164,519			
Net Assets, End of Period	\$ 8,692,097			\$ 8,692,097			

Cabrillo Point Academy**Statement of Financial Position**

May 31, 2022

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 9,475,712	\$ 6,811,278	\$ 2,664,434	39%
Restricted Cash	928,078	-	928,078	0%
Total Cash & Cash Equivalents	10,403,790	6,811,278	3,592,512	39%
Current Assets				
Accounts Receivable	29,874	85,950	(56,076)	-65%
Public Funding Receivables	594,121	15,755,677	(15,161,556)	-96%
Factored Receivables	-	(8,316,600)	8,316,600	-100%
Due To/From Related Parties	-	38,833	(38,833)	-100%
Prepaid Expenses	728,229	326,952	401,277	123%
Total Current Assets	11,756,014	14,702,091	(2,946,077)	-200%
Long-Term Assets				
Property & Equipment, Net	66,281	73,483	(7,202)	-10%
Deposits	58,034	110,634	(52,600)	-48%
Total Long Term Assets	124,315	184,117	(59,801)	-32%
Total Assets	\$ 11,880,330	\$ 14,886,208	\$ (3,005,878)	-20%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 635,020	\$ 1,288,336	\$ (653,316)	-51%
Accrued Liabilities	1,625,134	1,249,226	375,909	30%
Deferred Revenue	928,078	3,126,519	(2,198,441)	-70%
Notes Payable, Current Portion	-	4,057,608	(4,057,608)	-100%
Total Current Liabilities	3,188,232	9,721,689	(6,533,457)	-67%
Total Liabilities	3,188,232	9,721,689	(6,533,457)	-67%
Total Net Assets	8,692,097	5,164,519	3,527,578	68%
Total Liabilities and Net Assets	\$ 11,880,330	\$ 14,886,208	\$ (3,005,878)	-20%

Cabrillo Point Academy

Statement of Cash Flows

For the period ended May 31, 2022

	Month Ended 05/31/22	YTD Ended 05/31/22
Cash Flows from Operating Activities		
Change in Net Assets	\$ (2,153,550)	\$ 3,527,578
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	655	7,202
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	-	15,161,556
Grants, Contributions & Pledges Receivable	(10,443)	(8,260,524)
Due from Related Parties	40,014	38,833
Prepaid Expenses	(202,219)	(401,277)
Other Assets	-	52,600
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	(289,443)	(653,316)
Accrued Expenses	(29,295)	375,909
Deferred Revenue	-	(2,198,441)
Total Cash Flows from Operating Activities	(2,644,280)	7,650,120
 Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	-	(4,057,608)
Total Cash Flows from Financing Activities	-	(4,057,608)
 Change in Cash & Cash Equivalents	(2,644,280)	3,592,512
Cash & Cash Equivalents, Beginning of Period	13,048,071	6,811,278
 Cash and Cash Equivalents, End of Period	\$ 10,403,790	\$ 10,403,790

Cabrillo Point Academy**Check Register**

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
22229	Coach Ballgame	5/2/2022	\$ 3,755.00
22230	David Contreras	5/4/2022	2,030.00
22231	A+ In Home Tutors, Inc	5/6/2022	4,812.50
22232	Adriene Madden Publishing	5/6/2022	1,190.00
22233	Aesthetic Climbing Gym LLC	5/6/2022	2,088.00
22234	Al-Burooj Academy	5/6/2022	2,945.00
22235	Aliso Viejo Kumon Center	5/6/2022	515.00
22236	Amanda Gifford	5/6/2022	1,415.00
22237	Anaheim Ballet	5/6/2022	600.00
22238	Annan Aboul-Nasr	5/6/2022	700.00
22239	Apple Inc.	5/6/2022	148.00
22240	April Sonnenberg	5/6/2022	11.24
22241	Aquatic Explorations	5/6/2022	1,250.00
22242	Bay Alarm Company	5/6/2022	129.84
22243	Bay Alarm Company	5/6/2022	135.00
22244	Bay Alarm Company	5/6/2022	135.00
22245	Bay Alarm Company	5/6/2022	165.00
22246	Bay Alarm Company	5/6/2022	308.37
22247	Bay Alarm Company	5/6/2022	195.00
22248	Bay Alarm Company	5/6/2022	176.22
22249	Beach Kids Therapy Center	5/6/2022	3,710.00
22250	Beautiful Feet Books, Inc.	5/6/2022	877.97
22251	Bertrand's Music	5/6/2022	53.80
22252	Big Little Ones LLC	5/6/2022	109.85
22253	Bitsbox	5/6/2022	269.70
22254	BookShark	5/6/2022	1,721.39
22255	Brave Writer LLC	5/6/2022	517.95
22256	C3 Classes	5/6/2022	3,403.00
22257	Cadence Dance Project	5/6/2022	228.50
22258	Cadenza Music Academy	5/6/2022	270.00
22259	Caitlyn Park	5/6/2022	150.00
22260	California Music Studios	5/6/2022	180.00
22261	Camulos Farm	5/6/2022	350.00
22262	Carrie Damitz	5/6/2022	110.00
22263	CEG Martial Arts	5/6/2022	1,872.00
22264	Chef Tech Cooking School	5/6/2022	450.00
22265	CHLIC-CHICAGO	5/6/2022	12,652.52
22266	City of Santa Ana M-13	5/6/2022	522.00
22267	Coaching Goddess, Inc.	5/6/2022	1,800.00
22268	Code Ninjas	5/6/2022	199.00
22269	Code Ninjas Los Alamitos	5/6/2022	225.00
22270	Cornerstone Therapies	5/6/2022	4,227.78
22271	Creative Creatures & Co.	5/6/2022	2,036.00
22272	CrossFit Forest	5/6/2022	5,528.00
22273	Debra Hardman	5/6/2022	520.00
22274	Denise Buskirk	5/6/2022	5,333.00
22275	Department of Justice	5/6/2022	49.00
22276	Discount School Supply	5/6/2022	175.05
22277	E C E 4 Autism	5/6/2022	3,750.00
22278	Educational Connections by Cathy Bray	5/6/2022	300.00
22279	Educational Development Corporation	5/6/2022	527.99
22280	Effectual Educational Consulting Services	5/6/2022	6,345.00
22281	Elemental Science	5/6/2022	175.98
22282	Erika S Scheidel	5/6/2022	1,478.00
22283	Esther Bril	5/6/2022	2,000.00
22284	Evan-Moor	5/6/2022	812.57

Cabrillo Point Academy**Check Register**

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
22285	Evolution Golf Academy	5/6/2022	165.00
22286	Evolution Swim Academy Mission Viejo LLC	5/6/2022	13,015.30
22287	Express Yourself Therapy	5/6/2022	2,229.00
22288	Firestorm Freerunning and Acrobatics	5/6/2022	8,811.50
22289	Fun with Horses	5/6/2022	550.00
22290	Function Junction	5/6/2022	3,480.00
22291	Gracie Barra San Clemente	5/6/2022	1,686.00
22292	H4B Team LLC	5/6/2022	443.97
22293	Harbottle Law Group	5/6/2022	9,251.00
22294	HBCO LLC	5/6/2022	84.00
22295	Holly Dodson	5/6/2022	2,313.00
22296	Home Science Tools	5/6/2022	146.32
22297	Infinity Kids	5/6/2022	8,240.00
22298	Interpreters Unlimited	5/6/2022	270.00
22299	Interval Music	5/6/2022	2,100.00
22300	Intro 2 Skateboarding	5/6/2022	3,375.00
22301	ISHARY CORP dba Kumon of Murrieta-Central	5/6/2022	770.00
22302	Jacaranda Music Studios, LLC	5/6/2022	1,110.00
22303	Jacqueline Stemmer	5/6/2022	150.00
22304	Jump and Schout Therapy, Inc.	5/6/2022	5,027.50
22305	Kitchen Stewardship, LLC	5/6/2022	149.95
22306	Kumon Mission Viejo-Civic Center	5/6/2022	460.00
22307	Lakeshore	5/6/2022	1,659.37
22308	Learn and Create DBA Crafty School Crates	5/6/2022	808.94
22309	Learn To Rip	5/6/2022	1,075.00
22310	Learning Without Tears	5/6/2022	9.99
22311	Lee's Tae Kwon Do	5/6/2022	1,116.00
22312	Lingo Train LLC	5/6/2022	350.00
22313	Little Passports	5/6/2022	23.47
22314	Little Surf Co.	5/6/2022	349.00
22315	Live Education Inc.	5/6/2022	511.35
22316	Lois M. Kempff	5/6/2022	740.00
22317	Lorie Susan Suntree	5/6/2022	480.00
22318	Maestro Performance Products	5/6/2022	580.00
22319	Mary York	5/6/2022	225.00
22320	Math-U-See Inc.	5/6/2022	119.00
22321	Mathnasium of Ladera Ranch	5/6/2022	1,050.00
22322	Mathnasium of San Clemente	5/6/2022	339.00
22323	Mathnasium of Tustin	5/6/2022	1,248.00
22324	McKee Music Therapy Services LLC	5/6/2022	722.50
22325	Megapixels, LLC	5/6/2022	300.00
22326	Meggan Colombo	5/6/2022	1,224.60
22327	Mike Slayen	5/6/2022	246.00
22328	Moving Beyond the Page	5/6/2022	312.41
22329	MoxieBox Art, Inc	5/6/2022	526.82
22330	Mubashera Chaudhry	5/6/2022	870.00
22331	Muya Enrichment	5/6/2022	1,350.00
22332	My Sewing Room	5/6/2022	101.25
22333	Nessy Learning LLC	5/6/2022	155.00
22334	Newport Mesa Riding Center	5/6/2022	1,110.00
22335	NHC 1997 INC.	5/6/2022	945.00
22336	Noonan Family Swim School, Inc.	5/6/2022	735.75
22337	Nuestra Escuelita Spanish Academy	5/6/2022	608.40
22338	OC All-Stars Anaheim - Amanda Morgan	5/6/2022	240.00
22339	OC Monart	5/6/2022	750.00
22340	Orange County Riding Academy	5/6/2022	5,185.00
22341	Outschool, Inc.	5/6/2022	1,151.00

Cabrillo Point Academy**Check Register**

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
22342	Penny Smith	5/6/2022	80.00
22343	Pianoforte Music Studio	5/6/2022	664.50
22344	Portview Preparatory, Inc.	5/6/2022	15,160.00
22345	Power of Leverage Brazilian Jiu Jitsu	5/6/2022	150.00
22346	Pure Joy Basketball	5/6/2022	185.00
22347	Ricardo Robledo	5/6/2022	480.00
22348	Rising Stars Foundation	5/6/2022	52.76
22349	Rock Creek Enrichment Center	5/6/2022	3,475.00
22350	Rockstars of Tomorrow	5/6/2022	1,895.00
22351	S.T.A.R Academy	5/6/2022	12,487.50
22352	San Diego Gas & Electric	5/6/2022	879.13
22353	San Diego Gas & Electric	5/6/2022	404.58
22354	San Diego Gas & Electric	5/6/2022	393.76
22355	San Diego Gas & Electric	5/6/2022	146.31
22356	Sand n Straw, LLC	5/6/2022	220.00
22357	Singapore Math Inc.	5/6/2022	292.86
22358	SKY Pediatric Inc.	5/6/2022	2,600.00
22359	SOR Schools VI, LLC	5/6/2022	2,494.00
22360	Sounds Smart Speech Therapy	5/6/2022	2,365.00
22361	South Coast Conservatory	5/6/2022	350.00
22362	Southland Ballet Academy Inc.	5/6/2022	60.00
22363	Specialized Therapy Services, Inc.	5/6/2022	86,622.20
22364	Storybook Binds	5/6/2022	105.00
22365	Studies Weekly	5/6/2022	354.97
22366	Susan R Simmons	5/6/2022	440.00
22367	Taft Avenue Community Church	5/6/2022	775.00
22368	Teaching Textbooks	5/6/2022	55.08
22369	Terra Arts	5/6/2022	24,903.25
22370	The Coder School	5/6/2022	787.00
22371	The LaunchPad Therapy for Kids	5/6/2022	600.00
22372	Thinkwell Corporation	5/6/2022	86.16
22373	Tkd Capistrano Corp.	5/6/2022	335.00
22374	Transamerica	5/6/2022	3,525.26
22375	TSW Therapy, Inc	5/6/2022	10,200.00
22376	Turnitin, LLC	5/6/2022	2,000.00
22377	USSD Yorba Linda	5/6/2022	545.00
22378	Valley-Wide Elite Gymnastics	5/6/2022	412.00
22379	Valued Voices	5/6/2022	18,382.50
22380	Verizon Wireless	5/6/2022	1,599.92
22381	Verizon Wireless	5/6/2022	192.05
22382	Verizon Wireless	5/6/2022	1,809.52
22383	Waterworks Aquatics	5/6/2022	11,134.00
22384	Waterworks Aquatics HB	5/6/2022	5,184.20
22385	West Coast Krav Maga Wildomar	5/6/2022	179.00
22386	Wild Roots Nannies Inc	5/6/2022	450.00
22387	Yamaha Music Academy of Fountain Valley	5/6/2022	3,692.81
22388	Youth Care of Utah, Inc.	5/6/2022	17,759.00
22389	Ziggy's Tutoring	5/6/2022	240.00
22390	A+ In Home Tutors, Inc	5/12/2022	1,845.00
22391	ACES	5/12/2022	2,511.58
22392	Alkawthar Learning Center	5/12/2022	237.00
22393	AMAA	5/12/2022	1,060.00
22394	Angela Aymin	5/12/2022	50.00
22395	Apple Inc.	5/12/2022	49.00
22396	Arts & Learning Conservatory	5/12/2022	174.00
22397	Ashleigh Reyes	5/12/2022	1,310.00
22398	Beautiful Feet Books, Inc.	5/12/2022	427.22

Cabrillo Point Academy**Check Register**

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
22399	Blue Buoy Swim School, Inc.	5/12/2022	3,658.55
22400	BookShark	5/12/2022	211.19
22401	Cadenza Music Academy	5/12/2022	270.00
22402	Camulos Farm	5/12/2022	750.00
22403	Caroline Moon	5/12/2022	71.00
22404	Christy Sawyer	5/12/2022	225.00
22405	Clever	5/12/2022	4,600.00
22406	CM School Supply Inc.	5/12/2022	65.20
22407	Cox Business	5/12/2022	440.39
22408	Creative Outlet PAC	5/12/2022	1,860.46
22409	Discount School Supply	5/12/2022	281.17
22410	Drew's Art Box LLC	5/12/2022	195.00
22411	EDMC	5/12/2022	300.00
22412	Educational Development Corporation	5/12/2022	643.18
22413	Fasttwitch Fitness LLC	5/12/2022	225.00
22414	Fidelity Security Life Insurance Co.	5/12/2022	1,866.78
22415	Frank Velasquez	5/12/2022	1,250.00
22416	Friends of Leaps & Bounds	5/12/2022	180.00
22417	Gloria M Antonini	5/12/2022	71.00
22418	Greater Perception Services, Inc.	5/12/2022	300.00
22419	H4B Team LLC	5/12/2022	373.97
22420	Heather Patrick	5/12/2022	1,179.00
22421	Home Science Tools	5/12/2022	560.46
22422	Honest History Co.	5/12/2022	83.86
22423	Imagine Achievement / Cristine Rainer	5/12/2022	3,512.50
22424	Imagine Learning, LLC	5/12/2022	19,525.00
22425	JackKris Publishing, LLC	5/12/2022	189.51
22426	Jessica Cervantes	5/12/2022	354.36
22427	Jostens	5/12/2022	3,860.08
22428	Julia Gilbert	5/12/2022	672.00
22429	Kelsey Neeley	5/12/2022	500.00
22430	KHS Ice Arena	5/12/2022	350.00
22431	Kumon of Tustin - North	5/12/2022	1,155.00
22433	Lakeshore	5/12/2022	4,127.61
22434	Lanterns Global	5/12/2022	700.00
22435	Lauren Ruwe	5/12/2022	312.50
22436	Learn To Rip	5/12/2022	1,495.00
22437	Learning Without Tears	5/12/2022	56.79
22438	Legacy of Valor & Excellence	5/12/2022	2,070.00
22439	Lingo Train LLC	5/12/2022	320.00
22440	Lisa Rumsey	5/12/2022	71.00
22441	Little Passports	5/12/2022	172.29
22442	Macie Sweeney-Slick	5/12/2022	280.00
22443	Mad Dog Math	5/12/2022	84.99
22444	Mark James	5/12/2022	240.00
22445	Mary-Jane Smith	5/12/2022	797.65
22446	Math-U-See Inc.	5/12/2022	119.00
22447	Mathnasium of Dana Point	5/12/2022	978.00
22448	Mathnasium of Tustin	5/12/2022	1,700.00
22449	Mercurius Inc.	5/12/2022	79.72
22450	Metta Blocks LLC	5/12/2022	318.00
22451	Modjdeh and Daryoush Akbari	5/12/2022	3,890.01
22452	Moving Beyond the Page	5/12/2022	2,493.09
22453	Music Moves Academy Inc	5/12/2022	180.00
22454	My Sewing Room	5/12/2022	76.25
22455	Natasha Brunstetter	5/12/2022	71.00
22456	Nayaz Pasha	5/12/2022	320.00

Cabrillo Point Academy**Check Register**

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
22457	Nazgul Shinn	5/12/2022	518.84
22458	Nessy Learning LLC	5/12/2022	140.00
22459	Nicole the Math Lady, LLC	5/12/2022	79.00
22460	OC Music and Dance	5/12/2022	600.00
22461	ODP Business Solutions LLC	5/12/2022	128.43
22462	Orange County Riding Academy	5/12/2022	1,500.00
22463	Outschool, Inc.	5/12/2022	495.00
22464	Oxford Consulting Services, Inc.	5/12/2022	2,481.50
22465	Oyster Inc.	5/12/2022	119.85
22466	Portal Languages - Mission Viejo	5/12/2022	100.00
22467	Power of Leverage Brazilian Jiu Jitsu	5/12/2022	50.00
22468	Ramona Brazilian Jiu-Jitsu/MMA	5/12/2022	1,050.00
22469	Reading with TLC	5/12/2022	534.83
22470	Russian School of Mathematics	5/12/2022	717.00
22471	S.T.A.R Academy	5/12/2022	420.00
22472	Shannon Capers	5/12/2022	1,400.00
22473	Sherri McFadden	5/12/2022	71.00
22474	SHI International Corp	5/12/2022	34,819.47
22475	Singapore Math Inc.	5/12/2022	42.90
22476	SOR Schools VI, LLC	5/12/2022	825.16
22477	South Coast Conservatory	5/12/2022	605.00
22478	Specialized Therapy Services, Inc.	5/12/2022	456.25
22479	Studies Weekly	5/12/2022	226.34
22480	The Coder School	5/12/2022	1,335.00
22481	The School of Sandy Toes	5/12/2022	1,930.00
22482	Tkd Capistrano Corp.	5/12/2022	80.00
22483	Tutor Doctor	5/12/2022	1,296.50
22484	TWT Sprouts	5/12/2022	1,060.00
22485	Young Music, LLC.	5/12/2022	89.00
22486	Z-Ultimate Self Defense Studio	5/12/2022	195.00
22487	Zaner-Bloser, Inc.	5/12/2022	19.40
22488	Voya Financial FBO CalSTRS Pension2	5/13/2022	20,750.00
22489	Studies Weekly	5/17/2022	387.99
22491	A+ In Home Tutors, Inc	5/20/2022	10,182.50
22492	Academics In A Box Inc	5/20/2022	159.80
22493	Acting Academy for Kids	5/20/2022	4,197.75
22494	Al-Burooj Academy	5/20/2022	3,150.00
22495	Amanda Gifford	5/20/2022	930.00
22496	American Tiger Martial Arts & Fitness	5/20/2022	646.00
22497	Amy Roncevich	5/20/2022	901.78
22498	Anaheim Ballet	5/20/2022	280.00
22499	Angela Aymin	5/20/2022	555.00
22500	Angela Box	5/20/2022	445.00
22501	Aqua Duks Swim School	5/20/2022	176.00
22502	Art Steps, Inc.	5/20/2022	3,348.00
22503	Arts & Learning Conservatory	5/20/2022	174.00
22504	Asenza Education YL, LLC	5/20/2022	410.00
22505	Barron Hockey Academy	5/20/2022	1,907.74
22506	Beach Kids Therapy Center	5/20/2022	2,590.00
22507	Beautiful Feet Books, Inc.	5/20/2022	309.83
22508	Beth Gillis	5/20/2022	65.00
22509	BookShark	5/20/2022	2,144.13
22510	Brave Writer LLC	5/20/2022	199.00
22511	Briale Enterprises, Inc. DBA Tutor Doctor Costal Orange Co	5/20/2022	480.00
22512	Cadence Dance Project	5/20/2022	228.50
22513	Cadenza Music Academy	5/20/2022	705.00
22514	California Music Studios	5/20/2022	528.00

Cabrillo Point Academy**Check Register**

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
22515	Camulos Farm	5/20/2022	6,820.00
22516	Carrie Damitz	5/20/2022	110.00
22517	Cassandra Bradford	5/20/2022	7,350.00
22518	Cat Kelley	5/20/2022	120.00
22519	Celebration Education	5/20/2022	986.00
22520	Celeste Haueter	5/20/2022	950.00
22521	Chianese, Inc. c/o Erin Chianese	5/20/2022	987.50
22522	Childhood Drowning Prevention Foundation	5/20/2022	372.00
22523	Christina Ranes	5/20/2022	1,190.00
22524	Christine Charley	5/20/2022	200.00
22525	Coaching Goddess, Inc.	5/20/2022	150.00
22526	Code Ninjas	5/20/2022	933.66
22527	Cody Noriega	5/20/2022	195.00
22528	Cornerstone Therapies	5/20/2022	2,863.98
22529	Corona Music Center	5/20/2022	508.00
22530	Costa Mesa Math Center, LLC	5/20/2022	750.00
22531	Creative Creatures & Co.	5/20/2022	708.00
22532	Delaney Bautista	5/20/2022	180.00
22533	Denise Forsythe	5/20/2022	1,925.00
22534	Discount School Supply	5/20/2022	48.03
22535	Dunamix Dance Project	5/20/2022	60.00
22536	Educational Connections by Cathy Bray	5/20/2022	300.00
22537	Educational Development Corporation	5/20/2022	754.05
22538	Elemental Science	5/20/2022	75.00
22539	Elite Gymnastics	5/20/2022	330.00
22540	EuroGymnastics Inc.	5/20/2022	1,605.00
22541	Express Yourself Therapy	5/20/2022	2,493.00
22542	Fasttwitch Fitness LLC	5/20/2022	225.00
22543	Fine Art Classes, Inc.	5/20/2022	2,020.50
22544	Firestorm Freerunning and Acrobatics	5/20/2022	11,514.40
22545	Floaties Swim School	5/20/2022	401.00
22546	Frank Velasquez	5/20/2022	2,315.00
22547	Freckled Frog	5/20/2022	447.50
22548	Fuel Education c/o K12 Management	5/20/2022	72.40
22549	FYI-For Your Imagination	5/20/2022	440.00
22550	Gabrina Owen	5/20/2022	232.18
22551	Glee Music Academy	5/20/2022	2,368.20
22552	Guillobel Brazilian Jiu-Jitsu International Inc	5/20/2022	887.00
22553	Hallelujah Tae Kwon Do	5/20/2022	510.00
22554	Hart Academy of Dance	5/20/2022	500.00
22555	HB Gracie JiuJitsu	5/20/2022	1,691.25
22556	Heidi Steiner - Tutor	5/20/2022	200.00
22557	Home Science Tools	5/20/2022	733.89
22558	Image IV Systems	5/20/2022	96.84
22559	Insand Inc	5/20/2022	160.00
22560	Interval Music	5/20/2022	5,002.50
22561	IVCBT	5/20/2022	310.00
22562	Jacaranda Music Studios, LLC	5/20/2022	655.00
22563	JackKris Publishing, LLC	5/20/2022	87.36
22564	Jason Choi	5/20/2022	387.00
22565	JDI Dance Company	5/20/2022	495.00
22566	Jenna Reveal-Bourcier	5/20/2022	1,570.00
22567	Jennifer Andrus-Nelson	5/20/2022	1,080.00
22568	Jessica Cervantes	5/20/2022	72.66
22569	Jimmy Tat BJJ LLC	5/20/2022	405.00
22570	Joshua Monzon	5/20/2022	360.00
22571	Katyanne Downing	5/20/2022	382.82

Cabrillo Point Academy**Check Register**

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
22572	KCINCO Partners, LLC dba Drama Kids	5/20/2022	450.00
22573	Keith and Kristen Conley	5/20/2022	500.00
22574	KHS Ice Arena	5/20/2022	350.00
22575	Krav Maga of Orange County LLC	5/20/2022	1,430.00
22576	Kumon Math and Reading At The Market Place	5/20/2022	740.00
22577	Kumon of Brea	5/20/2022	2,730.00
22578	Kyungeun Christina Lee	5/20/2022	442.50
22579	Lakeshore	5/20/2022	2,142.72
22580	Lanterns Global	5/20/2022	350.00
22581	Laura Hawker	5/20/2022	200.00
22582	Learn To Rip	5/20/2022	1,120.00
22583	Lil' Chef School	5/20/2022	4,182.00
22584	Lingo Train LLC	5/20/2022	160.00
22585	Lisa M Palmer	5/20/2022	560.00
22586	Little Surf Co.	5/20/2022	2,927.00
22587	Lois M. Kempff	5/20/2022	682.48
22588	LRH Private Coaching	5/20/2022	545.00
22589	M B B & D LLC	5/20/2022	996.00
22590	Mari G. Haig	5/20/2022	710.00
22591	Mark James	5/20/2022	240.00
22592	Marnie Cooper School of Acting	5/20/2022	350.00
22593	Mathnasium of Diamond Bar	5/20/2022	700.00
22594	Mathnasium of Mission Viejo	5/20/2022	816.18
22595	Mathnasium of San Clemente	5/20/2022	339.00
22596	Mathnasium of Woodbridge	5/20/2022	350.00
22597	McKee Music Therapy Services LLC	5/20/2022	552.50
22598	Meredith Barr	5/20/2022	1,885.48
22599	Michelle Terry	5/20/2022	160.00
22600	Mission Viejo Family YMCA	5/20/2022	180.00
22601	Molly's Music	5/20/2022	936.00
22602	Momentum Dance Center LLC 2	5/20/2022	284.00
22603	Morey's Music, Inc.	5/20/2022	50.00
22604	Murrieta Academy of Music	5/20/2022	560.00
22605	Music Moves Academy Inc	5/20/2022	580.00
22606	Musical Theatre Orange County	5/20/2022	2,130.00
22607	Newport Mesa Riding Center	5/20/2022	3,300.00
22608	Oak Meadow Inc.	5/20/2022	227.10
22609	OC Music and Dance	5/20/2022	600.00
22610	ODP Business Solutions LLC	5/20/2022	788.06
22611	Orange County Surf Coaching	5/20/2022	320.00
22612	Outschool, Inc.	5/20/2022	819.00
22613	Pacific Ballet Conservatory	5/20/2022	951.70
22614	Pianoforte Music Studio	5/20/2022	528.00
22615	Portal Languages - Mission Viejo	5/20/2022	1,758.00
22616	Portview Preparatory, Inc.	5/20/2022	11,207.50
22618	Power of Leverage Brazilian Jiu Jitsu	5/20/2022	3,640.00
22619	Precision Gymnastics, Inc.	5/20/2022	338.00
22620	Professional Tutors of America Inc.	5/20/2022	1,285.00
22621	Rebecca Scott	5/20/2022	426.25
22622	Redlands Gymnastics Club	5/20/2022	148.00
22623	Riffs Music	5/20/2022	1,170.00
22624	Robin H Noriega	5/20/2022	60.00
22625	Rock Fitness Gym	5/20/2022	120.00
22626	Rockstars of Tomorrow Riverside	5/20/2022	705.00
22627	Russian School of Mathematics	5/20/2022	438.50
22628	Samantha Fuentes	5/20/2022	317.19
22629	San Diego Circus Center	5/20/2022	400.00

Cabrillo Point Academy**Check Register**

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Check Number	Vendor Name	Check Date	Check Amount
22630	San Diego Gas & Electric	5/20/2022	314.53
22631	School of Rock Huntington Beach	5/20/2022	2,508.00
22632	School of Rock Santa Ana	5/20/2022	558.00
22633	Scott Carr	5/20/2022	350.00
22634	Sheri Wolfe	5/20/2022	750.00
22635	SHI International Corp	5/20/2022	465.48
22636	Shih-Yin Lee	5/20/2022	300.00
22637	Singapore Math Inc.	5/20/2022	630.64
22638	SKY Pediatric Inc.	5/20/2022	2,080.00
22639	Small Talk OC	5/20/2022	3,600.00
22640	Sophi Albert	5/20/2022	160.00
22641	SOR Schools VI, LLC	5/20/2022	225.00
22642	Sounds Smart Speech Therapy	5/20/2022	1,405.00
22643	South Coast Conservatory	5/20/2022	1,210.00
22644	Southland Ballet Academy Inc.	5/20/2022	700.00
22645	SpanishOne Plus	5/20/2022	4,556.02
22646	Specialized Therapy Services, Inc.	5/20/2022	112,924.20
22647	Stagelight Performing Arts	5/20/2022	1,386.40
22648	Stepping Stones Learning Academy	5/20/2022	1,375.00
22649	Studio H Fine Art	5/20/2022	725.00
22650	Success 4 Hoopz	5/20/2022	3,410.00
22651	Swim to Shore	5/20/2022	290.00
22652	Talentz Inc.	5/20/2022	368.00
22653	Temecula Tutor	5/20/2022	1,340.00
22654	The Center Stage Studio	5/20/2022	914.30
22655	The Collective Movements	5/20/2022	440.00
22656	The LaunchPad Therapy for Kids	5/20/2022	360.00
22657	The Music Abode	5/20/2022	305.00
22658	The Music Lair	5/20/2022	200.00
22659	The Performer's Academy	5/20/2022	545.00
22660	The Rage Complex	5/20/2022	350.00
22661	The School of Sandy Toes	5/20/2022	1,230.00
22662	Time Warner Cable	5/20/2022	117.97
22663	Tkd Capistrano Corp.	5/20/2022	620.00
22664	TOCA Training Centers	5/20/2022	3,040.00
22665	Top Billing Entertainment	5/20/2022	140.00
22666	Trinity Therapeutic Riding Center	5/20/2022	750.00
22667	Tustin Dance and Music Center, LLC	5/20/2022	663.98
22668	Twist N U	5/20/2022	695.33
22669	U.S. Music Lessons	5/20/2022	822.00
22670	United Studios FR LLC	5/20/2022	2,200.00
22671	USSD Yorba Linda	5/20/2022	1,195.00
22672	Valued Voices	5/20/2022	13,500.00
22673	Veronica Anne Richards	5/20/2022	2,150.00
22674	Watersafe Swim School	5/20/2022	1,818.00
22675	White Dragon of East County	5/20/2022	442.00
22676	Woodbridge Tennis Academy	5/20/2022	6,942.00
22677	YMCA of Orange County	5/20/2022	670.00
22678	YMCA of San Diego County	5/20/2022	119.00
22679	Youth Care of Utah, Inc.	5/20/2022	16,932.00
22680	Z-Ultimate Self Defense Studio	5/20/2022	195.00
22681	Zaner-Bloser, Inc.	5/20/2022	11.32
22682	Cameron Brothers Construction Co. LP	5/24/2022	13,837.50
22683	Modern Development Company	5/24/2022	6,866.50
22684	Poway Executive Plaza, LLC	5/24/2022	27,734.25
22685	Julie and Jared McBride	5/25/2022	17,842.45
22687	Amazon Capital Services	5/26/2022	30,153.96

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Check Number	Vendor Name	Check Date	Check Amount
22688	Voya Financial FBO CalSTRS Pension2	5/27/2022	21,055.00
22689	Academics In A Box Inc	5/27/2022	399.50
22690	Adriene Madden Publishing	5/27/2022	2,380.00
22692	Aesthetic Climbing Gym LLC	5/27/2022	6,853.00
22693	Agility Kids, LLC	5/27/2022	347.00
22694	Aliso Viejo Kumon Center	5/27/2022	345.00
22695	Alkawthar Learning Center	5/27/2022	4,408.00
22696	Aquatic Explorations	5/27/2022	2,850.00
22697	ArcheryChamps	5/27/2022	1,812.50
22698	Art Steps, Inc.	5/27/2022	182.00
22699	Asenza Education YL, LLC	5/27/2022	926.00
22700	Beach Cities Rock Club	5/27/2022	3,755.11
22701	Beautiful Feet Books, Inc.	5/27/2022	122.59
22702	Big Little Ones LLC	5/27/2022	103.85
22703	Bitsbox	5/27/2022	299.95
22704	BookShark	5/27/2022	277.73
22705	Brain and Body Music Studio dba B&B Music School	5/27/2022	1,400.00
22706	BrainPOP LLC	5/27/2022	9,490.00
22707	Britany Callahan	5/27/2022	920.00
22708	C3 Classes	5/27/2022	2,005.00
22709	Camulos Farm	5/27/2022	350.00
22710	Caroline Moon	5/27/2022	142.00
22711	Carter Academic LLC	5/27/2022	320.00
22712	Catherine Croisette	5/27/2022	270.00
22713	Christina Ranes	5/27/2022	590.00
22714	Coach Ballgame	5/27/2022	8,042.00
22715	Cognitive Square, Inc.	5/27/2022	62.73
22716	Connie Herrick	5/27/2022	420.00
22717	Creative Creatures & Co.	5/27/2022	167.00
22718	DAB Dance Studio	5/27/2022	50.00
22719	Dan Lee	5/27/2022	12,800.00
22720	Danelle Pagan	5/27/2022	100.00
22721	Dexter Music	5/27/2022	1,382.00
22722	Drew's Art Box LLC	5/27/2022	290.00
22723	Edmentum Inc	5/27/2022	2,820.00
22724	Educational Development Corporation	5/27/2022	758.26
22725	Ethos Jiu Jitsu	5/27/2022	1,359.00
22726	Fashion Camp - Create Design Sew LLC	5/27/2022	7,583.02
22727	Final Strike Martial Arts	5/27/2022	170.00
22728	Firestorm Freerunning and Acrobatics	5/27/2022	6,220.00
22729	Firestorm Galaxy	5/27/2022	890.00
22730	Friends of Leaps & Bounds	5/27/2022	180.00
22731	Gabrina Owen	5/27/2022	260.00
22732	Gloria M Antonini	5/27/2022	142.00
22733	Gracie Barra San Clemente	5/27/2022	1,687.00
22734	Grammarly Inc.	5/27/2022	2,548.00
22735	Green Acres Ranch, Inc	5/27/2022	550.00
22736	Guo's Elite dba World Elite Gymnastics RSM	5/27/2022	2,225.12
22737	H4B Team LLC	5/27/2022	147.99
22738	Heather Patrick	5/27/2022	634.50
22739	Holly Dodson	5/27/2022	70.00
22740	Home Science Tools	5/27/2022	478.86
22741	Infinity Kids	5/27/2022	4,920.00
22742	Intro 2 Skateboarding	5/27/2022	7,560.00
22743	IXL Learning	5/27/2022	55,795.00
22744	JKWInnovations	5/27/2022	2,805.00
22745	Juliet Aucreman	5/27/2022	230.00

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Check Number	Vendor Name	Check Date	Check Amount
22746	KHS Ice Arena	5/27/2022	1,020.00
22747	Kitchen Stewardship, LLC	5/27/2022	149.95
22748	KlayKids	5/27/2022	230.00
22749	KMO Ventures One LLC	5/27/2022	7,384.40
22750	Kumon Math and Reading At The Market Place	5/27/2022	370.00
22751	Kumon Mission Viejo-Civic Center	5/27/2022	310.00
22752	Kumon of Brea	5/27/2022	1,400.00
22753	Kumon of Mira Mesa	5/27/2022	700.00
22754	Lakeshore	5/27/2022	643.09
22755	Learn and Create DBA Crafty School Crates	5/27/2022	156.40
22756	Legacy of Valor & Excellence	5/27/2022	1,380.00
22757	Lewis Brisbois Bisgaard & Smith	5/27/2022	3,829.50
22758	Lorie Susan Suntree	5/27/2022	240.00
22759	LRH Private Coaching	5/27/2022	2,985.00
22760	LUD Inc. (Sylvan of Irvine)	5/27/2022	650.00
22761	M & S Studio MV LLC	5/27/2022	3,015.00
22762	Mad Dog Math	5/27/2022	177.37
22763	Mandie Schenkenberger	5/27/2022	995.00
22764	Mary-Jane Smith	5/27/2022	592.25
22765	Mathnasium of Ladera Ranch	5/27/2022	299.00
22766	Melinda J. Beebe	5/27/2022	1,209.00
22767	Metta Blocks LLC	5/27/2022	229.00
22768	Michelle Diniakos	5/27/2022	600.00
22769	MobyMax, LLC	5/27/2022	26,970.00
22770	Momentum Dance Center LLC 2	5/27/2022	125.00
22771	Monart	5/27/2022	45.00
22772	Money Munchkids	5/27/2022	356.03
22773	Mosaic Music	5/27/2022	1,283.00
22774	MoxieBox Art, Inc	5/27/2022	874.00
22775	Mudassarah Chaudhry	5/27/2022	3,480.00
22776	Music Star	5/27/2022	720.00
22777	Muya Enrichment	5/27/2022	780.00
22778	Mystic Equine	5/27/2022	500.00
22779	Natalia Gubenko	5/27/2022	1,190.00
22780	Natalie Meza	5/27/2022	119.00
22781	Natalie Shohdy	5/27/2022	4,595.00
22782	Natasha Brunstetter	5/27/2022	142.00
22783	NextGenNFL Flag (Victory Formation)	5/27/2022	1,791.00
22784	Noonan Family Swim School, Inc.	5/27/2022	97.00
22785	Nuestra Escuelita Spanish Academy	5/27/2022	625.30
22786	OC All-Stars Anaheim - Amanda Morgan	5/27/2022	470.00
22787	ODP Business Solutions LLC	5/27/2022	1,201.71
22788	Orange County Riding Academy	5/27/2022	1,610.00
22789	Orange County Surf Coaching	5/27/2022	3,445.00
22790	Outschool, Inc.	5/27/2022	705.00
22791	PDGA USA, Inc.	5/27/2022	638.55
22792	Pliha Speech & Learning Center	5/27/2022	21,660.00
22793	Portal Languages - Mission Viejo	5/27/2022	617.00
22794	Portal Languages LLC	5/27/2022	350.00
22795	Poway Executive Plaza, LLC	5/27/2022	5,208.00
22796	Power of Leverage Brazilian Jiu Jitsu	5/27/2022	150.00
22797	Prestige Martial Arts	5/27/2022	1,089.15
22798	Project Be You	5/27/2022	600.00
22799	Ramona Brazilian Jiu-Jitsu/MMA	5/27/2022	1,050.00
22800	Reshma Solbach	5/27/2022	185.00
22801	Ricardo Robledo	5/27/2022	320.00
22802	Riffs Music	5/27/2022	1,170.00

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Check Number	Vendor Name	Check Date	Check Amount
22803	Robin Young	5/27/2022	3,745.00
22804	Rock n Tumble Gymnastics	5/27/2022	90.00
22805	Rockstars of Tomorrow	5/27/2022	907.00
22806	Russian School of Mathematics	5/27/2022	430.00
22807	Ryan Family YMCA	5/27/2022	133.00
22808	San Joaquin County of Education	5/27/2022	1,200.00
22809	Sherri McFadden	5/27/2022	71.00
22810	SHI International Corp	5/27/2022	3,683.50
22811	Singapore Math Inc.	5/27/2022	345.78
22812	SmartMuse LLC	5/27/2022	345.00
22813	South OC Hybrid Homeschool	5/27/2022	3,885.00
22814	Stagelight Performing Arts	5/27/2022	1,083.40
22815	Supercharged Science	5/27/2022	500.00
22816	Tanya Raisa Noordhoff	5/27/2022	200.00
22817	Temecula Music Teacher, LLC	5/27/2022	230.00
22818	Terra Arts	5/27/2022	20,188.75
22819	The Music School	5/27/2022	452.00
22820	Todd Nash	5/27/2022	15,990.00
22821	Trigger Memory Co.	5/27/2022	73.85
22822	Trinity Therapeutic Riding Center	5/27/2022	850.00
22823	Tutor Doctor	5/27/2022	1,296.50
22824	TWT Sprouts	5/27/2022	1,940.00
22825	Verizon Wireless	5/27/2022	1,631.34
22826	Verizon Wireless	5/27/2022	192.05
22827	Vivien Gaines Vocal Studio	5/27/2022	80.00
22828	Waterworks Aquatics	5/27/2022	7,970.80
22829	YMCA of San Diego County	5/27/2022	408.00
22830	Zoom Video Communications, Inc.	5/27/2022	79.00
22831	Bitsbox	5/31/2022	98.85
CPA220503-01	Amazon Capital Services	5/3/2022	35.55
CPA220503-02	Amazon Capital Services	5/3/2022	35.55
CPA220503-03	Amazon Capital Services	5/3/2022	115.25
CPA220503-04	Amazon Capital Services	5/3/2022	70.90
CPA220503-05	Amazon Capital Services	5/3/2022	18.67
CPA220506-01	All About Learning Press, Inc.	5/6/2022	182.30
CPA220506-02	All About Learning Press, Inc.	5/6/2022	241.22
CPA220506-03	American Martial Arts Academy - 2 (Placentia Campus)	5/6/2022	229.00
CPA220506-04	Andrey Chuguev	5/6/2022	Void
CPA220506-05	Applied Music Studio, LLC	5/6/2022	120.00
CPA220506-06	Applied Music Studio, LLC	5/6/2022	120.00
CPA220506-07	Applied Music Studio, LLC	5/6/2022	120.00
CPA220506-08	Applied Music Studio, LLC	5/6/2022	80.00
CPA220506-09	Applied Music Studio, LLC	5/6/2022	120.00
CPA220506-10	Applied Music Studio, LLC	5/6/2022	120.00
CPA220506-100	Logic of English	5/6/2022	100.74
CPA220506-101	Logic of English	5/6/2022	203.10
CPA220506-102	MEL Science U.S., LLC	5/6/2022	150.42
CPA220506-103	Mission Vista Academy	5/6/2022	180.00
CPA220506-104	Mission Vista Academy	5/6/2022	280.00
CPA220506-105	Nancy Watilo	5/6/2022	560.00
CPA220506-106	ODP Business Solutions, LLC	5/6/2022	7.25
CPA220506-107	ODP Business Solutions, LLC	5/6/2022	84.20
CPA220506-108	ODP Business Solutions, LLC	5/6/2022	105.89
CPA220506-109	ODP Business Solutions, LLC	5/6/2022	75.70
CPA220506-11	Applied Music Studio, LLC	5/6/2022	80.00
CPA220506-110	ODP Business Solutions, LLC	5/6/2022	5.72
CPA220506-111	ODP Business Solutions, LLC	5/6/2022	1.33

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Check Number	Vendor Name	Check Date	Check Amount
CPA220506-112	Oku Education Inc	5/6/2022	7,068.56
CPA220506-113	One-on-One Tutoring	5/6/2022	350.00
CPA220506-114	Optimus Brazilian JiuJitsu	5/6/2022	160.00
CPA220506-115	Pacific Coast Academy	5/6/2022	4,144.96
CPA220506-116	Pacific Coast Academy	5/6/2022	144,535.39
CPA220506-117	Pacific Coast Academy	5/6/2022	89,231.81
CPA220506-118	Pacific Coast Academy	5/6/2022	127.00
CPA220506-119	Pacific Coast Academy	5/6/2022	2,380.57
CPA220506-12	Applied Music Studio, LLC	5/6/2022	135.00
CPA220506-120	Pacific Coast Academy	5/6/2022	408.00
CPA220506-121	Peace Hill Classical Co-Op LLC	5/6/2022	750.00
CPA220506-122	Peace Hill Classical Co-Op LLC	5/6/2022	250.00
CPA220506-123	Peace Hill Classical Co-Op LLC	5/6/2022	1,050.00
CPA220506-124	Peace Hill Classical Co-Op LLC	5/6/2022	500.00
CPA220506-125	Peace Hill Classical Co-Op LLC	5/6/2022	500.00
CPA220506-126	Peace Hill Classical Co-Op LLC	5/6/2022	197.00
CPA220506-127	Peace Hill Classical Co-Op LLC	5/6/2022	500.00
CPA220506-128	Peace Hill Classical Co-Op LLC	5/6/2022	100.00
CPA220506-129	Peace Hill Classical Co-Op LLC	5/6/2022	400.00
CPA220506-13	Aqua Tots LA LLC	5/6/2022	598.00
CPA220506-130	Peace Hill Classical Co-Op LLC	5/6/2022	250.00
CPA220506-131	Peace Hill Classical Co-Op LLC	5/6/2022	250.00
CPA220506-132	Peace Hill Classical Co-Op LLC	5/6/2022	500.00
CPA220506-133	Peace Hill Classical Co-Op LLC	5/6/2022	200.00
CPA220506-134	Peace Hill Classical Co-Op LLC	5/6/2022	250.00
CPA220506-135	Peace Hill Classical Co-Op LLC	5/6/2022	500.00
CPA220506-136	Peace Hill Classical Co-Op LLC	5/6/2022	250.00
CPA220506-137	Procopio, Cory, Hargreaves & Savitch LLP	5/6/2022	36.00
CPA220506-138	Procopio, Cory, Hargreaves & Savitch LLP	5/6/2022	684.00
CPA220506-139	Rabeah Sackett	5/6/2022	795.00
CPA220506-14	Aqua Tots LA LLC	5/6/2022	236.00
CPA220506-140	Rainbow Resource Center	5/6/2022	51.62
CPA220506-141	Rainbow Resource Center	5/6/2022	160.93
CPA220506-142	Rainbow Resource Center	5/6/2022	38.05
CPA220506-143	Rainbow Resource Center	5/6/2022	29.76
CPA220506-144	Rainbow Resource Center	5/6/2022	38.05
CPA220506-145	Rainbow Resource Center	5/6/2022	38.05
CPA220506-146	Rainbow Resource Center	5/6/2022	195.35
CPA220506-147	Rainbow Resource Center	5/6/2022	230.08
CPA220506-148	Rainbow Resource Center	5/6/2022	55.79
CPA220506-149	Rainbow Resource Center	5/6/2022	30.45
CPA220506-15	Aqua Tots ORANGE LLC	5/6/2022	672.00
CPA220506-150	Rainbow Resource Center	5/6/2022	81.20
CPA220506-151	Rainbow Resource Center	5/6/2022	97.57
CPA220506-152	Rainbow Resource Center	5/6/2022	33.55
CPA220506-153	Rainbow Resource Center	5/6/2022	20.65
CPA220506-154	Rainbow Resource Center	5/6/2022	84.98
CPA220506-155	Rainbow Resource Center	5/6/2022	73.53
CPA220506-156	Rainbow Resource Center	5/6/2022	70.49
CPA220506-157	Rainbow Resource Center	5/6/2022	79.13
CPA220506-158	Rainbow Resource Center	5/6/2022	96.61
CPA220506-159	Rainbow Resource Center	5/6/2022	120.57
CPA220506-16	Aqua Tots ORANGE LLC	5/6/2022	248.00
CPA220506-160	Rainbow Resource Center	5/6/2022	28.01
CPA220506-161	Rainbow Resource Center	5/6/2022	120.96
CPA220506-162	Rainbow Resource Center	5/6/2022	51.58
CPA220506-163	Rainbow Resource Center	5/6/2022	138.12

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Check Number	Vendor Name	Check Date	Check Amount
CPA220506-164	Rainbow Resource Center	5/6/2022	138.12
CPA220506-165	Rainbow Resource Center	5/6/2022	178.83
CPA220506-166	Rainbow Resource Center	5/6/2022	226.93
CPA220506-167	Rainbow Resource Center	5/6/2022	807.04
CPA220506-168	Rainbow Resource Center	5/6/2022	221.96
CPA220506-169	Rainbow Resource Center	5/6/2022	21.58
CPA220506-17	Aqua Tots ORANGE LLC	5/6/2022	351.00
CPA220506-170	Rainbow Resource Center	5/6/2022	15.96
CPA220506-171	Rainbow Resource Center	5/6/2022	25.76
CPA220506-172	Rainbow Resource Center	5/6/2022	25.76
CPA220506-173	Rainbow Resource Center	5/6/2022	54.69
CPA220506-174	Rainbow Resource Center	5/6/2022	15.96
CPA220506-175	Rainbow Resource Center	5/6/2022	62.73
CPA220506-176	Rainbow Resource Center	5/6/2022	48.93
CPA220506-177	Rainbow Resource Center	5/6/2022	22.42
CPA220506-178	Rainbow Resource Center	5/6/2022	78.46
CPA220506-179	Rainbow Resource Center	5/6/2022	819.69
CPA220506-18	Art + Soul Collective	5/6/2022	180.00
CPA220506-180	Rainbow Resource Center	5/6/2022	184.16
CPA220506-181	Rainbow Resource Center	5/6/2022	61.32
CPA220506-182	Randall Music School	5/6/2022	114.58
CPA220506-183	Sara Burdge Tutoring	5/6/2022	320.00
CPA220506-184	Sara Burdge Tutoring	5/6/2022	240.00
CPA220506-185	Sara Burdge Tutoring	5/6/2022	300.00
CPA220506-186	Sara Burdge Tutoring	5/6/2022	300.00
CPA220506-187	Sara Burdge Tutoring	5/6/2022	349.60
CPA220506-188	Sara Burdge Tutoring	5/6/2022	320.00
CPA220506-189	Savvas Learning Company LLC	5/6/2022	47.13
CPA220506-19	Art + Soul Collective	5/6/2022	180.00
CPA220506-190	Savvas Learning Company LLC	5/6/2022	15.13
CPA220506-191	School Specialty	5/6/2022	23.65
CPA220506-192	Teacher Synergy, LLC	5/6/2022	25.99
CPA220506-193	Teacher Synergy, LLC	5/6/2022	2.16
CPA220506-194	Teacher Synergy, LLC	5/6/2022	14.50
CPA220506-195	Teacher Synergy, LLC	5/6/2022	1.50
CPA220506-196	Teacher Synergy, LLC	5/6/2022	16.25
CPA220506-197	Teacher Synergy, LLC	5/6/2022	14.99
CPA220506-198	Teacher Synergy, LLC	5/6/2022	19.50
CPA220506-199	Teacher Synergy, LLC	5/6/2022	16.16
CPA220506-20	Art + Soul Collective	5/6/2022	140.00
CPA220506-200	Teacher Synergy, LLC	5/6/2022	53.19
CPA220506-201	Teacher Synergy, LLC	5/6/2022	25.00
CPA220506-202	Teacher Synergy, LLC	5/6/2022	5.00
CPA220506-203	Teacher Synergy, LLC	5/6/2022	7.65
CPA220506-204	Teacher Synergy, LLC	5/6/2022	17.00
CPA220506-205	Teacher Synergy, LLC	5/6/2022	17.90
CPA220506-206	Teacher Synergy, LLC	5/6/2022	7.50
CPA220506-207	Teacher Synergy, LLC	5/6/2022	1.76
CPA220506-208	Teacher Synergy, LLC	5/6/2022	31.90
CPA220506-209	Teacher Synergy, LLC	5/6/2022	7.65
CPA220506-21	Art + Soul Collective	5/6/2022	175.00
CPA220506-210	Teacher Synergy, LLC	5/6/2022	9.75
CPA220506-211	Teacher Synergy, LLC	5/6/2022	12.60
CPA220506-212	Teacher Synergy, LLC	5/6/2022	10.80
CPA220506-213	The Critical Thinking Co.	5/6/2022	230.59
CPA220506-214	The Music Factory	5/6/2022	1,451.00
CPA220506-215	Vasilios Tsounis	5/6/2022	105.00

Cabrillo Point Academy**Check Register**

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
CPA220506-216	Webreak Hip-Hop Dance Company	5/6/2022	290.00
CPA220506-217	Westminster Arts Academy	5/6/2022	130.00
CPA220506-218	Westminster Arts Academy	5/6/2022	130.00
CPA220506-219	Westminster Arts Academy	5/6/2022	130.00
CPA220506-22	Art + Soul Collective	5/6/2022	175.00
CPA220506-220	Westminster Arts Academy	5/6/2022	130.00
CPA220506-221	Westminster Arts Academy	5/6/2022	130.00
CPA220506-222	Westminster Arts Academy	5/6/2022	156.00
CPA220506-223	Westminster Arts Academy	5/6/2022	156.00
CPA220506-224	Westminster Arts Academy	5/6/2022	130.00
CPA220506-225	Westminster Arts Academy	5/6/2022	78.00
CPA220506-226	Westminster Arts Academy	5/6/2022	130.00
CPA220506-227	Westminster Arts Academy	5/6/2022	130.00
CPA220506-228	WM Music Lessons	5/6/2022	4,543.00
CPA220506-23	Art + Soul Collective	5/6/2022	175.00
CPA220506-24	Art + Soul Collective	5/6/2022	185.00
CPA220506-25	Art + Soul Collective	5/6/2022	164.00
CPA220506-26	Art + Soul Collective	5/6/2022	30.00
CPA220506-27	Art + Soul Collective	5/6/2022	85.00
CPA220506-28	Art + Soul Collective	5/6/2022	175.00
CPA220506-29	Art + Soul Collective	5/6/2022	164.00
CPA220506-30	Art + Soul Collective	5/6/2022	100.00
CPA220506-31	Art + Soul Collective	5/6/2022	235.00
CPA220506-32	Art + Soul Collective	5/6/2022	175.00
CPA220506-33	Art + Soul Collective	5/6/2022	42.00
CPA220506-34	Art + Soul Collective	5/6/2022	160.00
CPA220506-35	Art + Soul Collective	5/6/2022	180.00
CPA220506-36	Art + Soul Collective	5/6/2022	42.00
CPA220506-37	Art + Soul Collective	5/6/2022	50.00
CPA220506-38	Art + Soul Collective	5/6/2022	175.00
CPA220506-39	Art + Soul Collective	5/6/2022	180.00
CPA220506-40	Art + Soul Collective	5/6/2022	165.00
CPA220506-41	Art + Soul Collective	5/6/2022	40.00
CPA220506-42	Art + Soul Collective	5/6/2022	175.00
CPA220506-43	Art + Soul Collective	5/6/2022	175.00
CPA220506-44	Artistic Dance Academy	5/6/2022	50.00
CPA220506-45	ATG, Inc. DBA Urban Workshop	5/6/2022	533.34
CPA220506-46	Bre Wood	5/6/2022	100.00
CPA220506-47	Breakthrough Sports	5/6/2022	105.00
CPA220506-48	Breakthrough Sports	5/6/2022	68.00
CPA220506-49	Breakthrough Sports	5/6/2022	210.00
CPA220506-50	Breakthrough Sports	5/6/2022	165.00
CPA220506-51	Breakthrough Sports	5/6/2022	210.00
CPA220506-52	Breakthrough Sports	5/6/2022	330.00
CPA220506-53	Breakthrough Sports	5/6/2022	165.00
CPA220506-54	Breakthrough Sports	5/6/2022	235.00
CPA220506-55	Breakthrough Sports	5/6/2022	210.00
CPA220506-56	Carlson Gracie Westminster	5/6/2022	750.00
CPA220506-57	Charter Impact, Inc.	5/6/2022	200.00
CPA220506-58	Charter Impact, Inc.	5/6/2022	2,250.00
CPA220506-59	Code Ninjas Newport Beach	5/6/2022	134.25
CPA220506-60	Code Ninjas Newport Beach	5/6/2022	279.00
CPA220506-61	Code Ninjas Newport Beach	5/6/2022	179.00
CPA220506-62	Code Ninjas Newport Beach	5/6/2022	268.50
CPA220506-63	Code Ninjas Newport Beach	5/6/2022	179.00
CPA220506-64	CoVerified	5/6/2022	1,000.00
CPA220506-65	Creative Academy Tutoring Center LLC	5/6/2022	60.00

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For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
CPA220506-66	Earthroots Field School	5/6/2022	800.00
CPA220506-67	eat2explore	5/6/2022	132.25
CPA220506-68	eat2explore	5/6/2022	132.25
CPA220506-69	eat2explore	5/6/2022	92.85
CPA220506-70	eat2explore	5/6/2022	132.25
CPA220506-71	eat2explore	5/6/2022	142.25
CPA220506-72	Frazier Martial Arts	5/6/2022	189.23
CPA220506-73	Freedom Choice Education	5/6/2022	150.00
CPA220506-74	Freedom Choice Education	5/6/2022	300.00
CPA220506-75	Freedom Choice Education	5/6/2022	30.00
CPA220506-76	Freedom Choice Education	5/6/2022	175.00
CPA220506-77	Freedom Choice Education	5/6/2022	300.00
CPA220506-78	Freedom Choice Education	5/6/2022	350.00
CPA220506-79	Freedom Choice Education	5/6/2022	700.00
CPA220506-80	Freedom Choice Education	5/6/2022	250.00
CPA220506-81	Freedom in Motion	5/6/2022	514.00
CPA220506-82	Gavin Witzer Golf	5/6/2022	2,100.00
CPA220506-83	History Unboxed LLC	5/6/2022	285.73
CPA220506-84	History Unboxed LLC	5/6/2022	262.21
CPA220506-85	History Unboxed LLC	5/6/2022	175.83
CPA220506-86	History Unboxed LLC	5/6/2022	98.90
CPA220506-87	History Unboxed LLC	5/6/2022	340.68
CPA220506-88	History Unboxed LLC	5/6/2022	120.86
CPA220506-89	Huckleberry Friend Productions	5/6/2022	260.00
CPA220506-90	Institute for Excellence in Writing	5/6/2022	43.71
CPA220506-91	Institute for Excellence in Writing	5/6/2022	43.71
CPA220506-92	Institute for Excellence in Writing	5/6/2022	26.47
CPA220506-93	Institute for Excellence in Writing	5/6/2022	44.06
CPA220506-94	Jennifer Guitron	5/6/2022	320.00
CPA220506-95	Jennifer Guitron	5/6/2022	20.00
CPA220506-96	Katie Kohn	5/6/2022	150.00
CPA220506-97	KiwiCo, Inc.	5/6/2022	3,719.30
CPA220506-98	Law Office of Jennifer McQuarrie	5/6/2022	846.99
CPA220506-99	Lee's Taekwondo-Laguna Hills	5/6/2022	148.00
CPA220510-01	Amazon Capital Services	5/10/2022	80,295.18
CPA220512-01	Andrey Chuguev	5/12/2022	180.00
CPA220512-02	American Martial Arts Academy - 2 (Placentia Campus)	5/12/2022	229.00
CPA220512-03	Aqua Tots LA LLC	5/12/2022	124.00
CPA220512-04	Aqua Tots LA LLC	5/12/2022	124.00
CPA220512-05	Aqua Tots LA LLC	5/12/2022	236.00
CPA220512-06	Aqua Tots LA LLC	5/12/2022	522.00
CPA220512-07	Aqua Tots ORANGE LLC	5/12/2022	250.00
CPA220512-08	Aqua Tots ORANGE LLC	5/12/2022	168.00
CPA220512-09	Aqua Tots ORANGE LLC	5/12/2022	336.00
CPA220512-10	Aqua Tots ORANGE LLC	5/12/2022	448.00
CPA220512-100	Teacher Synergy, LLC	5/12/2022	10.00
CPA220512-101	Teacher Synergy, LLC	5/12/2022	10.00
CPA220512-102	Teacher Synergy, LLC	5/12/2022	28.00
CPA220512-103	Teacher Synergy, LLC	5/12/2022	5.00
CPA220512-104	Teacher Synergy, LLC	5/12/2022	9.75
CPA220512-105	Teacher Synergy, LLC	5/12/2022	10.00
CPA220512-106	Teacher Synergy, LLC	5/12/2022	65.00
CPA220512-107	Teacher Synergy, LLC	5/12/2022	5.84
CPA220512-108	Teacher Synergy, LLC	5/12/2022	2.70
CPA220512-109	Teacher Synergy, LLC	5/12/2022	1.00
CPA220512-11	Aqua Tots ORANGE LLC	5/12/2022	236.00
CPA220512-110	Teacher Synergy, LLC	5/12/2022	10.00

Cabrillo Point Academy**Check Register**

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
CPA220512-111	Teacher Synergy, LLC	5/12/2022	265.00
CPA220512-112	Teacher Synergy, LLC	5/12/2022	32.40
CPA220512-113	Teacher Synergy, LLC	5/12/2022	265.00
CPA220512-114	Teacher Synergy, LLC	5/12/2022	9.00
CPA220512-115	Teacher Synergy, LLC	5/12/2022	20.70
CPA220512-116	Teacher Synergy, LLC	5/12/2022	9.00
CPA220512-117	Teacher Synergy, LLC	5/12/2022	3.00
CPA220512-118	Teacher Synergy, LLC	5/12/2022	2.25
CPA220512-119	Teacher Synergy, LLC	5/12/2022	13.49
CPA220512-12	Arbor Learning Community	5/12/2022	4,197.50
CPA220512-120	The Critical Thinking Co.	5/12/2022	45.56
CPA220512-121	The Critical Thinking Co.	5/12/2022	56.75
CPA220512-122	Timberdoodle.com	5/12/2022	101.27
CPA220512-123	Timberdoodle.com	5/12/2022	273.54
CPA220512-124	Timberdoodle.com	5/12/2022	360.44
CPA220512-125	Time4Learning	5/12/2022	400.00
CPA220512-126	ULINE	5/12/2022	3,581.37
CPA220512-127	ULINE	5/12/2022	49.54
CPA220512-128	ULINE	5/12/2022	41.02
CPA220512-129	Veronica Anne Rowland	5/12/2022	100.00
CPA220512-13	Breakthrough Sports	5/12/2022	51.00
CPA220512-130	Veronica Anne Rowland	5/12/2022	100.00
CPA220512-131	Veronica Anne Rowland	5/12/2022	100.00
CPA220512-132	Veronica Anne Rowland	5/12/2022	80.00
CPA220512-133	Veronica Anne Rowland	5/12/2022	80.00
CPA220512-134	Veronica Anne Rowland	5/12/2022	50.00
CPA220512-135	Veronica Anne Rowland	5/12/2022	100.00
CPA220512-136	Veronica Anne Rowland	5/12/2022	400.00
CPA220512-137	Webreak Hip-Hop Dance Company	5/12/2022	175.00
CPA220512-138	Webreak Hip-Hop Dance Company	5/12/2022	305.00
CPA220512-139	WM Music Lessons	5/12/2022	1,680.00
CPA220512-14	Charter Impact, Inc.	5/12/2022	73,461.00
CPA220512-140	WM Tutoring Services	5/12/2022	150.00
CPA220512-15	Code Ninjas Newport Beach	5/12/2022	279.00
CPA220512-16	Creative Academy Tutoring Center LLC	5/12/2022	350.00
CPA220512-17	Deborah Hotchkiss	5/12/2022	720.00
CPA220512-18	Dejitaru Karate Dojo	5/12/2022	400.00
CPA220512-19	eat2explore	5/12/2022	173.20
CPA220512-20	eat2explore	5/12/2022	173.20
CPA220512-21	EMH Sports USA, Inc.	5/12/2022	355.00
CPA220512-22	EMH Sports USA, Inc.	5/12/2022	9,085.00
CPA220512-23	Focus Dance Center	5/12/2022	140.00
CPA220512-24	Focus Dance Center	5/12/2022	80.00
CPA220512-25	Focus Dance Center	5/12/2022	185.00
CPA220512-26	Focus Dance Center	5/12/2022	185.00
CPA220512-27	Focus Dance Center	5/12/2022	72.00
CPA220512-28	Freedom Choice Education	5/12/2022	270.00
CPA220512-29	Freedom Choice Education	5/12/2022	150.00
CPA220512-30	Gavin Witzer Golf	5/12/2022	850.00
CPA220512-31	Greenwave Surf	5/12/2022	3,910.00
CPA220512-32	Gretchen McKay	5/12/2022	550.00
CPA220512-33	Heather Brinson	5/12/2022	1,155.00
CPA220512-34	Institute for Excellence in Writing	5/12/2022	218.48
CPA220512-35	Institute for Excellence in Writing	5/12/2022	136.59
CPA220512-36	Kumon Huntington Beach South	5/12/2022	875.00
CPA220512-37	Logic of English	5/12/2022	40.43
CPA220512-38	ODP Business Solutions, LLC	5/12/2022	24.50

Cabrillo Point Academy**Check Register**

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
CPA220512-39	ODP Business Solutions, LLC	5/12/2022	121.42
CPA220512-40	ODP Business Solutions, LLC	5/12/2022	24.48
CPA220512-41	ODP Business Solutions, LLC	5/12/2022	134.44
CPA220512-42	ODP Business Solutions, LLC	5/12/2022	23.55
CPA220512-43	ODP Business Solutions, LLC	5/12/2022	293.61
CPA220512-44	One-on-One Tutoring	5/12/2022	200.00
CPA220512-45	Pacific Coast Academy	5/12/2022	8,866.58
CPA220512-46	Pakua LLC	5/12/2022	90.00
CPA220512-47	Peace Hill Classical Co-Op LLC	5/12/2022	1,100.00
CPA220512-48	Rainbow Resource Center	5/12/2022	38.42
CPA220512-49	Rainbow Resource Center	5/12/2022	186.03
CPA220512-50	Rainbow Resource Center	5/12/2022	186.03
CPA220512-51	Rainbow Resource Center	5/12/2022	60.73
CPA220512-52	Rainbow Resource Center	5/12/2022	138.52
CPA220512-53	Rainbow Resource Center	5/12/2022	96.72
CPA220512-54	Rainbow Resource Center	5/12/2022	166.50
CPA220512-55	Rainbow Resource Center	5/12/2022	25.81
CPA220512-56	Rainbow Resource Center	5/12/2022	25.81
CPA220512-57	Rainbow Resource Center	5/12/2022	52.16
CPA220512-58	Rainbow Resource Center	5/12/2022	64.08
CPA220512-59	Rainbow Resource Center	5/12/2022	139.83
CPA220512-60	Rainbow Resource Center	5/12/2022	31.15
CPA220512-61	Rainbow Resource Center	5/12/2022	65.06
CPA220512-62	Rainbow Resource Center	5/12/2022	25.81
CPA220512-63	Rainbow Resource Center	5/12/2022	59.17
CPA220512-64	Rainbow Resource Center	5/12/2022	91.08
CPA220512-65	Rainbow Resource Center	5/12/2022	25.70
CPA220512-66	Rainbow Resource Center	5/12/2022	125.99
CPA220512-67	Rainbow Resource Center	5/12/2022	125.99
CPA220512-68	Rainbow Resource Center	5/12/2022	143.66
CPA220512-69	Rainbow Resource Center	5/12/2022	54.91
CPA220512-70	Rainbow Resource Center	5/12/2022	98.15
CPA220512-71	Rainbow Resource Center	5/12/2022	40.85
CPA220512-72	Rainbow Resource Center	5/12/2022	41.93
CPA220512-73	Rainbow Resource Center	5/12/2022	13.28
CPA220512-74	Rainbow Resource Center	5/12/2022	40.85
CPA220512-75	Rainbow Resource Center	5/12/2022	13.91
CPA220512-76	Rainbow Resource Center	5/12/2022	40.85
CPA220512-77	Rainbow Resource Center	5/12/2022	12.35
CPA220512-78	Rainbow Resource Center	5/12/2022	53.82
CPA220512-79	Rainbow Resource Center	5/12/2022	53.72
CPA220512-80	Rainbow Resource Center	5/12/2022	90.72
CPA220512-81	Rainbow Resource Center	5/12/2022	47.64
CPA220512-82	Rainbow Resource Center	5/12/2022	44.67
CPA220512-83	Rainbow Resource Center	5/12/2022	55.35
CPA220512-84	Rainbow Resource Center	5/12/2022	55.35
CPA220512-85	Rainbow Resource Center	5/12/2022	48.93
CPA220512-86	Rainbow Resource Center	5/12/2022	46.29
CPA220512-87	Rainbow Resource Center	5/12/2022	26.57
CPA220512-88	Rainbow Resource Center	5/12/2022	32.51
CPA220512-89	Rainbow Resource Center	5/12/2022	257.44
CPA220512-90	Rainbow Resource Center	5/12/2022	269.82
CPA220512-91	Sara Burdge Tutoring	5/12/2022	320.00
CPA220512-92	Sara Burdge Tutoring	5/12/2022	320.00
CPA220512-93	Sara Burdge Tutoring	5/12/2022	160.00
CPA220512-94	School Pathways, LLC	5/12/2022	925.00
CPA220512-95	Teacher Synergy, LLC	5/12/2022	28.75

Cabrillo Point Academy**Check Register****For the period ended May 31, 2022**

Check Number	Vendor Name	Check Date	Check Amount
CPA220512-96	Teacher Synergy, LLC	5/12/2022	18.00
CPA220512-97	Teacher Synergy, LLC	5/12/2022	10.00
CPA220512-98	Teacher Synergy, LLC	5/12/2022	31.21
CPA220512-99	Teacher Synergy, LLC	5/12/2022	13.00
CPA220517-01	Amazon Capital Services	5/17/2022	82,452.08
CPA220517-02	Amazon Capital Services	5/17/2022	28,306.62
CPA220517-03	Amazon Capital Services	5/17/2022	42,245.74
CPA220519-01	Amazon Capital Services	5/19/2022	91.59
CPA220519-02	Amazon Capital Services	5/19/2022	42.64
CPA220519-03	Amazon Capital Services	5/19/2022	59.26
CPA220519-04	Amazon Capital Services	5/19/2022	72.96
CPA220519-05	Amazon Capital Services	5/19/2022	61.42
CPA220519-06	Amazon Capital Services	5/19/2022	91.09
CPA220520-01	Angelina L Mosley	5/20/2022	600.00
CPA220520-02	Annie Koh	5/20/2022	880.00
CPA220520-03	Applied Music Studio, LLC	5/20/2022	120.00
CPA220520-04	Applied Music Studio, LLC	5/20/2022	120.00
CPA220520-05	Aqua Tots LA LLC	5/20/2022	199.00
CPA220520-06	Aqua Tots LA LLC	5/20/2022	248.00
CPA220520-07	Aqua Tots LA LLC	5/20/2022	199.00
CPA220520-08	Aqua Tots LA LLC	5/20/2022	136.00
CPA220520-09	Aqua Tots LA LLC	5/20/2022	124.00
CPA220520-10	Aqua Tots LA LLC	5/20/2022	124.00
CPA220520-100	Institute for Excellence in Writing	5/20/2022	93.02
CPA220520-101	Institute for Excellence in Writing	5/20/2022	98.91
CPA220520-102	Jennifer Guitron	5/20/2022	80.00
CPA220520-103	Jennifer Guitron	5/20/2022	20.00
CPA220520-104	Jennifer Guitron	5/20/2022	160.00
CPA220520-105	Jenny Del Greco	5/20/2022	720.00
CPA220520-106	Jenny Tu	5/20/2022	1,288.00
CPA220520-107	Kara A. Ahmann	5/20/2022	400.00
CPA220520-108	Karate For All	5/20/2022	132.00
CPA220520-109	Karate For All	5/20/2022	198.00
CPA220520-11	Aqua Tots LA LLC	5/20/2022	212.00
CPA220520-110	Karate For All	5/20/2022	132.00
CPA220520-111	Karate For All	5/20/2022	110.00
CPA220520-112	Karate For All	5/20/2022	180.00
CPA220520-113	Karate For All	5/20/2022	154.00
CPA220520-114	Karate For All	5/20/2022	100.00
CPA220520-115	Karate For All	5/20/2022	264.00
CPA220520-116	Karate For All	5/20/2022	100.00
CPA220520-117	Karate For All	5/20/2022	110.00
CPA220520-118	Karate For All	5/20/2022	132.00
CPA220520-119	Kathleen Crady	5/20/2022	304.00
CPA220520-12	Aqua Tots LA LLC	5/20/2022	660.00
CPA220520-120	Kathleen Elliott	5/20/2022	55.00
CPA220520-121	Kathleen Elliott	5/20/2022	55.00
CPA220520-122	Kathleen Elliott	5/20/2022	165.00
CPA220520-123	Kathleen Elliott	5/20/2022	165.00
CPA220520-124	Kathleen Elliott	5/20/2022	350.00
CPA220520-125	Kathleen Elliott	5/20/2022	250.00
CPA220520-126	Katie Kohn	5/20/2022	150.00
CPA220520-127	Katie Kohn	5/20/2022	150.00
CPA220520-128	KICKS Taekwondo Riverside Inc.	5/20/2022	150.00
CPA220520-129	KIDS R PPL 2!	5/20/2022	350.00
CPA220520-13	Aqua Tots LA LLC	5/20/2022	450.00
CPA220520-130	KIDS R PPL 2!	5/20/2022	350.00

Cabrillo Point Academy**Check Register**

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Check Number	Vendor Name	Check Date	Check Amount
CPA220520-131	KiwiCo, Inc.	5/20/2022	1,081.87
CPA220520-132	KiwiCo, Inc.	5/20/2022	3,108.67
CPA220520-133	Kumon Math & Reading Center of Garden Grove - West	5/20/2022	255.00
CPA220520-134	Kumon Math & Reading Center of Garden Grove - West	5/20/2022	175.00
CPA220520-135	Kumon Math & Reading Center of Garden Grove - West	5/20/2022	175.00
CPA220520-136	Kumon Math & Reading Center of Garden Grove - West	5/20/2022	175.00
CPA220520-137	Laurel P. Evans	5/20/2022	398.75
CPA220520-138	Lauren Niggl	5/20/2022	255.00
CPA220520-139	Lee's Taekwondo-Laguna Hills	5/20/2022	148.00
CPA220520-14	Aqua Tots LA LLC	5/20/2022	336.00
CPA220520-140	Lenore Johnson	5/20/2022	392.16
CPA220520-141	Liliana Harris	5/20/2022	60.00
CPA220520-142	Liliana Harris	5/20/2022	200.00
CPA220520-143	Liliana Harris	5/20/2022	200.00
CPA220520-144	Liliana Harris	5/20/2022	200.00
CPA220520-145	Liliana Harris	5/20/2022	200.00
CPA220520-146	Mark Howard	5/20/2022	664.00
CPA220520-147	Mathnasium of Garden Grove	5/20/2022	350.00
CPA220520-148	Mathnasium of Garden Grove	5/20/2022	350.00
CPA220520-149	Mathnasium of Garden Grove	5/20/2022	350.00
CPA220520-15	Aqua Tots LA LLC	5/20/2022	236.00
CPA220520-150	MEL Science U.S., LLC	5/20/2022	214.42
CPA220520-151	Miwako Watanabe of Studio Mieux-Mieux	5/20/2022	124.00
CPA220520-152	Nancy Watilo	5/20/2022	210.00
CPA220520-153	NJA Therapy Services, Inc.	5/20/2022	2,121.00
CPA220520-154	OC Piano Program	5/20/2022	120.00
CPA220520-155	Olympia Training Center	5/20/2022	4,164.00
CPA220520-156	One-on-One Tutoring	5/20/2022	300.00
CPA220520-157	One-on-One Tutoring	5/20/2022	150.00
CPA220520-158	One-on-One Tutoring	5/20/2022	300.00
CPA220520-159	Optimus Brazilian JiuJitsu	5/20/2022	180.00
CPA220520-16	Aqua Tots LA LLC	5/20/2022	236.00
CPA220520-160	Peace Hill Classical Co-Op LLC	5/20/2022	250.00
CPA220520-161	Peace Hill Classical Co-Op LLC	5/20/2022	750.00
CPA220520-162	Peace Hill Classical Co-Op LLC	5/20/2022	250.00
CPA220520-163	Peace Hill Classical Co-Op LLC	5/20/2022	100.00
CPA220520-164	Peace Hill Classical Co-Op LLC	5/20/2022	250.00
CPA220520-165	Peace Hill Classical Co-Op LLC	5/20/2022	100.00
CPA220520-166	Peace Hill Classical Co-Op LLC	5/20/2022	1,000.00
CPA220520-167	Peace Hill Classical Co-Op LLC	5/20/2022	500.00
CPA220520-168	Peace Hill Classical Co-Op LLC	5/20/2022	500.00
CPA220520-169	Peace Hill Press, Inc. dba Well Trained Mind Press	5/20/2022	54.75
CPA220520-17	Aqua Tots LA LLC	5/20/2022	236.00
CPA220520-170	Pony Hayvin Ranch	5/20/2022	190.00
CPA220520-171	Pony Hayvin Ranch	5/20/2022	190.00
CPA220520-172	Pony Hayvin Ranch	5/20/2022	200.00
CPA220520-173	Pony Hayvin Ranch	5/20/2022	190.00
CPA220520-174	Pony Hayvin Ranch	5/20/2022	200.00
CPA220520-175	Rainbow Resource Center	5/20/2022	85.93
CPA220520-176	Rainbow Resource Center	5/20/2022	91.50
CPA220520-177	Rainbow Resource Center	5/20/2022	155.67
CPA220520-178	Rainbow Resource Center	5/20/2022	137.95
CPA220520-179	Rainbow Resource Center	5/20/2022	228.19
CPA220520-18	Aqua Tots LA LLC	5/20/2022	336.00
CPA220520-180	Rainbow Resource Center	5/20/2022	32.28
CPA220520-181	Rainbow Resource Center	5/20/2022	242.10
CPA220520-182	Rainbow Resource Center	5/20/2022	58.25

Cabrillo Point Academy**Check Register**

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
CPA220520-183	Rainbow Resource Center	5/20/2022	67.64
CPA220520-184	Rainbow Resource Center	5/20/2022	122.34
CPA220520-185	Rainbow Resource Center	5/20/2022	17.74
CPA220520-186	Rainbow Resource Center	5/20/2022	53.86
CPA220520-187	Rainbow Resource Center	5/20/2022	38.69
CPA220520-188	Rainbow Resource Center	5/20/2022	211.90
CPA220520-189	Rainbow Resource Center	5/20/2022	113.72
CPA220520-19	Aqua Tots LA LLC	5/20/2022	299.00
CPA220520-190	Rainbow Resource Center	5/20/2022	95.32
CPA220520-191	Rainbow Resource Center	5/20/2022	48.93
CPA220520-192	Randall Music School	5/20/2022	114.58
CPA220520-193	Roos Music	5/20/2022	5,075.00
CPA220520-194	Roos Music	5/20/2022	2,100.00
CPA220520-195	Samara Rice	5/20/2022	2,764.00
CPA220520-196	Samara Rice	5/20/2022	248.00
CPA220520-197	Sara Burdge Tutoring	5/20/2022	160.00
CPA220520-198	Spanish Time 123	5/20/2022	410.00
CPA220520-199	Suzanne Silvio	5/20/2022	105.00
CPA220520-20	Aqua Tots LA LLC	5/20/2022	236.00
CPA220520-200	Suzanne Silvio	5/20/2022	285.00
CPA220520-201	Sydney Zuccolotto	5/20/2022	240.00
CPA220520-202	Sydney Zuccolotto	5/20/2022	80.00
CPA220520-203	Sydney Zuccolotto	5/20/2022	320.00
CPA220520-204	Sydney Zuccolotto	5/20/2022	320.00
CPA220520-205	Sydney Zuccolotto	5/20/2022	320.00
CPA220520-206	Sydney Zuccolotto	5/20/2022	320.00
CPA220520-207	Sydney Zuccolotto	5/20/2022	320.00
CPA220520-208	Sydney Zuccolotto	5/20/2022	160.00
CPA220520-209	Sydney Zuccolotto	5/20/2022	320.00
CPA220520-21	Aqua Tots LA LLC	5/20/2022	236.00
CPA220520-210	Teacher Synergy, LLC	5/20/2022	3.96
CPA220520-211	Teacher Synergy, LLC	5/20/2022	5.10
CPA220520-212	Teacher Synergy, LLC	5/20/2022	23.60
CPA220520-213	Teacher Synergy, LLC	5/20/2022	31.60
CPA220520-214	Teacher Synergy, LLC	5/20/2022	24.70
CPA220520-215	Teacher Synergy, LLC	5/20/2022	10.36
CPA220520-216	Teacher Synergy, LLC	5/20/2022	100.00
CPA220520-217	Teacher Synergy, LLC	5/20/2022	49.66
CPA220520-218	Teacher Synergy, LLC	5/20/2022	4.80
CPA220520-219	Teacher Synergy, LLC	5/20/2022	142.34
CPA220520-22	Aqua Tots LA LLC	5/20/2022	299.00
CPA220520-220	Teacher Synergy, LLC	5/20/2022	0.75
CPA220520-221	Timberdoodle.com	5/20/2022	378.58
CPA220520-222	Timberdoodle.com	5/20/2022	145.16
CPA220520-223	Timberdoodle.com	5/20/2022	96.99
CPA220520-224	Timberdoodle.com	5/20/2022	94.97
CPA220520-225	Timberdoodle.com	5/20/2022	116.88
CPA220520-226	Timberdoodle.com	5/20/2022	287.70
CPA220520-227	Timberdoodle.com	5/20/2022	100.58
CPA220520-228	Timberdoodle.com	5/20/2022	108.25
CPA220520-229	Timberdoodle.com	5/20/2022	98.84
CPA220520-23	Aqua Tots LA LLC	5/20/2022	472.00
CPA220520-230	Touch-it Productions	5/20/2022	350.00
CPA220520-231	Tutorloo, Inc. dba Mathnasium of Seal Beach	5/20/2022	203.00
CPA220520-232	United Studios of Self Defense	5/20/2022	180.00
CPA220520-233	Vasilios Tsounis	5/20/2022	105.00
CPA220520-234	Westminster Arts Academy	5/20/2022	130.00

Cabrillo Point Academy**Check Register**

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
CPA220520-235	Westminster Arts Academy	5/20/2022	130.00
CPA220520-236	Westminster Arts Academy	5/20/2022	130.00
CPA220520-237	Westminster Arts Academy	5/20/2022	78.00
CPA220520-238	Westminster Arts Academy	5/20/2022	130.00
CPA220520-239	Westminster Arts Academy	5/20/2022	78.00
CPA220520-24	Aqua Tots ORANGE LLC	5/20/2022	124.00
CPA220520-240	Westminster Arts Academy	5/20/2022	130.00
CPA220520-241	Westminster Arts Academy	5/20/2022	190.00
CPA220520-242	Westminster Arts Academy	5/20/2022	130.00
CPA220520-243	Westminster Arts Academy	5/20/2022	130.00
CPA220520-244	Westminster Arts Academy	5/20/2022	130.00
CPA220520-245	Westminster Arts Academy	5/20/2022	130.00
CPA220520-246	Westminster Arts Academy	5/20/2022	130.00
CPA220520-247	Westminster Arts Academy	5/20/2022	130.00
CPA220520-248	Westminster Arts Academy	5/20/2022	98.00
CPA220520-249	Westminster Arts Academy	5/20/2022	78.00
CPA220520-25	Aqua Tots ORANGE LLC	5/20/2022	124.00
CPA220520-250	Westminster Arts Academy	5/20/2022	78.00
CPA220520-251	Westminster Arts Academy	5/20/2022	78.00
CPA220520-252	Westminster Arts Academy	5/20/2022	78.00
CPA220520-253	Westminster Arts Academy	5/20/2022	98.00
CPA220520-254	Westminster Arts Academy	5/20/2022	98.00
CPA220520-255	Westminster Arts Academy	5/20/2022	78.00
CPA220520-256	Westminster Arts Academy	5/20/2022	78.00
CPA220520-257	Westminster Arts Academy	5/20/2022	78.00
CPA220520-258	Westminster Arts Academy	5/20/2022	62.19
CPA220520-259	Westminster Arts Academy	5/20/2022	78.00
CPA220520-26	Aqua Tots ORANGE LLC	5/20/2022	124.00
CPA220520-260	Westminster Arts Academy	5/20/2022	78.00
CPA220520-261	Westminster Arts Academy	5/20/2022	130.00
CPA220520-262	Westminster Arts Academy	5/20/2022	130.00
CPA220520-263	Westminster Arts Academy	5/20/2022	78.00
CPA220520-264	Westminster Arts Academy	5/20/2022	130.00
CPA220520-265	Westminster Arts Academy	5/20/2022	130.00
CPA220520-266	Westminster Arts Academy	5/20/2022	130.00
CPA220520-267	Westminster Arts Academy	5/20/2022	130.00
CPA220520-268	Westminster Arts Academy	5/20/2022	156.00
CPA220520-269	Westminster Arts Academy	5/20/2022	156.00
CPA220520-27	Aqua Tots ORANGE LLC	5/20/2022	448.00
CPA220520-270	Westminster Arts Academy	5/20/2022	130.00
CPA220520-271	Westminster Arts Academy	5/20/2022	78.00
CPA220520-272	Westminster Arts Academy	5/20/2022	130.00
CPA220520-273	Westminster Arts Academy	5/20/2022	130.00
CPA220520-274	Westminster Arts Academy	5/20/2022	127.50
CPA220520-275	Westminster Arts Academy	5/20/2022	95.00
CPA220520-276	White Dragon Martial Arts	5/20/2022	149.00
CPA220520-28	Aqua Tots ORANGE LLC	5/20/2022	124.00
CPA220520-29	Aqua Tots ORANGE LLC	5/20/2022	248.00
CPA220520-30	Aqua Tots ORANGE LLC	5/20/2022	124.00
CPA220520-31	Aqua Tots ORANGE LLC	5/20/2022	199.00
CPA220520-32	Aqua Tots ORANGE LLC	5/20/2022	124.00
CPA220520-33	Aqua Tots ORANGE LLC	5/20/2022	236.00
CPA220520-34	Aqua Tots ORANGE LLC	5/20/2022	700.00
CPA220520-35	Aqua Tots ORANGE LLC	5/20/2022	672.00
CPA220520-36	Aqua Tots ORANGE LLC	5/20/2022	248.00
CPA220520-37	Aqua Tots ORANGE LLC	5/20/2022	236.00
CPA220520-38	Aqua Tots ORANGE LLC	5/20/2022	225.00

Cabrillo Point Academy**Check Register**

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
CPA220520-39	Aqua Tots ORANGE LLC	5/20/2022	236.00
CPA220520-40	Aqua Tots ORANGE LLC	5/20/2022	336.00
CPA220520-41	Aqua Tots ORANGE LLC	5/20/2022	236.00
CPA220520-42	Aqua Tots ORANGE LLC	5/20/2022	336.00
CPA220520-43	Aqua Tots ORANGE LLC	5/20/2022	398.00
CPA220520-44	Aqua Tots ORANGE LLC	5/20/2022	236.00
CPA220520-45	Aqua Tots ORANGE LLC	5/20/2022	448.00
CPA220520-46	Aqua Tots ORANGE LLC	5/20/2022	270.00
CPA220520-47	Aqua Tots ORANGE LLC	5/20/2022	472.00
CPA220520-48	Aqua Tots ORANGE LLC	5/20/2022	299.00
CPA220520-49	Aqua Tots ORANGE LLC	5/20/2022	298.00
CPA220520-50	Art + Soul Collective	5/20/2022	150.00
CPA220520-51	Art + Soul Collective	5/20/2022	235.00
CPA220520-52	Artistic Dance Academy	5/20/2022	60.00
CPA220520-53	Artistic Dance Academy	5/20/2022	50.00
CPA220520-54	Artistic Dance Academy	5/20/2022	40.00
CPA220520-55	Blake Litschke	5/20/2022	240.00
CPA220520-56	Blake Litschke	5/20/2022	240.00
CPA220520-57	Blake Litschke	5/20/2022	180.00
CPA220520-58	Blake Litschke	5/20/2022	240.00
CPA220520-59	Blake Litschke	5/20/2022	67.50
CPA220520-60	Blake Litschke	5/20/2022	120.00
CPA220520-61	Blake Litschke	5/20/2022	60.00
CPA220520-62	Breakthrough Sports	5/20/2022	28.00
CPA220520-63	Breakthrough Sports	5/20/2022	68.00
CPA220520-64	Breakthrough Sports	5/20/2022	220.00
CPA220520-65	Breakthrough Sports	5/20/2022	220.00
CPA220520-66	Breakthrough Sports	5/20/2022	16.00
CPA220520-67	Breakthrough Sports	5/20/2022	330.00
CPA220520-68	Breakthrough Sports	5/20/2022	180.00
CPA220520-69	Breakthrough Sports	5/20/2022	220.00
CPA220520-70	Carlson Gracie Westminster	5/20/2022	750.00
CPA220520-71	Carlson Gracie Westminster	5/20/2022	500.00
CPA220520-72	Charles Jones	5/20/2022	343.75
CPA220520-73	Coastal Music Studios	5/20/2022	950.00
CPA220520-74	Coastal Music Studios	5/20/2022	800.00
CPA220520-75	Code Ninjas Newport Beach	5/20/2022	279.00
CPA220520-76	Code Ninjas Newport Beach	5/20/2022	279.00
CPA220520-77	Code Ninjas Newport Beach	5/20/2022	209.25
CPA220520-78	Code Ninjas Newport Beach	5/20/2022	179.00
CPA220520-79	Code Ninjas Newport Beach	5/20/2022	179.00
CPA220520-80	Code Ninjas Newport Beach	5/20/2022	279.00
CPA220520-81	Code Ninjas Newport Beach	5/20/2022	268.50
CPA220520-82	Code Ninjas Newport Beach	5/20/2022	179.00
CPA220520-83	Code Ninjas Newport Beach	5/20/2022	179.00
CPA220520-84	CoVerified	5/20/2022	1,000.00
CPA220520-85	Creative Academy Tutoring Center LLC	5/20/2022	210.00
CPA220520-86	Creative Academy Tutoring Center LLC	5/20/2022	300.00
CPA220520-87	Creative Academy Tutoring Center LLC	5/20/2022	150.00
CPA220520-88	Creative Academy Tutoring Center LLC	5/20/2022	180.00
CPA220520-89	Creative Academy Tutoring Center LLC	5/20/2022	120.00
CPA220520-90	Creative Academy Tutoring Center LLC	5/20/2022	300.00
CPA220520-91	Frazier Martial Arts	5/20/2022	616.00
CPA220520-92	Gavin Witzer Golf	5/20/2022	4,926.00
CPA220520-93	Greenwave Surf	5/20/2022	8,293.00
CPA220520-94	Gretchen McKay	5/20/2022	527.00
CPA220520-95	Head, Heart, and Hands	5/20/2022	9,300.00

Cabrillo Point Academy**Check Register**

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
CPA220520-96	History Unboxed LLC	5/20/2022	65.41
CPA220520-97	History Unboxed LLC	5/20/2022	65.41
CPA220520-98	History Unboxed LLC	5/20/2022	65.41
CPA220520-99	Hooked on Phonics	5/20/2022	327.56
CPA220524-01	Amazon Capital Services	5/24/2022	82,638.08
CPA220524-02	Amazon Capital Services	5/24/2022	8,486.22
CPA220524-03	Amazon Capital Services	5/24/2022	646.92
CPA220524-04	Amazon Capital Services	5/24/2022	85.98
CPA220527-01	Andrey Chuguev	5/27/2022	360.00
CPA220527-02	Angelina L Mosley	5/27/2022	600.00
CPA220527-03	Aqua Tots LA LLC	5/27/2022	124.00
CPA220527-04	Aqua Tots ORANGE LLC	5/27/2022	236.00
CPA220527-05	Aqua Tots ORANGE LLC	5/27/2022	236.00
CPA220527-06	Blake Litschke	5/27/2022	91.50
CPA220527-07	Breakthrough Sports	5/27/2022	175.00
CPA220527-08	Breakthrough Sports	5/27/2022	220.00
CPA220527-09	Breakthrough Sports	5/27/2022	220.00
CPA220527-10	Breakthrough Sports	5/27/2022	85.00
CPA220527-11	Breakthrough Sports	5/27/2022	85.00
CPA220527-12	Breakthrough Sports	5/27/2022	110.00
CPA220527-13	Coastal Music Studios	5/27/2022	160.00
CPA220527-14	Dance Works	5/27/2022	796.75
CPA220527-15	Dance Works	5/27/2022	418.00
CPA220527-16	Dancing Keys Music Studio	5/27/2022	232.00
CPA220527-17	Dancing Keys Music Studio	5/27/2022	162.00
CPA220527-18	Dancing Keys Music Studio	5/27/2022	145.80
CPA220527-19	Dancing Keys Music Studio	5/27/2022	162.00
CPA220527-20	Dancing Keys Music Studio	5/27/2022	145.80
CPA220527-21	Gryphon Fitness Studio, LLC	5/27/2022	430.00
CPA220527-22	Gymnastics Pacifica	5/27/2022	205.00
CPA220527-23	History Unboxed LLC	5/27/2022	136.88
CPA220527-24	History Unboxed LLC	5/27/2022	194.69
CPA220527-25	History Unboxed LLC	5/27/2022	285.73
CPA220527-26	History Unboxed LLC	5/27/2022	65.91
CPA220527-27	History Unboxed LLC	5/27/2022	318.59
CPA220527-28	History Unboxed LLC	5/27/2022	285.73
CPA220527-29	History Unboxed LLC	5/27/2022	348.55
CPA220527-30	History Unboxed LLC	5/27/2022	285.73
CPA220527-31	History Unboxed LLC	5/27/2022	65.91
CPA220527-32	History Unboxed LLC	5/27/2022	65.41
CPA220527-33	Institute for Excellence in Writing	5/27/2022	13.65
CPA220527-34	Jonathan Brown	5/27/2022	140.00
CPA220527-35	Jonathan Brown	5/27/2022	140.00
CPA220527-36	Jonathan Brown	5/27/2022	280.00
CPA220527-37	Kathleen Crady	5/27/2022	465.00
CPA220527-38	Kathleen Elliott	5/27/2022	55.00
CPA220527-39	Kathleen Elliott	5/27/2022	55.00
CPA220527-40	Kathleen Elliott	5/27/2022	150.00
CPA220527-41	Kathleen Elliott	5/27/2022	150.00
CPA220527-42	Kathleen Elliott	5/27/2022	250.00
CPA220527-43	KiwiCo, Inc.	5/27/2022	3,166.99
CPA220527-44	KNM Company LLC	5/27/2022	727.00
CPA220527-45	Law Office of Jennifer McQuarrie	5/27/2022	359.34
CPA220527-46	Liliana Harris	5/27/2022	240.00
CPA220527-47	Lingo Train LLC	5/27/2022	120.00
CPA220527-48	Logic of English	5/27/2022	116.90
CPA220527-49	Marsha Bradbury	5/27/2022	613.00

Cabrillo Point Academy**Check Register**

For the period ended May 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
CPA220527-50	Mission Vista Academy	5/27/2022	695.99
CPA220527-51	MusicPaige Studio	5/27/2022	450.00
CPA220527-52	MusicPaige Studio	5/27/2022	2,333.00
CPA220527-53	Pacific Coast Academy	5/27/2022	4,243.74
CPA220527-54	Pacific Coast Academy	5/27/2022	408.00
CPA220527-55	Peace Hill Classical Co-Op LLC	5/27/2022	300.00
CPA220527-56	Peace Hill Classical Co-Op LLC	5/27/2022	350.00
CPA220527-57	Peace Hill Classical Co-Op LLC	5/27/2022	500.00
CPA220527-58	Peace Hill Classical Co-Op LLC	5/27/2022	500.00
CPA220527-59	Phoenix Feather Academy of Music	5/27/2022	2,627.00
CPA220527-60	Rainbow Resource Center	5/27/2022	139.30
CPA220527-61	Rainbow Resource Center	5/27/2022	632.30
CPA220527-62	Rainbow Resource Center	5/27/2022	71.20
CPA220527-63	Rainbow Resource Center	5/27/2022	89.61
CPA220527-64	Soaring Minds Education	5/27/2022	1,005.00
CPA220527-65	Suzanne Silvio	5/27/2022	260.00
CPA220527-66	Teacher Synergy, LLC	5/27/2022	8.98
CPA220527-67	The Music Factory	5/27/2022	2,276.00
CPA220527-68	Timberdoodle.com	5/27/2022	238.11
CPA220527-69	Timberdoodle.com	5/27/2022	126.78
CPA220527-70	Timberdoodle.com	5/27/2022	263.08
CPA220527-71	Timberdoodle.com	5/27/2022	149.19
CPA220527-72	Timberdoodle.com	5/27/2022	83.76
CPA220527-73	Timberdoodle.com	5/27/2022	652.70
CPA220527-74	Timberdoodle.com	5/27/2022	185.01
CPA220527-75	Young Actors Space	5/27/2022	340.00
CPA220527-76	Apple Inc.	5/27/2022	447,598.13
CPA220527-77	OverDrive, Inc.	5/27/2022	200,000.00
CPA220531-01	Amazon Capital Services	5/31/2022	<u>2,710.35</u>

Total Disbursements in May \$ 2,930,250.26

Cabrillo Point Academy
Accounts Payable Aging

May 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
A Brighter Child	61875	4/29/2022	5/29/2022	\$ -	\$ 78	\$ -	\$ -	\$ -	\$ 78
A Brighter Child	61909	5/3/2022	6/2/2022	19	-	-	-	-	19
A Brighter Child	61910	5/20/2022	6/19/2022	43	-	-	-	-	43
Academy of Ballet Arts	2124	5/15/2022	6/14/2022	340	-	-	-	-	340
Aidas Rekllys	0429202207	4/29/2022	5/29/2022	-	960	-	-	-	960
Alison Maitlen	005	5/13/2022	6/12/2022	10,108	-	-	-	-	10,108
American Tiger Martial Arts & Fitness	0622	5/20/2022	6/19/2022	566	-	-	-	-	566
Angela Box	1023	5/19/2022	6/18/2022	770	-	-	-	-	770
Apple Inc.	AJ00130527	5/13/2022	6/12/2022	49	-	-	-	-	49
Applied Music Studio, LLC	519626	5/17/2022	6/16/2022	240	-	-	-	-	240
Arbor Learning Community	CPA May 2022	5/17/2022	6/17/2022	4,113	-	-	-	-	4,113
Art + Soul Collective	120	5/19/2022	6/18/2022	100	-	-	-	-	100
Art + Soul Collective	121	5/19/2022	6/18/2022	240	-	-	-	-	240
Art + Soul Collective	122	5/19/2022	6/18/2022	100	-	-	-	-	100
Art + Soul Collective	123	5/19/2022	6/18/2022	175	-	-	-	-	175
Art + Soul Collective	124	5/19/2022	6/18/2022	240	-	-	-	-	240
Art + Soul Collective	125	5/19/2022	6/18/2022	100	-	-	-	-	100
Art + Soul Collective	126	5/19/2022	6/18/2022	235	-	-	-	-	235
Art + Soul Collective	127	5/19/2022	6/18/2022	40	-	-	-	-	40
Art + Soul Collective	128	5/19/2022	6/18/2022	165	-	-	-	-	165
Art + Soul Collective	129	5/19/2022	6/18/2022	175	-	-	-	-	175
Art + Soul Collective	130	5/19/2022	6/18/2022	164	-	-	-	-	164
Art + Soul Collective	131	5/19/2022	6/18/2022	120	-	-	-	-	120
Art + Soul Collective	132	5/19/2022	6/18/2022	175	-	-	-	-	175
Art + Soul Collective	133	5/19/2022	6/18/2022	175	-	-	-	-	175
Art + Soul Collective	134	5/19/2022	6/18/2022	200	-	-	-	-	200
Bay Alarm Company	19618588	5/15/2022	6/14/2022	179	-	-	-	-	179
Bay Alarm Company	19622955	5/15/2022	5/15/2022	-	165	-	-	-	165
Bay Alarm Company	19624218	5/15/2022	5/15/2022	-	130	-	-	-	130
Bay Alarm Company	19629948	5/15/2022	5/15/2022	-	179	-	-	-	179
Bay Alarm Company	19635561	5/15/2022	5/15/2022	-	135	-	-	-	135
Bay Alarm Company	19644058	5/15/2022	6/14/2022	165	-	-	-	-	165
Big Little Ones LLC	3061	5/16/2022	5/16/2022	-	40	-	-	-	40
Brain Builders STEM Education, Inc	1754	2/15/2022	3/17/2022	-	-	-	(400)	-	(400)
Brain Builders STEM Education, Inc	1762	3/9/2022	4/8/2022	-	-	(380)	-	-	(380)
Brain Builders STEM Education, Inc	1832	4/13/2022	5/13/2022	-	135	-	-	-	135
Brain Builders STEM Education, Inc	1833	4/13/2022	5/13/2022	-	(225)	-	-	-	(225)
Brain Builders STEM Education, Inc	1840	4/13/2022	5/13/2022	-	20	-	-	-	20
Brain Builders STEM Education, Inc	1859	4/22/2022	5/22/2022	-	(665)	-	-	-	(665)
CEG Martial Arts	1221JL	4/19/2021	5/19/2021	-	-	-	-	156	156
Charles Jones	52022	5/16/2022	6/15/2022	344	-	-	-	-	344
Charlot Gymnastics	63	5/17/2022	6/16/2022	433	-	-	-	-	433

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Charter Impact, Inc.	12730	4/30/2022	5/30/2022	-	400	-	-	-	400
Chef Tech Cooking School	70082	5/19/2022	6/18/2022	350	-	-	-	-	350
CM School Supply Inc.	0011012848-0	5/2/2022	6/1/2022	38	-	-	-	-	38
Creative Academy Tutoring Center LLC	1741	5/20/2022	6/19/2022	350	-	-	-	-	350
Creative Academy Tutoring Center LLC	1742	5/20/2022	6/19/2022	100	-	-	-	-	100
Creative Academy Tutoring Center LLC	1743	5/20/2022	6/19/2022	40	-	-	-	-	40
Creative Academy Tutoring Center LLC	1747	5/20/2022	6/19/2022	240	-	-	-	-	240
Creative Academy Tutoring Center LLC	1748	5/20/2022	6/19/2022	240	-	-	-	-	240
Creative Academy Tutoring Center LLC	1750	5/20/2022	6/19/2022	60	-	-	-	-	60
Creative Outlet PAC	33	5/19/2022	5/19/2022	-	1,100	-	-	-	1,100
Dan Lee	51622	5/16/2022	6/15/2022	870	-	-	-	-	870
David Contreras	2022 -08	5/14/2022	6/13/2022	174	-	-	-	-	174
David Contreras	2022 -09	5/14/2022	6/13/2022	300	-	-	-	-	300
David Contreras	2022 -10	5/14/2022	6/13/2022	240	-	-	-	-	240
David Contreras	2022 -11	5/14/2022	6/13/2022	300	-	-	-	-	300
David Contreras	2022 -12	5/14/2022	6/13/2022	120	-	-	-	-	120
David Contreras	2022 -13	5/14/2022	6/13/2022	150	-	-	-	-	150
David Contreras	2022 -14	5/14/2022	6/13/2022	120	-	-	-	-	120
David Contreras	2022 -15	5/14/2022	6/13/2022	180	-	-	-	-	180
David Osborn	00243	5/15/2022	5/15/2022	-	360	-	-	-	360
Day Dreams LLC dba The Coder School - Cerritos	104	5/18/2022	6/17/2022	325	-	-	-	-	325
Day Dreams LLC dba The Coder School - Cerritos	105	5/18/2022	6/17/2022	325	-	-	-	-	325
Day Dreams LLC dba The Coder School - Cerritos	106	5/18/2022	6/17/2022	325	-	-	-	-	325
Day Dreams LLC dba The Coder School - Cerritos	107	5/18/2022	6/17/2022	325	-	-	-	-	325
Day Dreams LLC dba The Coder School - Cerritos	108	5/18/2022	6/17/2022	325	-	-	-	-	325
Day Dreams LLC dba The Coder School - Cerritos	109	5/18/2022	6/17/2022	325	-	-	-	-	325
Eddie Fensler	446176	5/15/2022	6/14/2022	160	-	-	-	-	160
Eddie Fensler	446177	5/15/2022	6/14/2022	740	-	-	-	-	740
Eddie Fensler	446178	5/15/2022	6/14/2022	590	-	-	-	-	590
Eddie Fensler	446179	5/15/2022	6/14/2022	315	-	-	-	-	315
Eddie Fensler	446180	5/15/2022	6/14/2022	525	-	-	-	-	525
Eddie Fensler	446181	5/15/2022	6/14/2022	525	-	-	-	-	525
Eddie Fensler	446182	5/15/2022	6/14/2022	640	-	-	-	-	640
Eddie Fensler	446183	5/15/2022	6/14/2022	600	-	-	-	-	600
Eddie Fensler	446184	5/15/2022	6/14/2022	300	-	-	-	-	300
Eddie Fensler	446185	5/15/2022	6/14/2022	400	-	-	-	-	400
Eddie Fensler	446186	5/15/2022	6/14/2022	400	-	-	-	-	400
Eddie Fensler	446187	5/15/2022	6/14/2022	1,350	-	-	-	-	1,350
Eddie Fensler	446188	5/15/2022	6/14/2022	300	-	-	-	-	300
Erika Williams	10-22	5/18/2022	6/17/2022	240	-	-	-	-	240
Evolution Golf Academy	0057	5/16/2022	6/15/2022	350	-	-	-	-	350
Evolution Swim Academy Mission Viejo LLC	1112	5/16/2022	6/15/2022	12,421	-	-	-	-	12,421
Evolution Swim Academy Mission Viejo LLC	1113	5/19/2022	6/18/2022	2,738	-	-	-	-	2,738

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Express Yourself Therapy	1896	4/27/2022	5/27/2022	-	176	-	-	-	176
Express Yourself Therapy	1905	4/28/2022	5/28/2022	-	132	-	-	-	132
Freckled Frog	160622	5/16/2022	6/15/2022	345	-	-	-	-	345
Freedom Choice Education	108	5/13/2022	6/12/2022	40	-	-	-	-	40
Freedom Choice Education	109	5/13/2022	6/12/2022	700	-	-	-	-	700
Freedom Choice Education	110	5/13/2022	6/12/2022	250	-	-	-	-	250
Freedom Choice Education	111	5/13/2022	6/12/2022	265	-	-	-	-	265
Freedom Choice Education	112	5/13/2022	6/12/2022	350	-	-	-	-	350
Friends of Leaps & Bounds	22MayKLev	5/18/2022	6/17/2022	120	-	-	-	-	120
Fun with Horses	0000058	5/18/2022	5/18/2022	-	2,730	-	-	-	2,730
Fun with Horses	0000059	5/18/2022	5/18/2022	-	1,460	-	-	-	1,460
Gabrina Owen	CAB2022-05-1	5/17/2022	6/16/2022	260	-	-	-	-	260
Greg Baran Writing	116-CPA	5/17/2022	6/16/2022	250	-	-	-	-	250
Guo's Elite dba World Elite Gymnastics RSM	52022	5/13/2022	6/12/2022	1,460	-	-	-	-	1,460
Gymnastics Pacifica	KK05022022	5/2/2022	6/1/2022	80	-	-	-	-	80
HBCO LLC	1275561	5/20/2022	6/19/2022	83	-	-	-	-	83
HBCO LLC	1275562	5/20/2022	6/19/2022	83	-	-	-	-	83
HBCO LLC	1275563	5/20/2022	6/19/2022	113	-	-	-	-	113
History Unboxed LLC	wc-14601HU	5/18/2022	6/17/2022	65	-	-	-	-	65
History Unboxed LLC	wc-14602HU	5/18/2022	6/17/2022	65	-	-	-	-	65
History Unboxed LLC	wc-14612HU	5/18/2022	6/17/2022	99	-	-	-	-	99
History Unboxed LLC	wc-14643HU	5/18/2022	6/17/2022	66	-	-	-	-	66
Homeschool Concierge	690	9/26/2019	10/26/2019	-	-	-	-	(15,640)	(15,640)
Horse Savvy Training	LG052022	5/17/2022	6/16/2022	220	-	-	-	-	220
iLead Online Charter School	22-S1-10	5/18/2022	5/18/2022	-	4,710	-	-	-	4,710
Insight Public Sector, Inc.	1100941163	5/13/2022	6/12/2022	38,904	-	-	-	-	38,904
Intro 2 Skateboarding	145	5/18/2022	6/17/2022	8,036	-	-	-	-	8,036
ISHARY CORP dba Kumon of Murrieta-Central	042022CPAO	5/17/2022	6/16/2022	1,400	-	-	-	-	1,400
ISHARY CORP dba Kumon of Murrieta-Central	052022CPA	5/16/2022	6/15/2022	1,920	-	-	-	-	1,920
Jackris Publishing, LLC	CPA-2022-013	3/27/2022	4/26/2022	-	-	55	-	-	55
JCS & JC, LLC (DBA Code Ninjas Irvine)	CNSI0014	5/25/2022	6/24/2022	1,843	-	-	-	-	1,843
Jennifer Guitron	26	5/16/2022	6/15/2022	180	-	-	-	-	180
Jessica Cervantes	CERV042222-02	4/22/2022	4/22/2022	-	-	97	-	-	97
Jessica Cervantes	CERV120221-01	12/2/2021	12/2/2021	-	-	-	-	85	85
Judylyn Weesner	160253	5/16/2022	5/16/2022	-	220	-	-	-	220
Judylyn Weesner	160254	5/16/2022	5/16/2022	-	110	-	-	-	110
Kara A. Ahmann	8	5/16/2022	6/15/2022	150	-	-	-	-	150
Karate For All	APRIL 22- 347	5/20/2022	6/19/2022	132	-	-	-	-	132
Kick It Up	101	5/20/2022	6/19/2022	2,090	-	-	-	-	2,090
Kumon Center of Mission Viejo-North	004APR2022	5/18/2022	6/17/2022	600	-	-	-	-	600
Kumon Center of Mission Viejo-North	005MAY2022	5/20/2022	6/19/2022	600	-	-	-	-	600
Kumon of Tustin - North	29	5/16/2022	5/16/2022	-	165	-	-	-	165
Kumon of Tustin - North	30	5/16/2022	5/16/2022	-	165	-	-	-	165

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Kumon of Tustin - North	31	5/16/2022	5/16/2022	-	165	-	-	-	165
Kumon of Tustin - North	32	5/16/2022	5/16/2022	-	165	-	-	-	165
Kumon of Tustin - North	33	5/16/2022	5/16/2022	-	165	-	-	-	165
Kumon of Tustin - North	34	5/16/2022	5/16/2022	-	165	-	-	-	165
Lakeshore	100059051622	5/16/2022	6/15/2022	75	-	-	-	-	75
Lakeshore	857816051822	5/18/2022	6/17/2022	14	-	-	-	-	14
Lanterns Global	93	5/18/2022	6/17/2022	350	-	-	-	-	350
Lanterns Global	94	5/18/2022	6/17/2022	350	-	-	-	-	350
Lanterns Global	95	5/18/2022	6/17/2022	165	-	-	-	-	165
Learn and Create DBA Crafty School Crates	21475	5/16/2022	6/15/2022	101	-	-	-	-	101
Learn and Create DBA Crafty School Crates	21476	5/16/2022	6/15/2022	101	-	-	-	-	101
Learn and Create DBA Crafty School Crates	21525	5/19/2022	6/18/2022	163	-	-	-	-	163
Learn and Create DBA Crafty School Crates	21539	5/20/2022	6/19/2022	159	-	-	-	-	159
Lee's Tae Kwon Do	20220514	5/14/2022	6/13/2022	948	-	-	-	-	948
Lil' Chef School	0070	5/20/2022	6/19/2022	5,320	-	-	-	-	5,320
Lingo Train LLC	7114	5/13/2022	6/12/2022	60	-	-	-	-	60
Lingo Train LLC	7116	5/14/2022	6/13/2022	70	-	-	-	-	70
Little Passports	118746024	5/16/2022	6/15/2022	65	-	-	-	-	65
Little Passports	118746133	5/16/2022	6/15/2022	104	-	-	-	-	104
Live Online Math	IS2 CPA 2022	5/16/2022	6/15/2022	623	-	-	-	-	623
Lynn S. Graf	1	5/19/2022	6/18/2022	80	-	-	-	-	80
Mathnasium of Dana Point	32149507	5/18/2022	6/17/2022	350	-	-	-	-	350
Michele Liem	1AprilGarcia	5/18/2022	5/18/2022	-	255	-	-	-	255
Michele Liem	1AprilJSwanson	5/18/2022	5/18/2022	-	90	-	-	-	90
Michele Sanchez	0065	5/1/2022	5/31/2022	115	-	-	-	-	115
Michele Sanchez	0066	4/19/2022	5/18/2022	-	115	-	-	-	115
Mike McKinnon	CPA2MM_51422_21	5/14/2022	6/13/2022	275	-	-	-	-	275
Modern Development Company	CAMREC051622	5/16/2022	4/26/2022	-	-	320	-	-	320
Modern Development Company	MODE052522	5/25/2022	5/25/2022	-	150	-	-	-	150
MoxieBox Art, Inc	8822	5/15/2022	6/14/2022	202	-	-	-	-	202
MoxieBox Art, Inc	8824	5/15/2022	6/14/2022	121	-	-	-	-	121
MoxieBox Art, Inc	8825	5/15/2022	6/14/2022	121	-	-	-	-	121
Mudassarrah Chaudhry	CPA-2022-3	5/16/2022	6/15/2022	3,230	-	-	-	-	3,230
Murrieta Academy of Music	70578	5/19/2022	6/18/2022	304	-	-	-	-	304
Muya Enrichment	9498558176	10/1/2021	10/31/2021	-	-	-	-	1,000	1,000
Newport Mesa Riding Center	10343	5/17/2022	5/17/2022	-	340	-	-	-	340
Newport Mesa Riding Center	10344	5/17/2022	5/17/2022	-	340	-	-	-	340
Newport Mesa Riding Center	10345	5/17/2022	5/17/2022	-	251	-	-	-	251
Newport Mesa Riding Center	10346	5/17/2022	5/17/2022	-	85	-	-	-	85
Newport Mesa Riding Center	10347	5/17/2022	5/17/2022	-	340	-	-	-	340
Newport Mesa Riding Center	10348	5/17/2022	5/17/2022	-	340	-	-	-	340
Newport Mesa Riding Center	10349	5/17/2022	5/17/2022	-	340	-	-	-	340
Newport Mesa Riding Center	10350	5/17/2022	5/17/2022	-	170	-	-	-	170

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Newport Mesa Riding Center	10351	5/17/2022	5/17/2022	-	300	-	-	-	300
Newport Mesa Riding Center	10352	5/17/2022	5/17/2022	-	160	-	-	-	160
Newport Mesa Riding Center	10353	5/17/2022	5/17/2022	-	340	-	-	-	340
Newport Mesa Riding Center	10354	5/17/2022	5/17/2022	-	340	-	-	-	340
Newport Mesa Riding Center	10355	5/17/2022	5/17/2022	-	340	-	-	-	340
Newport Mesa Riding Center	10356	5/17/2022	5/17/2022	-	340	-	-	-	340
Newport Mesa Riding Center	10357	5/17/2022	5/17/2022	-	340	-	-	-	340
NJA Therapy Services, Inc.	01032022_NJA	4/29/2022	5/29/2022	-	6,471	-	-	-	6,471
OC All Stars Cheer & Dance, Inc	5142201	5/14/2022	6/13/2022	88	-	-	-	-	88
OC All Stars Cheer & Dance, Inc	5142202	5/14/2022	6/13/2022	76	-	-	-	-	76
OC All Stars Cheer & Dance, Inc	5142203	5/14/2022	6/13/2022	96	-	-	-	-	96
OC All Stars Cheer & Dance, Inc	5142204	5/14/2022	6/13/2022	96	-	-	-	-	96
OC All Stars Cheer & Dance, Inc	5142205	5/14/2022	6/13/2022	180	-	-	-	-	180
OC All Stars Cheer & Dance, Inc	5142206	5/14/2022	6/13/2022	38	-	-	-	-	38
OC All Stars Cheer & Dance, Inc	5142207	5/14/2022	6/13/2022	38	-	-	-	-	38
OC All Stars Cheer & Dance, Inc	5142208	5/14/2022	6/13/2022	108	-	-	-	-	108
OC All Stars Cheer & Dance, Inc	5142209	5/14/2022	6/13/2022	108	-	-	-	-	108
ODP Business Solutions, LLC	239449182001	5/10/2022	6/9/2022	(37)	-	-	-	-	(37)
Oku Education Inc	1120	5/16/2022	5/16/2022	-	5,495	-	-	-	5,495
Outschool, Inc.	12345704657	5/16/2022	6/15/2022	60	-	-	-	-	60
Outschool, Inc.	12345704658	5/16/2022	6/15/2022	15	-	-	-	-	15
Outschool, Inc.	12345704659	5/16/2022	6/15/2022	12	-	-	-	-	12
Outschool, Inc.	12345704660	5/16/2022	6/15/2022	100	-	-	-	-	100
Outschool, Inc.	12345704661	5/16/2022	6/15/2022	60	-	-	-	-	60
Outschool, Inc.	12345704662	5/16/2022	6/15/2022	35	-	-	-	-	35
Outschool, Inc.	12345704663	5/16/2022	6/15/2022	52	-	-	-	-	52
Outschool, Inc.	12345704664	5/16/2022	6/15/2022	60	-	-	-	-	60
Outschool, Inc.	12345704665	5/16/2022	6/15/2022	48	-	-	-	-	48
Outschool, Inc.	12345704666	5/16/2022	6/15/2022	48	-	-	-	-	48
Pacific Coast Academy	CPA-POINTWEST042022	5/16/2022	6/15/2022	6,433	-	-	-	-	6,433
Pacific Coast Academy	CPA-TAG112021/042022	5/17/2022	6/16/2022	53,992	-	-	-	-	53,992
Peace Hill Classical Co-Op LLC	1295	5/17/2022	6/16/2022	200	-	-	-	-	200
Peace Hill Classical Co-Op LLC	1524	5/16/2022	6/15/2022	500	-	-	-	-	500
Peace Hill Classical Co-Op LLC	1526	5/16/2022	6/15/2022	75	-	-	-	-	75
Pearson Education Inc.	16072679	9/21/2021	10/21/2021	-	-	-	-	261	261
Pearson Education Inc.	6001566092	4/6/2020	5/6/2020	-	-	-	-	(357)	(357)
Procopio, Cory, Hargreaves & Savitch LLP	797067	4/27/2022	5/27/2022	-	3,593	-	-	-	3,593
Provenance	1388	5/22/2020	5/22/2020	-	-	-	-	6,601	6,601
Provenance	1390	5/22/2020	5/22/2020	-	-	-	-	4,986	4,986
Provenance	1775	5/18/2020	5/18/2020	-	-	-	-	31,403	31,403
Provenance	1893	6/25/2020	6/25/2020	-	-	-	-	65,183	65,183
Provenance	1939	9/15/2020	9/15/2020	-	-	-	-	1,904	1,904
Provenance	2697	6/15/2020	6/15/2020	-	-	-	-	17,194	17,194

Cabrillo Point Academy**Accounts Payable Aging**

May 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Provenance	2947	7/2/2020	7/2/2020	-	-	-	-	8,606	8,606
Provenance	3063	7/15/2020	7/15/2020	-	-	-	-	68,463	68,463
Provenance	3102	7/30/2020	7/30/2020	-	-	-	-	1,590	1,590
Provenance	3146	8/11/2020	8/11/2020	-	-	-	-	3,076	3,076
Provenance	3154	8/11/2020	8/11/2020	-	-	-	-	41,325	41,325
Provenance	3542	9/22/2020	9/22/2020	-	-	-	-	1,374	1,374
Provenance	3699	10/1/2020	10/30/2020	-	-	-	-	1,400	1,400
Provenance	3713	11/3/2020	12/3/2020	-	-	-	-	2,963	2,963
Provenance	3782	10/27/2020	10/27/2020	-	-	-	-	11,497	11,497
Provenance	3791	11/5/2020	12/5/2020	-	-	-	-	1,248	1,248
Provenance	3806	10/30/2020	10/29/2020	-	-	-	-	8,959	8,959
Provenance	3827	11/6/2020	12/6/2020	-	-	-	-	2,208	2,208
Provenance	3901	11/16/2020	12/16/2020	-	-	-	-	400	400
Provenance	3914	11/16/2020	12/16/2020	-	-	-	-	56,508	56,508
Provenance	3964	11/17/2020	12/17/2020	-	-	-	-	1,524	1,524
Provenance	3965	11/17/2020	12/17/2020	-	-	-	-	7,059	7,059
Provenance	3966	11/17/2020	12/17/2020	-	-	-	-	736	736
Provenance	3967	11/17/2020	12/17/2020	-	-	-	-	637	637
Provenance	3969	11/18/2020	12/18/2020	-	-	-	-	682	682
Provenance	3979	11/19/2020	12/19/2020	-	-	-	-	51	51
Provenance	3985	11/19/2020	12/19/2020	-	-	-	-	36	36
Provenance	3986	11/19/2020	12/19/2020	-	-	-	-	451	451
Provenance	3989	11/19/2020	12/19/2020	-	-	-	-	4,373	4,373
Provenance	4005	11/20/2020	12/20/2020	-	-	-	-	512	512
Provenance	4023	11/20/2020	11/20/2020	-	-	-	-	(37,375)	(37,375)
Provenance	4024	12/1/2020	12/1/2020	-	-	-	-	(37,375)	(37,375)
Provenance	4131	1/19/2021	2/18/2021	-	-	-	-	300	300
Provenance	4171	12/18/2020	1/17/2021	-	-	-	-	5,906	5,906
Provenance	4311	1/19/2021	2/18/2021	-	-	-	-	124	124
Provenance	4313	1/19/2021	2/18/2021	-	-	-	-	100	100
Provenance	4327	1/19/2021	2/18/2021	-	-	-	-	3,073	3,073
Provenance	4333	1/19/2021	2/18/2021	-	-	-	-	341	341
Provenance	4352	1/20/2021	2/19/2021	-	-	-	-	16,250	16,250
Provenance	4358	1/20/2021	2/19/2021	-	-	-	-	230	230
Provenance	4368	1/20/2021	2/19/2021	-	-	-	-	2,796	2,796
Provenance	4410	1/28/2021	2/27/2021	-	-	-	-	1,709	1,709
Provenance	4418	1/28/2021	2/27/2021	-	-	-	-	223	223
Provenance	4428	1/28/2021	2/27/2021	-	-	-	-	14,300	14,300
Provenance	4437	1/29/2021	2/28/2021	-	-	-	-	1,950	1,950
Provenance	4445	1/29/2021	2/28/2021	-	-	-	-	1,925	1,925
Provenance	4447	2/1/2021	3/3/2021	-	-	-	-	1,925	1,925
Provenance	4448	2/1/2021	3/3/2021	-	-	-	-	1,925	1,925
Provenance	4449	2/1/2021	3/3/2021	-	-	-	-	1,925	1,925

Cabrillo Point Academy**Accounts Payable Aging**

May 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Provenance	4450	2/1/2021	3/3/2021	-	-	-	-	1,925	1,925
Provenance	4451	2/1/2021	3/3/2021	-	-	-	-	1,925	1,925
Provenance	4452	2/2/2021	3/4/2021	-	-	-	-	12,180	12,180
Provenance	4469	2/4/2021	3/6/2021	-	-	-	-	275	275
Provenance	4485	2/11/2021	3/13/2021	-	-	-	-	8,400	8,400
Provenance	4578	2/18/2021	3/20/2021	-	-	-	-	1,709	1,709
Provenance	4600	2/24/2021	3/26/2021	-	-	-	-	1,478	1,478
Provenance	4618	2/25/2021	3/26/2021	-	-	-	-	90	90
Provenance	4620	2/25/2021	3/27/2021	-	-	-	-	73	73
Provenance	4627	3/3/2021	4/2/2021	-	-	-	-	239	239
Provenance	4628	3/3/2021	4/2/2021	-	-	-	-	72	72
Provenance	4629	3/3/2021	4/2/2021	-	-	-	-	277	277
Provenance	4631	3/3/2021	4/2/2021	-	-	-	-	86	86
Provenance	4634	3/5/2021	4/4/2021	-	-	-	-	200	200
Provenance	4666	3/16/2021	4/15/2021	-	-	-	-	123	123
Provenance	4672	3/16/2021	4/15/2021	-	-	-	-	300	300
Provenance	4756	3/23/2021	4/22/2021	-	-	-	-	24	24
Provenance	4758	3/23/2021	4/22/2021	-	-	-	-	2,635	2,635
Provenance	4763	3/24/2021	4/23/2021	-	-	-	-	18	18
Provenance	4768	3/26/2021	4/25/2021	-	-	-	-	14,625	14,625
Provenance	4790	3/30/2021	4/29/2021	-	-	-	-	930	930
Provenance	4795	3/31/2021	4/30/2021	-	-	-	-	2,600	2,600
Provenance	4801	3/31/2021	4/30/2021	-	-	-	-	2,370	2,370
Provenance	4928	4/21/2021	5/21/2021	-	-	-	-	14	14
Provenance	4935	4/30/2021	5/30/2021	-	-	-	-	83	83
Provenance	4936	5/3/2021	6/2/2021	-	-	-	-	140	140
Provenance	5032	5/18/2021	6/17/2021	-	-	-	-	1,949	1,949
Provenance	PROV041321	4/13/2021	4/13/2021	-	-	-	-	3,250	3,250
Robinson Tutoring and Consulting LLC	RobMay2022	5/14/2022	6/13/2022	3,120	-	-	-	-	3,120
San Diego Gas & Electric	SDGE051722-100	5/17/2022	6/1/2022	952	-	-	-	-	952
San Diego Gas & Electric	SDGE051722-101	5/17/2022	6/1/2022	406	-	-	-	-	406
San Diego Gas & Electric	SDGE051722-102	5/17/2022	6/1/2022	418	-	-	-	-	418
San Diego Gas & Electric	SDGE051722-103	5/17/2022	6/1/2022	198	-	-	-	-	198
Small Talk OC	1705	3/1/2022	4/30/2022	-	-	4,650	-	-	4,650
Studies Weekly	398317	7/19/2021	9/1/2021	-	-	-	-	65	65
Studio H Fine Art	CBA052022	5/16/2022	6/15/2022	640	-	-	-	-	640
Sundance Hills Equestrian Center	0303	5/18/2022	5/25/2022	-	1,635	-	-	-	1,635
Temecula Tutor	CPA MAY 2022	5/14/2022	6/13/2022	250	-	-	-	-	250
The Coder School	20220516-CPA	5/16/2022	6/15/2022	1,684	-	-	-	-	1,684
Timberdoodle.com	384264	5/5/2022	7/4/2022	429	-	-	-	-	429
ULINE	149128462	5/18/2022	6/17/2022	5,444	-	-	-	-	5,444
Veronica Anne Rowland	AC-FEBAPR22-CPA	4/24/2022	5/24/2022	-	300	-	-	-	300
Watersafe Swim School	599	5/20/2022	6/19/2022	1,106	-	-	-	-	1,106

Cabrillo Point Academy**Accounts Payable Aging**

May 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
West Coast Krav Maga Wildomar	7016	5/14/2022	6/13/2022	179	-	-	-	-	179
Wilkinson Hadley King & Co., LLP	29906	5/20/2022	6/19/2022	1,200	-	-	-	-	1,200
Williamsburg Learning	3284	5/20/2022	6/19/2022	399	-	-	-	-	399
WM Music Lessons	067CPA	5/11/2022	6/10/2022	14,737	-	-	-	-	14,737
Yamaha Music Academy of Fountain Valley	35889	4/1/2022	6/15/2022	146	-	-	-	-	146
Yamaha Music Academy of Fountain Valley	35892	4/1/2022	6/15/2022	146	-	-	-	-	146
Yamaha Music Academy of Fountain Valley	35896	4/1/2022	6/15/2022	146	-	-	-	-	146
Yamaha Music Academy of Fountain Valley	35900	4/1/2022	6/15/2022	146	-	-	-	-	146
Yamaha Music Academy of Fountain Valley	35904	4/1/2022	6/15/2022	146	-	-	-	-	146
Yamaha Music Academy of Fountain Valley	35905	5/1/2022	6/15/2022	146	-	-	-	-	146
Yamaha Music Academy of Fountain Valley	35909	4/1/2022	6/15/2022	146	-	-	-	-	146
Yamaha Music Academy of Fountain Valley	35910	5/1/2022	6/15/2022	146	-	-	-	-	146
Yamaha Music Academy of Fountain Valley	35914	4/1/2022	6/15/2022	146	-	-	-	-	146
Yamaha Music Academy of Fountain Valley	35915	5/1/2022	6/15/2022	146	-	-	-	-	146
Yamaha Music Academy of Fountain Valley	36170	5/1/2022	6/30/2022	146	-	-	-	-	146
Yamaha Music Academy of Fountain Valley	36171	5/1/2022	6/30/2022	146	-	-	-	-	146
Yamaha Music Academy of Fountain Valley	36175	5/1/2022	6/30/2022	146	-	-	-	-	146
Yamaha Music Academy of Fountain Valley	36176	5/1/2022	6/30/2022	146	-	-	-	-	146
Total Outstanding Payables in May				<u>\$ 218,111</u>	<u>\$ 35,809</u>	<u>\$ 4,742</u>	<u>\$ (400)</u>	<u>\$ 376,759</u>	<u>\$ 635,020</u>



Cabrillo Point Academy

Budget Presentation – FY 2022-23

Cabrillo Point— Highlights

Highlights

- Budget balance with \$2.18M surplus (4.6% of expense)
- (Super) COLA projected for LCFF and other programs

Grade level	2022-23	2023-24	2024-25
COLA	6.56%	5.38%	4.02%
Total Enrollment	4,245.00	4,245.00	4,245.00
Total ADA	4,160.10	4,160.10	4,160.10
Total Target Base Plus Add-Ons	\$ 39,481,942	\$ 41,605,309	\$ 43,277,578
Average Base per ADA	\$ 9,491	\$ 10,001	\$ 10,403
School Supplement Per Pupil (20%)	\$ 651	\$ 681	\$ 709
Total Supplemental Grant	\$ 2,706,881	\$ 2,834,154	\$ 2,948,068
Total LCFF	\$ 42,188,823	\$ 44,439,463	\$ 46,225,646
Total Funding per ADA	\$ 10,141	\$ 10,682	\$ 11,112

Enrollment & Per Pupil Data	
	Budget
Average Enrollment	4245
ADA	4160
Attendance Rate	98.0%
Unduplicated %	34.3%
Revenue per ADA	\$11,976
Expenses per ADA	\$11,452

Compliance

Cert.	Instr.
52.8%	82.0%
6,385,383	972,121

Pupil:Teacher Ratio
20.10 :1

- SB740 Requirements:

Must exceed
40% / 80%

Must be equal to or less than
25:1

Cabrillo Point – Revenue & Expense

Revenue

	<i>Annual/Full Year</i>
	Budget
State Aid-Rev Limit	\$ 42,188,823
Federal Revenue	2,952,382
Other State Revenue	4,681,620
Other Local Revenue	-
Total Revenue	\$ 49,822,825

Expenses

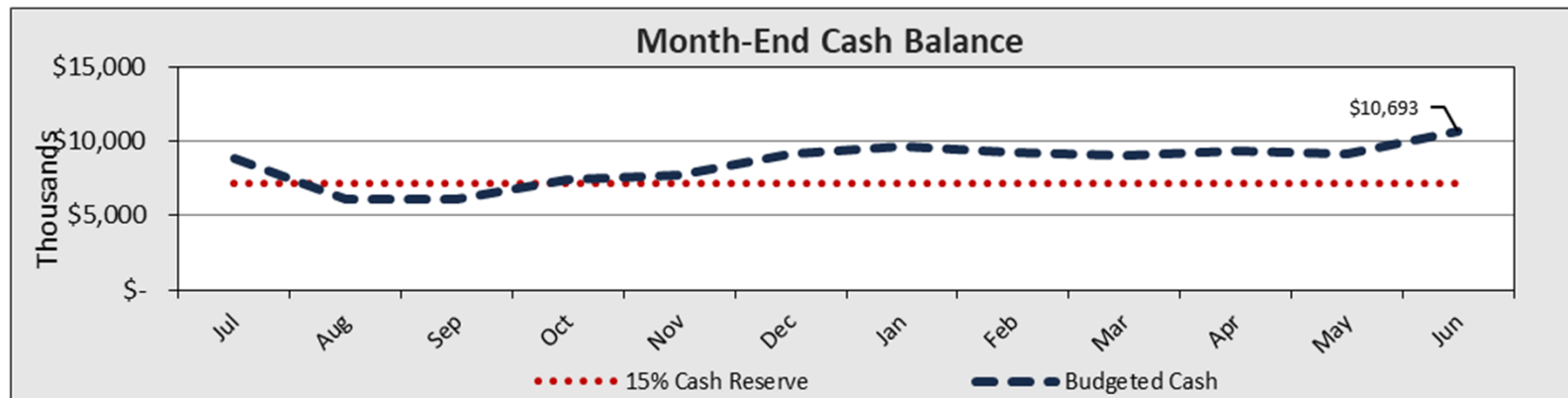
	<i>Annual/Full Year</i>
	Budget
Certificated Salaries	\$ 18,532,354
Classified Salaries	3,560,178
Benefits	7,431,370
Books and Supplies	7,307,514
Subagreement Services	8,143,730
Operations	527,200
Facilities	184,453
Professional Services	1,933,639
Depreciation	19,429
Interest	-
Total Expenses	\$ 47,639,868

- ESSER II: 345,998
 - 1,010,280 spent in FY22
 - ESSER III: 1,508,920
 - 50% in FY23 and 50% in FY24
 - 380,109 in extra SPED funding included
 - Learning Recovery and Dispute Prevention Funding
-
- Certificated Staffing Cost decrease 2.7% (without benefits)
 - 7 staff added plus raises but no stipends
 - Classified Staffing Cost flat (without benefits)
 - 2 staff added plus raises but no stipends
 - Total Benefits Increase year to year 15.5%
 - STRS and Health Insurance increases
 - All other expenses projected in-line with last year's per ADA projected actuals

Cabrillo Point–Fund & Cash Balance

	Annual/Full Year
	Budget
Total Surplus(Deficit)	\$ 2,182,957
Beginning Fund Balance	10,255,982
Ending Fund Balance	<u>\$ 12,438,938</u>
As a % of Annual Expenses	26.1%

- Fund balance and surplus within state and authorizer requirements
- Fund balance subject to change in anticipation of the June 2021 financial close



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

Cabrillo Point – Three Year Forecast

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

	2022-23	2023-24	2024-25
	Budget	Forecast	Forecast
Assumptions			
LCFF COLA	6.56%	5.38%	4.02%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	4,245.00	4,245.00	4,245.00
Average Daily Attendance	4,160.10	4,160.10	4,160.10
Total Revenue	\$ 49,822,825	\$ 51,516,468	\$ 51,634,931
Total Expenses	\$ 47,639,868	\$ 49,054,538	\$ 50,041,721
Surplus (Deficit)	\$ 2,182,957	\$ 2,461,931	\$ 1,593,210
	4.6%	5.02%	3.18%
Fund Balance, Beginning of Year	\$ 10,255,982	\$ 12,438,939	\$ 14,900,869
Fund Balance, End of Year	\$ 12,438,939	\$ 14,900,869	\$ 16,494,079
	26.1%	30.4%	33.0%
Cash Flow Adjustments			
Total Change in Cash	4,978,135	(1,809,875)	1,470,164
Cash, Beginning of Year	5,714,661	10,692,796	8,882,921
Cash, End of Year	\$ 10,692,796	\$ 8,882,921	\$ 10,353,085

California State Budget

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

Cabrillo Point – Appendix

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

Cabrillo Point Academy

Multi-Year Forecast

Revised 5/27/22



	2022-23	2023-24	2024-25
	Budget	Forecast	Forecast
Assumptions			
LCFF COLA	6.56%	5.38%	4.02%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	4,245.00	4,245.00	4,245.00
Average Daily Attendance	4,160.10	4,160.10	4,160.10
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	\$ 40,370,484	\$ 42,621,124	\$ 44,407,307
8012 Education Protection Account	832,020	832,020	832,020
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	986,319	986,319	986,319
	42,188,823	44,439,463	46,225,646
Federal Revenue			
8181 Special Education - Entitlement	499,212	499,212	499,212
8290 Title I, Part A - Basic Low Income	483,386	483,386	483,386
8291 Title II, Part A - Teacher Quality	98,135	98,135	98,135
8293 Title III - Limited English	16,731	16,731	16,731
8296 Other Federal Revenue	1,854,918	1,508,920	-
8299 Prior Year Federal Revenue	-	-	-
	2,952,382	2,606,384	1,097,464
Other State Revenue			
8311 State Special Education	3,254,862	3,254,862	3,254,862
8550 Mandated Cost	98,146	108,456	108,456
8560 State Lottery	948,503	948,503	948,503
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	380,109	158,801	-
	4,681,620	4,470,622	4,311,821
Other Local Revenue			
8660 Interest Revenue	-	-	-
8980 Contributions, Unrestricted	-	-	-
	-	-	-
Total Revenue	\$ 49,822,825	\$ 51,516,468	\$ 51,634,931
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	12,470,842	13,048,046	13,309,007
1175 Teachers' Extra Duty/Stipends	2,442,427	2,491,276	2,541,101
1200 Pupil Support Salaries	1,460,586	1,489,798	1,519,594
1300 Administrators' Salaries	1,660,875	1,694,093	1,727,974
1900 Other Certificated Salaries	497,624	507,576	517,728
	18,532,354	19,230,789	19,615,405
Classified Salaries			
2100 Instructional Salaries	390,500	398,310	406,276
2200 Support Salaries	952,866	971,923	991,362
2300 Classified Administrators' Salaries	590,778	602,594	614,646
2400 Clerical and Office Staff Salaries	1,283,914	1,309,592	1,335,784
2900 Other Classified Salaries	342,120	348,962	355,941
	3,560,178	3,631,381	3,704,009

Cabrillo Point Academy

Multi-Year Forecast

Revised 5/27/22



	2022-23	2023-24	2024-25
	Budget	Forecast	Forecast
Benefits			
3101 STRS	3,539,680	3,673,081	3,746,542
3301 OASDI	220,731	225,146	229,649
3311 Medicare	320,342	331,501	338,131
3401 Health and Welfare	2,650,500	2,751,960	2,806,999
3501 State Unemployment	141,610	144,060	144,060
3601 Workers' Compensation	309,295	320,070	326,472
3901 Other Benefits	249,212	254,197	259,281
	<u>7,431,370</u>	<u>7,700,015</u>	<u>7,851,134</u>
Books and Supplies			
4100 Textbooks and Core Curricula	92,100	93,942	95,821
4302 School Supplies	3,714,743	3,789,038	3,864,818
4305 Software	973,000	992,460	1,012,309
4310 Office Expense	126,600	129,132	131,715
4311 Business Meals	600	612	624
4400 Noncapitalized Equipment	2,400,471	2,448,481	2,497,450
	<u>7,307,514</u>	<u>7,453,664</u>	<u>7,602,738</u>
Subagreement Services			
5101 Nursing	600	612	624
5102 Special Education	3,248,600	3,313,572	3,379,843
5104 Transportation	1,100	1,122	1,144
5105 Security	8,200	8,364	8,531
5106 Other Educational Consultants	4,885,230	4,982,935	5,082,594
	<u>8,143,730</u>	<u>8,306,605</u>	<u>8,472,737</u>
Operations and Housekeeping			
5201 Auto and Travel	87,200	88,944	90,723
5300 Dues & Memberships	23,600	24,072	24,553
5400 Insurance	358,100	365,262	372,567
5501 Utilities	7,500	7,650	7,803
5516 Miscellaneous Expense	9,400	9,588	9,780
5900 Communications	23,700	24,174	24,657
5901 Postage and Shipping	17,700	18,054	18,415
	<u>527,200</u>	<u>537,744</u>	<u>548,499</u>
Facilities, Repairs and Other Leases			
5601 Rent	174,253	177,738	181,293
5602 Additional Rent	200	204	208
5604 Other Leases	9,900	10,098	10,300
5610 Repairs and Maintenance	100	102	104
	<u>184,453</u>	<u>188,142</u>	<u>191,905</u>
Professional/Consulting Services			
5801 IT	150,200	153,204	156,268
5803 Legal	252,600	257,652	262,805
5804 Professional Development	64,300	65,586	66,898
5805 General Consulting	25,500	26,010	26,530
5806 Special Activities/Field Trips	52,451	53,500	54,570
5807 Bank Charges	25,700	26,214	26,738
5809 Other taxes and fees	25,300	25,806	26,322
5810 Payroll Service Fee	33,300	33,966	34,645
5811 Management Fee	871,899	889,337	907,124
5812 District Oversight Fee	421,888	444,395	462,256
5813 County Fees	1,900	1,938	1,977
5814 SPED Encroachment	-	-	-
	<u>1,933,639</u>	<u>1,986,381</u>	<u>2,035,082</u>

Cabrillo Point Academy

Multi-Year Forecast

Revised 5/27/22



	2022-23	2023-24	2024-25
	Budget	Forecast	Forecast
Depreciation			
6900 Depreciation Expense	19,429	19,817	20,213
	19,429	19,817	20,213
Interest			
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	\$ 47,639,868	\$ 49,054,538	\$ 50,041,721
Surplus (Deficit)	\$ 2,182,957	\$ 2,461,931	\$ 1,593,210
	4.6%	5.02%	3.18%
Fund Balance, Beginning of Year	\$ 10,255,982	\$ 12,438,939	\$ 14,900,869
Fund Balance, End of Year	\$ 12,438,939	\$ 14,900,869	\$ 16,494,079
	26.1%	30.4%	33.0%
Cash Flow Adjustments			
Surplus (Deficit)	2,182,957	2,461,931	1,593,210
Cash Flows From Operating Activities			
Depreciation/Amortization	19,429	19,817	20,213
Public Funding Receivables	2,878,942	(4,329,983)	(144,876)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	(103,192)	38,360	1,617
Accrued Expenses	-	-	-
Other Liabilities	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	4,978,135	(1,809,875)	1,470,164
Cash, Beginning of Year	5,714,661	10,692,796	8,882,921
Cash, End of Year	\$ 10,692,796	\$ 8,882,921	\$ 10,353,085

Cabrillo Point Academy

Monthly Cash Flow/Budget FY22-23

Revised 5/27/22

ADA = 4160.10



Revenues

State Aid - Revenue Limit

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals
8011 LCFF State Aid	2,000,635	2,000,635	3,601,142	3,601,142	3,601,142	3,601,142	3,601,142	3,672,701	3,672,701	3,672,701	3,672,701	3,672,701	(3)
8012 Education Protection Account	-	-	-	208,005	-	-	208,005	-	-	208,005	-	-	208,005
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	58,655	117,309	78,206	78,206	78,206	78,206	78,206	139,775	69,887	69,887	69,887	69,887
	2,000,635	2,059,289	3,718,452	3,887,354	3,679,349	3,679,349	3,887,354	3,750,907	3,812,476	3,950,594	3,742,589	3,742,589	277,889

Federal Revenue

8181 Special Education - Entitlement	24,739	24,739	24,739	44,531	44,531	44,531	44,531	49,374	49,374	49,374	49,374	49,374	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 Title I, Part A - Basic Low Income	-	-	120,847	-	-	362,540	-	-	-	-	-	-	-
8291 Title II, Part A - Teacher Quality	-	-	24,534	-	-	73,601	-	-	-	-	-	-	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	16,731	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	463,729	-	-	463,729	-	-	463,729	-	-	463,729	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
	24,739	24,739	633,849	44,531	44,531	944,401	44,531	49,374	513,103	49,374	49,374	529,834	-

Other State Revenue

8311 State Special Education	161,301	161,301	161,301	290,341	290,341	290,341	290,341	321,919	321,919	321,919	321,919	321,919	-
8520 Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 Mandated Cost	-	-	-	-	-	98,146	-	-	-	-	-	-	-
8560 State Lottery	-	-	-	-	-	-	235,024	-	-	235,024	-	-	478,455
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	380,109	-
	161,301	161,301	161,301	290,341	290,341	388,488	525,365	321,919	321,919	556,943	321,919	702,028	478,455

Total Revenue

	2,186,675	2,245,329	4,513,601	4,222,226	4,014,221	5,012,237	4,457,250	4,122,200	4,647,498	4,556,911	4,113,882	4,974,451	756,344
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Expenses

Certificated Salaries

1100 Teachers' Salaries	-	1,133,713	1,133,713	1,133,713	1,133,713	1,133,713	1,133,713	1,133,713	1,133,713	1,133,713	1,133,713	1,133,713	-
1175 Teachers' Extra Duty/Stipends	26,900	219,593	219,593	219,593	219,593	219,593	219,593	219,593	219,593	219,593	219,593	219,593	-
1200 Pupil Support Salaries	-	132,781	132,781	132,781	132,781	132,781	132,781	132,781	132,781	132,781	132,781	132,781	-
1300 Administrators' Salaries	138,406	138,406	138,406	138,406	138,406	138,406	138,406	138,406	138,406	138,406	138,406	138,406	-
1900 Other Certificated Salaries	41,469	41,469	41,469	41,469	41,469	41,469	41,469	41,469	41,469	41,469	41,469	41,469	-
	206,775	1,665,962	1,665,962	1,665,962	1,665,962	1,665,962	1,665,962	1,665,962	1,665,962	1,665,962	1,665,962	1,665,962	-

Classified Salaries

2100 Instructional Salaries	32,542	32,542	32,542	32,542	32,542	32,542	32,542	32,542	32,542	32,542	32,542	32,542	-
2200 Support Salaries	79,405	79,405	79,405	79,405	79,405	79,405	79,405	79,405	79,405	79,405	79,405	79,405	-
2300 Classified Administrators'	49,232	49,232	49,232	49,232	49,232	49,232	49,232	49,232	49,232	49,232	49,232	49,232	-
2400 Clerical and Office Staff Salaries	106,993	106,993	106,993	106,993	106,993	106,993	106,993	106,993	106,993	106,993	106,993	106,993	-
2900 Other Classified Salaries	28,510	28,510	28,510	28,510	28,510	28,510	28,510	28,510	28,510	28,510	28,510	28,510	-
	296,681	296,681	296,681	296,681	296,681	296,681	296,681	296,681	296,681	296,681	296,681	296,681	-

Benefits

3101 STRS	39,494	318,199	318,199	318,199	318,199	318,199	318,199	318,199	318,199	318,199	318,199	318,199	-
3301 OASDI	18,394	18,394	18,394	18,394	18,394	18,394	18,394	18,394	18,394	18,394	18,394	18,394	-
3311 Medicare	7,300	28,458	28,458	28,458	28,458	28,458	28,458	28,458	28,458	28,458	28,458	28,458	-
3401 Health and Welfare	220,875	220,875	220,875	220,875	220,875	220,875	220,875	220,875	220,875	220,875	220,875	220,875	-
3501 State Unemployment	7,081	7,081	7,081	7,081	7,081	35,403	28,322	14,161	7,081	7,081	7,081	7,081	-
3601 Workers' Compensation	7,048	27,477	27,477	27,477	27,477	27,477	27,477	27,477	27,477	27,477	27,477	27,477	-
3901 Other Benefits	5,679	22,139	22,139	22,139	22,139	22,139	22,139	22,139	22,139	22,139	22,139	22,139	-
	305,871	642,623	642,623	642,623	642,623	642,623	670,945	663,865	649,704	642,623	642,623	642,623	-

Books and Supplies

4100 Textbooks and Core Materials	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	-
4302 School Supplies	104,835	600,671	439,795	208,336	163,936	165,461	223,361	456,982	537,125	367,875	361,878	84,488	-
4305 Software	81,083	81,083	81,083	81,083	81,083	81,083	81,083	81,083	81,083	81,083	81,083	81,083	-
4310 Office Expense	10,550	10,550	10,550	10,550	10,550	10,550	10,550	10,550	10,550	10,550	10,550	10,550	-
4311 Business Meals	50	50	50	50	50	50	50	50	50	50	50	50	-
4400 Noncapitalized Equipment	67,745	388,154	284,196	134,627	105,935	106,921	144,336	295,303	347,091	237,721	233,846	54,596	-
	271,939	1,088,183	823,349	442,320	369,229	371,740	467,055	851,643	983,575	704,955	695,082	238,443	-

Annual Budget	Original Budget Total	Favorable / (Unfav.)
ADA = 4160.10		
40,370,484	40,370,484	-
832,020	832,020	-
-	-	-
986,319	986,319	-
42,188,823	42,188,823	-
499,212	499,212	-
-	-	-
-	-	-
483,386	483,386	-
98,135	98,135	-
16,731	16,731	-
-	-	-
-	-	-
-	-	-
1,854,918	1,854,918	-
-	-	-
2,952,382	2,952,382	-
3,254,862	3,254,862	-
-	-	-
98,146	98,146	-
948,503	948,503	-
-	-	-
380,109	380,109	-
4,681,620	4,681,620	-
49,822,825	49,822,825	-
12,470,842	12,470,842	-
2,442,427	2,442,427	-
1,460,586	1,460,586	-
1,660,875	1,660,875	-
497,624	497,624	-
18,532,354	18,532,354	-
390,500	390,500	-
952,866	952,866	-
590,778	590,778	-
1,283,914	1,283,914	-
342,120	342,120	-
3,560,178	3,560,178	-
3,539,680	3,539,680	-
220,731	220,731	-
320,342	320,342	-
2,650,500	2,650,500	-
141,610	141,610	-
309,295	309,295	-
249,212	249,212	-
7,431,370	7,431,370	-
92,100	92,100	-
3,714,743	3,714,743	-
973,000	973,000	-
126,600	126,600	-
600	600	-
2,400,471	2,400,471	-
7,307,514	7,307,514	-

Cabrillo Point Academy

Monthly Cash Flow/Budget FY22-23

Revised 5/27/22

ADA = 4160.10



Subagreement Services

5101 Nursing	50	50	50	50	50	50	50	50	50	50	50	-
5102 Special Education	270,717	270,717	270,717	270,717	270,717	270,717	270,717	270,717	270,717	270,717	270,717	-
5104 Transportation	92	92	92	92	92	92	92	92	92	92	92	-
5105 Security	683	683	683	683	683	683	683	683	683	683	683	-
5106 Other Educational Consultants	137,868	789,938	578,371	273,980	215,591	217,596	293,740	600,974	706,370	483,790	475,903	111,110
	409,410	1,061,479	849,913	545,522	487,132	489,138	565,282	872,516	977,911	755,332	747,444	382,651

Operations and Housekeeping

5201 Auto and Travel	7,267	7,267	7,267	7,267	7,267	7,267	7,267	7,267	7,267	7,267	7,267	-
5300 Dues & Memberships	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	-
5400 Insurance	29,842	29,842	29,842	29,842	29,842	29,842	29,842	29,842	29,842	29,842	29,842	-
5501 Utilities	625	625	625	625	625	625	625	625	625	625	625	-
5516 Miscellaneous Expense	783	783	783	783	783	783	783	783	783	783	783	-
5900 Communications	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	1,975	-
5901 Postage and Shipping	1,475	1,475	1,475	1,475	1,475	1,475	1,475	1,475	1,475	1,475	1,475	-
	43,933	43,933	43,933	43,933	43,933	43,933	43,933	43,933	43,933	43,933	43,933	-

Facilities, Repairs and Other Leases

5601 Rent	14,521	14,521	14,521	14,521	14,521	14,521	14,521	14,521	14,521	14,521	14,521	-
5602 Additional Rent	17	17	17	17	17	17	17	17	17	17	17	-
5604 Other Leases	825	825	825	825	825	825	825	825	825	825	825	-
5610 Repairs and Maintenance	8	8	8	8	8	8	8	8	8	8	8	-
	15,371	15,371	15,371	15,371	15,371	15,371	15,371	15,371	15,371	15,371	15,371	-

Professional/Consulting Services

5801 IT	12,517	12,517	12,517	12,517	12,517	12,517	12,517	12,517	12,517	12,517	12,517	-
5803 Legal	21,050	21,050	21,050	21,050	21,050	21,050	21,050	21,050	21,050	21,050	21,050	-
5804 Professional Development	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	-
5805 General Consulting	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	-
5806 Special Activities/Field Trips	1,480	8,481	6,210	2,942	2,315	2,336	3,154	6,453	7,584	5,194	5,110	1,193
5807 Bank Charges	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	-
5809 Other taxes and fees	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	-
5810 Payroll Service Fee	2,775	2,775	2,775	2,775	2,775	2,775	2,775	2,775	2,775	2,775	2,775	-
5811 Management Fee	72,658	72,658	72,658	72,658	72,658	72,658	72,658	72,658	72,658	72,658	72,658	-
5812 District Oversight Fee	20,006	20,593	37,185	38,874	36,793	36,793	38,874	37,509	38,125	39,506	37,426	2,779
5813 County Fees	-	-	-	475	-	-	475	-	-	475	-	475
	142,220	149,808	164,128	165,890	162,708	162,730	163,236	164,695	166,442	165,909	163,269	159,352

Depreciation

6900 Depreciation Expense	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	-
	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	-

Interest

7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-

Total Expenses

	1,693,820	4,965,660	4,503,580	3,819,923	3,685,260	3,689,797	3,890,085	4,576,285	4,801,199	4,292,385	4,271,985	3,446,636
												3,254

Monthly Surplus (Deficit)

	492,855	(2,720,330)	10,022	402,303	328,961	1,322,440	567,165	(454,085)	(153,701)	264,526	(158,103)	1,527,814
												753,090

Annual Budget	Original Budget Total	Favorable / (Unfav.)
600	600	-
3,248,600	3,248,600	-
1,100	1,100	-
8,200	8,200	-
4,885,230	4,885,230	-
8,143,730	8,143,730	-
87,200	87,200	-
23,600	23,600	-
358,100	358,100	-
7,500	7,500	-
9,400	9,400	-
23,700	23,700	-
17,700	17,700	-
527,200	527,200	-
174,253	174,253	-
200	200	-
9,900	9,900	-
100	100	-
184,453	184,453	-
150,200	150,200	-
252,600	252,600	-
64,300	64,300	-
25,500	25,500	-
52,451	52,451	-
25,700	25,700	-
25,300	25,300	-
33,300	33,300	-
871,899	871,899	-
421,888	421,888	-
1,900	1,900	-
1,933,639	1,933,639	-
19,429	19,429	-
19,429	19,429	-
-	-	-
-	-	-
47,639,868	47,639,868	-
2,182,957	2,182,957	-

Cabrillo Point Academy

Monthly Cash Flow/Budget FY22-23

Revised 5/27/22

ADA = 4160.10



Cash Flow Adjustments

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals
Monthly Surplus (Deficit)	492,855	(2,720,330)	10,022	402,303	328,961	1,322,440	567,165	(454,085)	(153,701)	264,526	(158,103)	1,527,814	753,090
Cash flows from operating activities													
Depreciation/Amortization	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	1,619	-
Public Funding Receivables	2,690,604	-	-	944,681	-	-	-	-	-	-	-	-	(756,344)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(106,446)	-	-	-	-	-	-	-	-	-	-	-	3,254
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities													
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities													
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	3,078,632	(2,718,711)	11,641	1,348,604	330,580	1,324,059	568,784	(452,466)	(152,082)	266,145	(156,484)	1,529,434	
Cash, Beginning of Month	5,714,661	8,793,293	6,074,582	6,086,223	7,434,827	7,765,407	9,089,465	9,658,250	9,205,784	9,053,702	9,319,847	9,163,363	
Cash, End of Month	8,793,293	6,074,582	6,086,223	7,434,827	7,765,407	9,089,465	9,658,250	9,205,784	9,053,702	9,319,847	9,163,363	10,692,796	

4.58%

2,182,957

19,429

2,878,942

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(756,344)

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Cert.	Instr.
52.8%	82.0%
6,385,383	972,121

Pupil:Teacher Ratio
20.10 :1

Cabrillo Point Academy**Expenditures through: June 30, 2023****Resource 1400 Education Protection Account**

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	832,020.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		832,020.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	579,074.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	252,946.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		832,020.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

CABRILLO POINT ACADEMY

**RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT
2022-16**

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

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

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

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

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

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

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

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

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

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

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

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

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

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

DATED: _____, 2022.

Board Member

Board Member

Board Member

Board Member

Board Member

Cabrillo is receiving \$144,774. Our plan is to use the funds as follows:

Action:	Purpose:	How to measure:	Goal:	Estimated cost:
Hire an additional math teacher	This teacher will allow us to lower staff numbers and then require math teachers to provide more tutoring and targeted support, particularly in Algebra 1 and Geometry, with the goal of preparing more students for additional years of math	Enrollment numbers in Geometry and Algebra 2, as well as math pass rates	Increase enrollment in Geometry and Algebra 2 by 15%	Cabrillo: \$85,000
Subsidize AP test fees for low income students, foster youth, and English learners	Allow for more students to take advanced coursework because testing fees won't be a barrier	# students who take AP exam	Increase # of students who take AP exam by 10%	Cabrillo: \$1000
Offer Naviance	Provide additional guidance on post-grad opportunities and college expectations to increase education regarding college options	a-g completion rate Clearinghouse data Dataquest data	Increase a-g completion by 10% and college going statistics by 10%	Cabrillo: \$25,000

Cabrillo Point Academy Time and Effort Policy and Procedures - Title Funds

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

PROGRAM/SITE MANAGER RESPONSIBILITIES

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

EMPLOYEE GUIDELINES

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

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

Semi-Annual Certification and Personnel Activity Report (PAR)

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

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

TIME ACCOUNTING FORMS

SEMI-ANNUAL CERTIFICATION AND PERSONNEL ACTIVITY REPORT (PAR)

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

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

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

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

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

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

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

REQUIRED REVIEW AND APPROVAL CYCLE:

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

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

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

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

REQUIRED REVIEW AND APPROVAL CYCLE:

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

RECONCILIATION PROCESS

Semi-Annual Certification:

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

Personnel Activity Report (PAR):

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

RECORD RETENTION

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

**Cabrillo Point Academy
Semi-Annual Certification Personnel with
Single Cost Objective and One Resource**

Employee Name:	Position:
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Job Description:

Single Cost Objective: **YES**

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

Work Period	Program Name	Resource Code

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

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

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

**Cabrillo Point Academy
Semi-Annual Certification Personnel with
Single Cost Objective and One Resource**

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

Job Description:

Single Cost Objective: **YES**

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

Work Period	Percentage of Time	Program Name	Resource Code

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

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

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

Cabrillo Point Academy
Semi-Annual Certification for Multi-Funded Personnel
Single Cost Objective and Fixed Schedules

Employee Name:	Position:
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Job Description:

Single Cost Objective: ☒ YES

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

Work Period	Percentage of Time	Program Name	Resource Code

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

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

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

WORK SCHEDULE

Employee Name:	Period Covered:
Position:	Department:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Example Work Schedule

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

Position: EL Teacher Department: Student Support Services

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

Month	Program Name	Resource Code

[illegible]

Sat/Sun	SS
Holiday	H
School Break	SB
Personal Leave	PL
Sick Leave	SL

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

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Cabrillo Point Academy

Suicide Prevention Policy

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SUICIDE PREVENTION POLICY

Cabrillo Point Academy is committed to protecting the health and well-being of all Cabrillo Point Academy students, including vulnerable youth populations, by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. The Cabrillo Point Academy Governing Board hereby adopts this Suicide Prevention Policy in compliance with California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) and other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

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

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

PURPOSE

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

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

Cabrillo Point Academy recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcome. Cabrillo Point Academy is aware of the school's ethical responsibility to take a proactive approach in preventing deaths by suicide, and acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

COUNTY COORDINATION

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

with the county mental health plan.

SUICIDE AWARENESS AND PREVENTION TRAINING

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

EMPLOYEE AUTHORIZATION AND SCOPE

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

PREVENTION, INTERVENTION, AND POSTVENTION MEASURES AND STRATEGIES

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

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

POLICY IMPLEMENTATION

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

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

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

POLICY REVIEW

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



Parent & Family Engagement Policy

Learning and Educational Agencies and schools receiving federal funding are required to implement a parent and family engagement policy under federal law. See 20 U.S.C. § 6318. The purpose of the Cabrillo Point Academy's Governing Board approving this Parent and Family Engagement Policy is to accomplish the following:

- I. Identify the purpose of the policy and define "parent"
- II. Outline parents and family member involvement in drafting of the School Plan
- III. Establish the ways the School will provide for coordination, technical assistance, and other supports
- IV. Establish the annual meeting content and timeline
- V. Outline the content, delivery method, and other details of the Notice to parents
- VI. Establish ways parents will participate in the planning, review and improvement of Title I Programs
- VII. Establish the ways in which the School will build capacity for parent involvement
- VIII. List and describe how the School will coordinate with other programs
- IX. Establish the annual evaluation process for the policy
- X. Establish the School-Parent Compact
- XI. Establish the means to involve parents of Limited English Proficient Student, Disabled
- XII. Parents, and Parents of Migratory Children
- XIII. Establish the notices that will be provided to parents of participating students
- XIV. Ensure that information and materials are provided in ways, so they are accessible to all

I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the Cabrillo Point Academy (the "School") has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for students. Within this policy, the word "parent" is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc. This policy will be incorporated into the School's plan pursuant to federal law and submitted to the California Department of Education with the School's Consolidated Application.

II. Involvement in Drafting the School Plan

Parents and family members of participating children will be involved in the development of the School plan required by federal law. On an annual basis, the School will submit the School ~~plan~~ **policy** to the Governing Board for review and suggested changes after holding a parent meeting and before the ~~plan~~ **policy** is submitted to the California Department of Education ("CDE") with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the School ~~plan~~ **policy** and submit comments.

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

the CDE.

III. Coordination, Technical Assistance, and Other Support

The School will ensure the coordination, technical assistance and other support necessary to planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance in the following ways:

- The School will distribute 95% of the funds reserved pursuant to federal law (20 U.S.C. § 6318(a)(3)(A)) to the school for parent involvement activities.
- The School (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.
- The School will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

IV. Annual Meeting

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold two additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

V. Notice

Within 60 days of the beginning of school, the School will send through electronic methods a notice to all parents containing, but not limited to, the following information:

- Information about Title I, Part A programs.
- An explanation of the requirements of Title I, Part A programs.
- A description of the parent rights for participation in Title I, Part A programs; · A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy and the schoolwide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards.
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent and Family Engagement Policy and a feedback process for parents to comment on its content.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

VI. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy and the school-wide program plan, the School will involve parents of participating students as follows:

- The School will conduct two of Family Learning Nights each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details

- of this policy and the school-wide program plan. These meetings will be held at flexible times.
- ~~· Parents not attending the Family Learning Nights will be contacted to encourage participation and inform them of future Family Learning Nights.~~
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.
- ~~· Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy and the school wide program plan and recommend any changes.~~
- ~~· If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 60 days.~~
 - The School will also hold a Title I and PEP Review Meeting, where parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy and the school wide program plan and recommend any changes.
 - A separate survey will also be sent to parents, requesting feedback on the above mentioned items.
 - Any revised policies or programs will be shared with parents via the school's newsletter and/or other parent communication tool
- If the school-wide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan.

VII. Building Capacity for Involvement

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

In order to ensure effective parental involvement and support a partnership among the School, parents, and the community to improve student academic achievement, the School will provide the following programs to assist parents in understanding the challenging State academic standards, State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The School will include at least one of parent on its board of directors.
- The School will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the School to discuss how parents can work with educators to improve their child's academic achievement.
- ~~· The School will hold one Family Math and Science Event and one Family Literacy Event to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.~~
- ~~· Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.~~
- The School will hold a variety of workshops, inservices, and guest speakers on topics such as, but not limited to math strategies, reading and writing strategies, STEM/STEAM workshops, discussion on the School's curriculum options, and workshops to learn about State and local academic assessments and how to take sample tests.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the School will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- The School will hold ~~quarterly classes~~ **workshops** for parents and students to learn how to use computers and the internet in accordance with the School's internet use policy. The training will enable parents to access their children's schoolwork, communicate with teachers, and review information posted about the School.
- The School will provide **workshops** for parents on literacy ~~programs~~ **training** that bond families around reading and using the public library.
- ~~• The School will provide quarterly seminars on parenting skills and parent child communication.~~

C. Education on Parent Involvement

The School will annually educate teachers and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials, and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the School, the education will take place after the following research is done ~~(which shall be accomplished within the first 90 days of the commencement of the School year):~~ which shall be accomplished by sending a survey to parents of participating students that solicits information on what skills each parent has to offer the School and what types of parental involvement workshops parents would most likely participate.

~~A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the School and what types of parental involvement programs in which parents would most likely participate.~~

VIII. Coordination with Other Programs

The School shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The School will coordinate and integrate parent involvement programs and activities with these programs as follows:

1. Requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children.
2. Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

IX. Annual Evaluation

The School, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under

federal law. The School will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The School will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

X. School-Parent Compact

At the beginning of each school year, the School will enter into School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The School ~~with~~ will seek out input from parents to annually evaluate the effectiveness of the School Parent Compact and provide feedback and suggestions for revision.

XI. Involvement of Parents of Limited English Proficient Students, Disabled Parents, and Parents of Migratory Children

The School shall implement an effective means of outreach to parents and family members of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the School will do the following:

- The School will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The School will provide language translators at parent meetings to the extent practicable.
- The School will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- ~~· The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's administrative staff will visit the classes to interact with the parents.~~

The School will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the School will do the following:

- If any parent needs a disability-related modification or accommodation, including auxiliary aids or services, to participate, they need only contact the School at least 72 hours before the scheduled event so every reasonable effort can be made to provide the accommodation.

XII. Notices

In accordance with federal law, the School will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card
- A notice regarding the parent's right to request information regarding the following:
 - Professional qualifications of the student's teacher(s);
 - The level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments and timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
 - Information regarding any State or School policy regarding student participation in any assessments mandated by federal law and by the State and School, which shall include a

policy, procedure or parental right to opt the child out of such assessment, where applicable.

- The notice regarding language instruction programs to families of English Learners
- Any other notices required by law.

XIII. Miscellaneous

The School shall ensure that all information related to School and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The School will provide other reasonable support for parental involvement activities as requested by parents.

MEMORANDUM OF UNDERSTANDING FOR SHARED ADMINISTRATIVE SERVICES

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

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

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

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

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

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

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

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

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

3. Lessor School Responsibilities:

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

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

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

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

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

4. Lessee School Responsibilities:

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

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

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

5. Relationship Between Lessor and Lessee Schools.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

it.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Cabrillo Point Academy, a California nonprofit
public benefit corporation

Pacific Coast Academy, a California nonprofit public
benefit corporation

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

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

Address: _____

Email: _____

Address: _____

Email: _____

Mission Vista Academy, a California nonprofit
public benefit corporation

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

Address: _____

Email: _____

ATTACHMENT A

Technology

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

Enrichment

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

Vendors

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

Accounting/ Accounts Payable

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

Reporting and Database Administration

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

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

Enrollment

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

Student Accountability

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

Human Resources

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

Single-Subject Highly Qualified Teachers

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

Student Services (504/SST)

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

Interventions

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

Administration

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

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

Counseling

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

Records

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

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

COST OF SHARED EMPLOYEES

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

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

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

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

1st **AMENDMENT TO LEASE**

THIS AMENDMENT TO LEASE is made and entered into as of June 8, 2022, by and between Cameron Brothers Construction Co., L.P., a California limited partnership ("Lessor") and Cabrillo Point Academy, a California nonprofit public benefit corporation ("CPA") ("Lessee").

WHEREAS, on or about April 9, 2021 a Lease was entered into by and between Lessor and Lessee relating to certain real property commonly known as (street address, city, state, zip): 13915 Danielson Street, Suite 100 and 102, Poway CA 92064 (the "Premises"), and

WHEREAS, Lessor and Lessee ☐ have ☒ have not previously amended said Lease, and

WHEREAS, the Lessor and Lessee now desire to amend said Lease,

NOW, THEREFORE, ~~for payment of TEN DOLLARS and other good and valuable consideration to Lessor, the receipt and sufficiency of which is hereby acknowledged,~~ the parties mutually agree to make the following additions and modifications to the Lease:

☐ TERM: The Expiration Date is hereby ☐ advanced ☐ extended to _____.

☐ AGREED USE: The Agreed Use is hereby modified to: _____.

☐ BASE RENT ADJUSTMENT: Monthly Base Rent shall be as follows: _____.

☒ OTHER: Lessor has assigned their interest in the Lease to Poway Executive Plaza, LLC, a California limited liability company ("Assignee") effective January 1, 2018 ("Effective Date").

This Amendment shall not be construed against the party preparing it, but shall be construed as if all parties jointly prepared this Amendment and any uncertainty and ambiguity shall not be interpreted against any one party. Signatures to this Amendment accomplished by means of electronic signature or similar technology shall be legal and binding.

All other terms and conditions of this Lease shall remain unchanged and shall continue in full force and effect except as specifically amended herein.

EXECUTED as of the day and year first above written.

By Lessor:

Cameron Brothers Construction Co., L.P., a
California limited partnership

By: _____
Name Printed: Chris Cook
Title: President and authorized signator
Phone: 619-562-3050
Fax: 619-562-3055
Email: chris@cameronbros.net

By: _____
Name Printed: _____
Title: _____
Phone: _____
Fax: _____
Email: _____
Address: _____
Federal ID No.: _____

By Lessee:

Cabrillo Point Academy, a California
nonprofit public benefit corporation
("CPA")

By: _____
Name Printed: _____
Title: _____
Phone: _____
Fax: _____
Email: _____

By: _____
Name Printed: _____
Title: _____
Phone: _____
Fax: _____
Email: _____
Address: _____
Federal ID No.: _____

2nd **AMENDMENT TO LEASE**

THIS AMENDMENT TO LEASE is made and entered into as of June 8, 2022, by and between Poway Executive Plaza, LLC, a California Limited Liability Company ("Lessor") and Cabrillo Point Academy, a California nonprofit public benefit corporation ("CPA") ("Lessee").

WHEREAS, on or about April 9, 2021 a Lease was entered into by and between Lessor and Lessee relating to certain real property commonly known as (street address, city, state, zip): 13915 Danielson Street, Suite 100 and 102, Poway CA 92064 (the "Premises"), and

WHEREAS, Lessor and Lessee ☒ have ☐ have not previously amended said Lease, and

WHEREAS, the Lessor and Lessee now desire to amend said Lease,

NOW, THEREFORE, ~~for payment of TEN DOLLARS and other good and valuable consideration to Lessor, the receipt and sufficiency of which is hereby acknowledged,~~ the parties mutually agree to make the following additions and modifications to the Lease:

☒ TERM: The Expiration Date is hereby ☐ advanced ☒ extended to June 30, 2026.

☐ AGREED USE: The Agreed Use is hereby modified to: _____.

☒ BASE RENT ADJUSTMENT: Monthly Base Rent shall be as follows:

<u>July 1, 2022 - June 30, 2023</u>	<u>\$16,143.75</u>
<u>July 1, 2023 - June 30, 2024</u>	<u>\$16,789.50</u>
<u>July 1, 2024 - June 30, 2025</u>	<u>\$17,461.08</u>
<u>July 1, 2025 - June 30, 2026</u>	<u>\$18,159.52</u>

☐ OTHER: _____.

This Amendment shall not be construed against the party preparing it, but shall be construed as if all parties jointly prepared this Amendment and any uncertainty and ambiguity shall not be interpreted against any one party. Signatures to this Amendment accomplished by means of electronic signature or similar technology shall be legal and binding.

All other terms and conditions of this Lease shall remain unchanged and shall continue in full force and effect except as specifically amended herein.

EXECUTED as of the day and year first above written.

By Lessor:

Poway Executive Plaza, LLC, a California Limited Liability Company

By: _____

Name Printed: Chris Cook

Title: President and authorized signator

Phone: 619-562-3050

Fax: 619-562-3055

Email: chris@cameronbros.net

By: _____

Name Printed: _____

Title: _____

Phone: _____

Fax: _____

Email: _____

Address: _____

Federal ID No.: _____

By Lessee:

Cabrillo Point Academy, a California nonprofit public benefit corporation ("CPA")

By: _____

Name Printed: _____

Title: _____

Phone: _____

Fax: _____

Email: _____

By: _____

Name Printed: _____

Title: _____

Phone: _____

Fax: _____

Email: _____

Address: _____

Federal ID No.: _____



STANDARD MULTI-TENANT OFFICE LEASE - GROSS

1. Basic Provisions ("Basic Provisions").

1.1 **Parties.** This Lease ("Lease"), dated for reference purposes only April 9, 2021, is made by and between Cameron Brothers Construction, Co., L.P., a California limited partnership ("Lessor") and Cabrillo Point Academy, a California nonprofit public benefit corporation ("CPA") ("Lessee"), (collectively the "Parties", or individually a "Party").

1.2(a) **Premises:** That certain Portion of the Project (as defined below), commonly known as (street address, suite, city, state): 13915 Danielson Street, Suite 100 and 102, Poway, CA 92064 ("Premises"). The Premises are located in the County of San Diego, and consist of approximately 9,225 rentable square feet and approximately 7,957 useable square feet. In addition to Lessee's rights to use and occupy the Premises as hereinafter specified, Lessee shall have non-exclusive rights to the Common Areas (as defined in Paragraph 2.7 below) as hereinafter specified, but shall not have any rights to the roof, the exterior walls, the area above the dropped ceilings, or the utility raceways of the building containing the Premises ("Building") or to any other buildings in the Project. The Premises, the Building, the Common Areas, the land upon which they are located, along with all other buildings and improvements thereon, are herein collectively referred to as the "Project." The Project consists of approximately 32,105 rentable square feet. (See also Paragraph 2)

1.2(b) **Parking:** twenty(20) unreserved surface parking spaces and eleven (11) unreserved vehicle parking spaces at a monthly cost of \$0.00 per unreserved space in the garage and \$0.00 per reserved space. (See Paragraph 2.6)

1.3 **Term:** one (1) years and approximately two and a half (2.5) months ("Original Term") commencing upon substantial completion of Tenant Improvements, estimated to be April 19, 2021 ("Commencement Date") and ending June 30, 2022 ("Expiration Date"). (See also Paragraph 3)

1.4 **Early Possession:** If the Premises are available Lessee may have non-exclusive possession of the Premises commencing immediately upon Lease Execution, Lessor's receipt of monies owed in Section 1.7, and acceptance of Lessee's Certificate of Insurance. ("Early Possession Date"). (See also Paragraphs 3.2 and 3.3)

1.5 **Base Rent:** \$13,376.25 per month ("Base Rent"), payable on the first (1st) day of each month commencing May 1, 2021. (See also Paragraph 4)

☒ If this box is checked, there are provisions in this Lease for the Base Rent to be adjusted. See Paragraph 52.

1.6 **Lessee's Share of Operating Expense Increase:** twenty-eight and 73/100 percent (28.73 %) ("Lessee's Share"). In the event that that size of the Premises and/or the Project are modified during the term of this Lease, Lessor shall recalculate Lessee's Share to reflect such modification.

1.7 Base Rent and Other Monies Paid Upon Execution:

(a) **Base Rent:** \$13,376.25 for the period April 19 - May 18, 2021.

(b) **Security Deposit:** \$13,837.50 ("Security Deposit"). (See also Paragraph 5)

(c) **Parking:** \$0.00 for the period N/A.

(d) **Other:** \$0.00 for N/A.

(e) **Total Due Upon Execution of this Lease:** \$27,213.75.

1.8 **Agreed Use:** General office and any other legally permitted uses compatible with a first class office building in the City of Poway, South Poway Industrial Park IP zoning. Tenant should independently verify the suitability of their use. (See also Paragraph 6)

1.9 **Base Year; Insuring Party.** The Base Year is 2021. Lessor is the "Insuring Party". (See also Paragraphs 4.2 and 8)

1.10 **Real Estate Brokers.** (See also Paragraph 15 and 25)

(a) **Representation:** Each Party acknowledges receiving a Disclosure Regarding Real Estate Agency Relationship, confirms and consents to the following agency relationships in this Lease with the following real estate brokers ("Broker(s)") and/or their agents ("Agent(s)"):

Lessor's Brokerage Firm CBRE, Inc. License No. Is the broker of (check one): ☒ the Lessor; or ☐ both the Lessee and Lessor (dual agent).

Lessor's Agent Chris Williams License No. 01791013 is (check one): ☒ the Lessor's Agent (salesperson or broker associate); or ☐ both the Lessee's Agent and the Lessor's Agent (dual agent).

Lessee's Brokerage Firm License No. Is the broker of (check one): ☐ the Lessee; or ☐ both the Lessee and Lessor (dual agent).

Lessee's Agent License No. is (check one): ☐ the Lessee's Agent (salesperson or broker associate); or ☐ both the Lessee's Agent and the Lessor's Agent (dual agent).

(b) **Payment to Brokers.** Upon execution and delivery of this Lease by both Parties, Lessor shall pay to the Brokers the brokerage fee agreed to in a separate written agreement ~~(or if there is no such agreement, the sum of or % of the total Base Rent)~~ for the brokerage services rendered by the Brokers.

1.11 **Guarantor.** The obligations of the Lessee under this Lease are to be guaranteed by N/A ("Guarantor"). (See also Paragraph 37)

1.12 **Business Hours for the Building:** 8:00 a.m. to 5:00 p.m., Mondays through Fridays (except Building Holidays) and N/A a.m. to N/A p.m. on Saturdays (except Building Holidays). "Building Holidays" shall mean the dates of observation of New Year's Day, President's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Christmas Day, and Martin Luther King Jr 's birthday and the day after Thanksgiving.

1.13 **Lessor Supplied Services.** Notwithstanding the provisions of Paragraph 11.1, Lessor is NOT obligated to provide the following within the Premises:

☐ Janitorial services

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☒ Electricity

☐ Other (specify): _____

1.14 **Attachments.** Attached hereto are the following, all of which constitute a part of this Lease:

☒ an Addendum consisting of Paragraphs 50 through 55 ;

☒ a plot plan depicting the Premises; **Exhibit A**

☒ a current set of the Rules and Regulations; **Exhibit D**

☐ a Work Letter;

☐ a janitorial schedule;

☒ other (specify): Arbitration Agreement (Paragraph 56); Exhibit B- Project Site Plan; Exhibit C - Notice of Lease Term Dates;

Exhibit E - Suite Signage, Lobby Directory Order Forms; Agency Disclosure Forms .

2. Premises.

2.1 **Letting.** Lessor hereby leases to Lessee, and Lessee hereby leases from Lessor, the Premises, for the term, at the rental, and upon all of the terms, covenants and conditions set forth in this Lease. While the approximate square footage of the Premises may have been used in the marketing of the Premises for purposes of comparison, the Base Rent stated herein is NOT tied to square footage and is not subject to adjustment should the actual size be determined to be different. **NOTE: Lessee is advised to verify the actual size prior to executing this Lease.**

2.2 **Condition.** Lessor shall deliver the Premises to Lessee in a clean condition on the Commencement Date or the Early Possession Date, whichever first occurs ("Start Date"), and warrants that the existing electrical, plumbing, fire sprinkler, lighting, heating, ventilating and air conditioning systems ("HVAC"), and all other items which the Lessor is obligated to construct pursuant to the Work Letter attached hereto, if any, other than those constructed by Lessee, shall be in good operating condition on said date, that the structural elements of the roof, bearing walls and foundation of the Unit shall be free of material defects, and that the Premises do not contain hazardous levels of any mold or fungi defined as toxic under applicable state or federal law. Lessor also warrants, that unless otherwise specified in writing, Lessor is unaware of (i) any recorded Notices of Default affecting the Premise; (ii) any delinquent amounts due under any loan secured by the Premises; and (iii) any bankruptcy proceeding affecting the Premises.

2.3 **Compliance.** Lessor warrants that to the best of its knowledge the improvements on the Premises and the Common Areas comply with the building codes, applicable laws, covenants or restrictions of record, regulations, and ordinances ("Applicable Requirements") that were in effect at the time that each improvement, or portion thereof, was constructed. Said warranty does not apply to the use to which Lessee will put the Premises, modifications which may be required by the Americans with Disabilities Act or any similar laws as a result of Lessee's use (see Paragraph 49), or to any Alterations or Utility Installations (as defined in Paragraph 7.3(a)) made or to be made by Lessee. **NOTE: Lessee is responsible for determining whether or not the zoning and other Applicable Requirements are appropriate for Lessee's intended use, and acknowledges that past uses of the Premises may no longer be allowed.** If the Premises do not comply with said warranty, Lessor shall, except as otherwise provided, promptly after receipt of written notice from Lessee setting forth with specificity the nature and extent of such non-compliance, rectify the same. If the Applicable Requirements are hereafter changed so as to require during the term of this Lease the construction of an addition to or an alteration of the Premises, the remediation of any Hazardous Substance, or the reinforcement or other physical modification of the Premises ("Capital Expenditure"), Lessor and Lessee shall allocate the cost of such work as follows:

(a) Subject to Paragraph 2.3(c) below, if such Capital Expenditures are required as a result of the specific and unique use of the Premises by Lessee as compared with uses by tenants in general, Lessee shall be fully responsible for the cost thereof, provided, however, that if such Capital Expenditure is required during the last 2 years of this Lease and the cost thereof exceeds 6 months' Base Rent, Lessee may instead terminate this Lease unless Lessor notifies Lessee, in writing, within 10 days after receipt of Lessee's termination notice that Lessor has elected to pay the difference between the actual cost thereof and the amount equal to 6 months' Base Rent. If Lessee elects termination, Lessee shall immediately cease the use of the Premises which requires such Capital Expenditure and deliver to Lessor written notice specifying a termination date at least 90 days thereafter. Such termination date shall, however, in no event be earlier than the last day that Lessee could legally utilize the Premises without commencing such Capital Expenditure.

(b) If such Capital Expenditure is not the result of the specific and unique use of the Premises by Lessee (such as, governmentally mandated seismic modifications), then Lessor shall pay for such Capital Expenditure and Lessee shall only be obligated to pay, each month during the remainder of the term of this Lease or any extension thereof, on the date that on which the Base Rent is due, an amount equal to 1/144th of the portion of such costs reasonably attributable to the Premises. Lessee shall pay Interest on the balance but may prepay its obligation at any time. If, however, such Capital Expenditure is required during the last 2 years of this Lease or if Lessor reasonably determines that it is not economically feasible to pay its share thereof, Lessor shall have the option to terminate this Lease upon 90 days prior written notice to Lessee unless Lessee notifies Lessor, in writing, within 10 days after receipt of Lessor's termination notice that Lessee will pay for such Capital Expenditure. If Lessor does not elect to terminate, and fails to tender its share of any such Capital Expenditure, Lessee may advance such funds and deduct same, with Interest, from Rent until Lessor's share of such costs have been fully paid. If Lessee is unable to finance Lessor's share, or if the balance of the Rent due and payable for the remainder of this Lease is not sufficient to fully reimburse Lessee on an offset basis, Lessee shall have the right to terminate this Lease upon 30 days written notice to Lessor.

(c) Notwithstanding the above, the provisions concerning Capital Expenditures are intended to apply only to non-voluntary, unexpected, and new Applicable Requirements. If the Capital Expenditures are instead triggered by Lessee as a result of an actual or proposed change in use, change in intensity of use, or modification to the Premises then, and in that event, Lessee shall either: (i) immediately cease such changed use or intensity of use and/or take such other steps as may be necessary to eliminate the requirement for such Capital Expenditure, or (ii) complete such Capital Expenditure at its own expense. Lessee shall not have any right to terminate this Lease.

2.4 **Acknowledgements.** Lessee acknowledges that: (a) it has been given an opportunity to inspect and measure the Premises, (b) Lessee has been advised by Lessor and/or Brokers to satisfy itself with respect to the size and condition of the Premises (including but not limited to the electrical, HVAC and fire sprinkler systems, security, environmental aspects, and compliance with Applicable Requirements), and their suitability for Lessee's intended use, (c) Lessee has made such investigation as it deems necessary with reference to such matters and assumes all responsibility therefor as the same relate to its occupancy of the Premises, (d) it is not relying on any representation as to the size of the Premises made by Brokers or Lessor, (e) the square footage of the Premises was not material to Lessee's decision to lease the Premises and pay the Rent stated herein, and (f) neither Lessor, Lessor's agents, nor Brokers have made any oral or written representations or warranties with respect to said matters other than as set forth in this Lease. In addition, Lessor acknowledges that: (i) Brokers have made no representations, promises or warranties concerning Lessee's ability to honor the Lease or suitability to occupy the Premises, and (ii) it is Lessor's sole responsibility to investigate the financial capability and/or suitability of all proposed tenants.

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2.5 **Lessee as Prior Owner/Occupant.** The warranties made by Lessor in Paragraph 2 shall be of no force or effect if immediately prior to the Start Date, Lessee was the owner or occupant of the Premises. In such event, Lessee shall be responsible for any necessary corrective work.

2.6 **Vehicle Parking.** So long as Lessee is not in default, and subject to the Rules and Regulations attached hereto, and as established by Lessor from time to time, Lessee shall be entitled to rent and use the number of parking spaces specified in Paragraph 1.2(b) at the rental rate applicable from time to time for monthly parking as set by Lessor and/or its licensee.

(a) If Lessee commits, permits or allows any of the prohibited activities described in the Lease or the rules then in effect, then Lessor shall have the right, without notice, in addition to such other rights and remedies that it may have, to remove or tow away the vehicle involved and charge the cost to Lessee, which cost shall be immediately payable upon demand by Lessor.

(b) The monthly rent per parking space specified in Paragraph 1.2(b) is subject to change upon 30 days prior written notice to Lessee. The rent for the parking is payable one month in advance prior to the first day of each calendar month.

2.7 **Common Areas - Definition.** The term "Common Areas" is defined as all areas and facilities outside the Premises and within the exterior boundary line of the Project and interior utility raceways and installations within the Premises that are provided and designated by the Lessor from time to time for the general nonexclusive use of Lessor, Lessee and other tenants of the Project and their respective employees, suppliers, shippers, customers, contractors and invitees, including, but not limited to, common entrances, lobbies, corridors, stairwells, public restrooms, elevators, parking areas, loading and unloading areas, trash areas, roadways, walkways, driveways and landscaped areas.

2.8 **Common Areas - Lessee's Rights.** Lessor grants to Lessee, for the benefit of Lessee and its employees, suppliers, shippers, contractors, customers and invitees, during the term of this Lease, the non-exclusive right to use, in common with others entitled to such use, the Common Areas as they exist from time to time, subject to any rights, powers, and privileges reserved by Lessor under the terms hereof or under the terms of any rules and regulations or restrictions governing the use of the Project. Under no circumstances shall the right herein granted to use the Common Areas be deemed to include the right to store any property, temporarily or permanently, in the Common Areas. Any such storage shall be permitted only by the prior written consent of Lessor or Lessor's designated agent, which consent may be revoked at any time. In the event that any unauthorized storage shall occur, then Lessor shall have the right, without notice, in addition to such other rights and remedies that it may have, to remove the property and charge the cost to Lessee, which cost shall be immediately payable upon demand by Lessor.

2.9 **Common Areas - Rules and Regulations.** Lessor or such other person(s) as Lessor may appoint shall have the exclusive control and management of the Common Areas and shall have the right, from time to time, to adopt, modify, amend and enforce reasonable rules and regulations ("Rules and Regulations") for the management, safety, care, and cleanliness of the grounds, the parking and unloading of vehicles and the preservation of good order, as well as for the convenience of other occupants or tenants of the Building and the Project and their invitees. The Lessee agrees to abide by and conform to all such Rules and Regulations, and shall use its best efforts to cause its employees, suppliers, shippers, customers, contractors and invitees to so abide and conform. Lessor shall not be responsible to Lessee for the noncompliance with said Rules and Regulations by other tenants of the Project.

2.10 **Common Areas - Changes.** Lessor shall have the right, in Lessor's sole discretion, from time to time:

(a) To make changes to the Common Areas, including, without limitation, changes in the location, size, shape and number of the lobbies, windows, stairways, air shafts, elevators, escalators, restrooms, driveways, entrances, parking spaces, parking areas, loading and unloading areas, ingress, egress, direction of traffic, landscaped areas, walkways and utility raceways;

(b) To close temporarily any of the Common Areas for maintenance purposes so long as reasonable access to the Premises remains available;

(c) To designate other land outside the boundaries of the Project to be a part of the Common Areas;

(d) To add additional buildings and improvements to the Common Areas;

(e) To use the Common Areas while engaged in making additional improvements, repairs or alterations to the Project, or any portion thereof; and

(f) To do and perform such other acts and make such other changes in, to or with respect to the Common Areas and Project as Lessor may, in the exercise of sound business judgment, deem to be appropriate.

3. Term.

3.1 **Term.** The Commencement Date, Expiration Date and Original Term of this Lease are as specified in Paragraph 1.3.

3.2 **Early Possession.** Any provision herein granting Lessee Early Possession of the Premises is subject to and conditioned upon the Premises being available for such possession prior to the Commencement Date. Any grant of Early Possession only conveys a non-exclusive right to occupy the Premises. If Lessee totally or partially occupies the Premises prior to the Commencement Date, the obligation to pay Base Rent shall be abated for the period of such Early Possession. All other terms of this Lease (including but not limited to the obligations to pay Lessee's Share of the Operating Expense Increase) shall be in effect during such period. Any such Early Possession shall not affect the Expiration Date.

3.3 **Delay In Possession.** Lessor agrees to use its best commercially reasonable efforts to deliver possession of the Premises to Lessee by the Commencement Date. If, despite said efforts, Lessor is unable to deliver possession by such date, Lessor shall not be subject to any liability therefor, nor shall such failure affect the validity of this Lease or change the Expiration Date. Lessee shall not, however, be obligated to pay Rent or perform its other obligations until Lessor delivers possession of the Premises and any period of rent abatement that Lessee would otherwise have enjoyed shall run from the date of delivery of possession and continue for a period equal to what Lessee would otherwise have enjoyed under the terms hereof, but minus any days of delay caused by the acts or omissions of Lessee. If possession is not delivered within 60 days after the Commencement Date, as the same may be extended under the terms of any Work Letter executed by Parties, Lessee may, at its option, by notice in writing within 10 days after the end of such 60 day period, cancel this Lease, in which event the Parties shall be discharged from all obligations hereunder. If such written notice is not received by Lessor within said 10 day period, Lessee's right to cancel shall terminate. If possession of the Premises is not delivered within 120 days after the Commencement Date, this Lease shall terminate unless other agreements are reached between Lessor and Lessee, in writing.

3.4 **Lessee Compliance.** Lessor shall not be required to deliver possession of the Premises to Lessee until Lessee complies with its obligation to provide evidence of insurance (Paragraph 8.5). Pending delivery of such evidence, Lessee shall be required to perform all of its obligations under this Lease from and after the Start Date, including the payment of Rent, notwithstanding Lessor's election to withhold possession pending receipt of such evidence of insurance. Further, if Lessee is required to perform any other conditions prior to or concurrent with the Start Date, the Start Date shall occur but Lessor may elect to withhold possession until such conditions are satisfied.

4. Rent.

4.1 **Rent Defined.** All monetary obligations of Lessee to Lessor under the terms of this Lease (except for the Security Deposit) are deemed to be rent ("Rent").

4.2 **Operating Expense Increase.** Lessee shall pay to Lessor during the term hereof, in addition to the Base Rent, Lessee's Share of the amount by which all Operating Expenses for each Comparison Year exceeds the amount of all Operating Expenses for the Base Year, such excess being hereinafter referred to as the "Operating Expense Increase", in accordance with the following provisions:

(a) "Base Year" is as specified in Paragraph 1.9.

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(b) "**Comparison Year**" is defined as each calendar year during the term of this Lease subsequent to the Base Year; provided, however, Lessee shall have no obligation to pay a share of the Operating Expense Increase applicable to the first 12 months of the Lease Term (other than such as are mandated by a governmental authority, as to which government mandated expenses Lessee shall pay Lessee's Share, notwithstanding they occur during the first twelve (12) months). Lessee's Share of the Operating Expense Increase for the first and last Comparison Years of the Lease Term shall be prorated according to that portion of such Comparison Year as to which Lessee is responsible for a share of such increase.

(c) The following costs relating to the ownership and operation of the Project, calculated as if the Project was at least 95% occupied, are defined as "**Operating Expenses**":

(i) Costs relating to the operation, repair, and maintenance in neat, clean, safe, good order and condition, but not the replacement (see subparagraph (g)), of the following:

(aa) The Common Areas, including their surfaces, coverings, decorative items, carpets, drapes and window coverings, and including parking areas, loading and unloading areas, trash areas, roadways, sidewalks, walkways, stairways, parkways, driveways, landscaped areas, striping, bumpers, irrigation systems, Common Area lighting facilities, building exteriors and roofs, fences and gates;

(bb) All heating, air conditioning, plumbing, electrical systems, life safety equipment, communication systems and other equipment used in common by, or for the benefit of, tenants or occupants of the Project, including elevators and escalators, tenant directories, fire detection systems including sprinkler system maintenance and repair.

(cc) All other areas and improvements that are within the exterior boundaries of the Project but outside of the Premises and/or any other space occupied by a tenant.

(ii) The cost of trash disposal, janitorial and security services, pest control services, and the costs of any environmental inspections;

(iii) The cost of any other service to be provided by Lessor that is elsewhere in this Lease stated to be an "Operating Expense";

(iv) The cost of the premiums for the insurance policies maintained by Lessor pursuant to paragraph 8 and any deductible portion of an insured loss concerning the Building or the Common Areas;

(v) The amount of the Real Property Taxes payable by Lessor pursuant to paragraph 10;

(vi) The cost of water, sewer, gas, electricity, and other publicly mandated services not separately metered;

(vii) Labor, salaries, and applicable fringe benefits and costs, materials, supplies and tools, used in maintaining and/or cleaning the Project and accounting and management fees attributable to the operation of the Project;

(viii) The cost of any capital improvement to the Building or the Project not covered under the provisions of Paragraph 2.3 provided; however, that Lessor shall allocate the cost of any such capital improvement over a 12 year period and Lessee shall not be required to pay more than Lessee's Share of 1/144th of the cost of such Capital Expenditure in any given month;

(ix) The cost to replace equipment or improvements that have a useful life for accounting purposes of 5 years or less.

(x) Reserves set aside for maintenance, repair and/or replacement of Common Area improvements and equipment.

(d) Any item of Operating Expense that is specifically attributable to the Premises, the Building or to any other building in the Project or to the operation, repair and maintenance thereof, shall be allocated entirely to such Premises, Building, or other building. However, any such item that is not specifically attributable to the Building or to any other building or to the operation, repair and maintenance thereof, shall be equitably allocated by Lessor to all buildings in the Project.

(e) The inclusion of the improvements, facilities and services set forth in Subparagraph 4.2(c) shall not be deemed to impose an obligation upon Lessor to either have said improvements or facilities or to provide those services unless the Project already has the same, Lessor already provides the services, or Lessor has agreed elsewhere in this Lease to provide the same or some of them.

(f) Lessee's Share of Operating Expense Increase is payable monthly on the same day as the Base Rent is due hereunder. The amount of such payments shall be based on Lessor's estimate of the Operating Expense Expenses. Within 60 days after written request (but not more than once each year) Lessor shall deliver to Lessee a reasonably detailed statement showing Lessee's Share of the actual Common Area Operating Expenses for the preceding year. If Lessee's payments during such Year exceed Lessee's Share, Lessee shall credit the amount of such over-payment against Lessee's future payments. If Lessee's payments during such Year were less than Lessee's Share, Lessee shall pay to Lessor the amount of the deficiency within 10 days after delivery by Lessor to Lessee of said statement. Lessor and Lessee shall forthwith adjust between them by cash payment any balance determined to exist with respect to that portion of the last Comparison Year for which Lessee is responsible as to Operating Expense Increases, notwithstanding that the Lease term may have terminated before the end of such Comparison Year.

(g) Operating Expenses shall not include the costs of replacement for equipment or capital components such as the roof (but not the roof membrane being a built up roof), foundations, exterior walls or a Common Area capital improvement, such as the parking lot paving, elevators, fences that have a useful life for accounting purposes of 5 years or more.

(h) Operating Expenses shall not include any expenses paid by any tenant directly to third parties, or as to which Lessor is otherwise reimbursed by any third party, other tenant, or by insurance proceeds.

4.3 Payment. Lessee shall cause payment of Rent to be received by Lessor in lawful money of the United States on or before the day on which it is due, without offset or deduction (except as specifically permitted in this Lease). All monetary amounts shall be rounded to the nearest whole dollar. In the event that any invoice prepared by Lessor is inaccurate such inaccuracy shall not constitute a waiver and Lessee shall be obligated to pay the amount set forth in this Lease. Rent for any period during the term hereof which is for less than one full calendar month shall be prorated based upon the actual number of days of said month. Payment of Rent shall be made to Lessor at its address stated herein or to such other persons or place as Lessor may from time to time designate in writing. Acceptance of a payment which is less than the amount then due shall not be a waiver of Lessor's rights to the balance of such Rent, regardless of Lessor's endorsement of any check so stating. In the event that any check, draft, or other instrument of payment given by Lessee to Lessor is dishonored for any reason, Lessee agrees to pay to Lessor the sum of \$25 in addition to any Late Charge and Lessor, at its option, may require all future Rent be paid by cashier's check. Payments will be applied first to accrued late charges and attorney's fees, second to accrued interest, then to Base Rent and Common Area Operating Expenses, and any remaining amount to any other outstanding charges or costs.

5. Security Deposit. Lessee shall deposit with Lessor upon execution hereof the Security Deposit as security for Lessee's faithful performance of its obligations under this Lease. If Lessee fails to pay Rent, or otherwise Defaults under this Lease, Lessor may use, apply or retain all or any portion of said Security Deposit for the payment of any amount already due Lessor, for Rents which will be due in the future, and/ or to reimburse or compensate Lessor for any liability, expense, loss or damage which Lessor may suffer or incur by reason thereof. If Lessor uses or applies all or any portion of the Security Deposit, Lessee shall within 10 days after written request therefor deposit monies with Lessor sufficient to restore said Security Deposit to the full amount required by this Lease. If the Base Rent increases during the term of this Lease, Lessee shall, upon written request from Lessor, deposit additional monies with Lessor so that the total amount of the Security Deposit shall at all times bear the same proportion to the increased Base Rent as the initial Security Deposit bore to the initial Base Rent. Should the Agreed Use be amended to accommodate a material change in the business of Lessee or to accommodate a sublessee or assignee, Lessor shall have the right to increase the Security Deposit

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to the extent necessary, in Lessor's reasonable judgment, to account for any increased wear and tear that the Premises may suffer as a result thereof. If a change in control of Lessee occurs during this Lease and following such change the financial condition of Lessee is, in Lessor's reasonable judgment, significantly reduced, Lessee shall deposit such additional monies with Lessor as shall be sufficient to cause the Security Deposit to be at a commercially reasonable level based on such change in financial condition. Lessor shall not be required to keep the Security Deposit separate from its general accounts. Within 90 days after the expiration or termination of this Lease, Lessor shall return that portion of the Security Deposit not used or applied by Lessor. Lessor shall upon written request provide Lessee with an accounting showing how that portion of the Security Deposit that was not returned was applied. No part of the Security Deposit shall be considered to be held in trust, to bear interest or to be prepayment for any monies to be paid by Lessee under this Lease. THE SECURITY DEPOSIT SHALL NOT BE USED BY LESSEE IN LIEU OF PAYMENT OF THE LAST MONTH'S RENT.

6. Use.

6.1 Use. Lessee shall use and occupy the Premises only for the Agreed Use, or any other legal use which is reasonably comparable thereto, and for no other purpose. Lessee shall not use or permit the use of the Premises in a manner that is unlawful, creates damage, waste or a nuisance, or that disturbs occupants of or causes damage to neighboring premises or properties. Other than guide, signal and seeing eye dogs, Lessee shall not keep or allow in the Premises any pets, animals, birds, fish, or reptiles. Lessor shall not unreasonably withhold or delay its consent to any written request for a modification of the Agreed Use, so long as the same will not impair the structural integrity of the improvements of the Building, will not adversely affect the mechanical, electrical, HVAC, and other systems of the Building, and/or will not affect the exterior appearance of the Building. If Lessor elects to withhold consent, Lessor shall within 7 days after such request give written notification of same, which notice shall include an explanation of Lessor's objections to the change in the Agreed Use.

6.2 Hazardous Substances.

(a) **Reportable Uses Require Consent.** The term "**Hazardous Substance**" as used in this Lease shall mean any product, substance, or waste whose presence, use, manufacture, disposal, transportation, or release, either by itself or in combination with other materials expected to be on the Premises, is either: (i) potentially injurious to the public health, safety or welfare, the environment or the Premises, (ii) regulated or monitored by any governmental authority, or (iii) a basis for potential liability of Lessor to any governmental agency or third party under any applicable statute or common law theory. Hazardous Substances shall include, but not be limited to, hydrocarbons, petroleum, gasoline, and/or crude oil or any products, byproducts or fractions thereof. Lessee shall not engage in any activity in or on the Premises which constitutes a Reportable Use of Hazardous Substances without the express prior written consent of Lessor and timely compliance (at Lessee's expense) with all Applicable Requirements. "**Reportable Use**" shall mean (i) the installation or use of any above or below ground storage tank, (ii) the generation, possession, storage, use, transportation, or disposal of a Hazardous Substance that requires a permit from, or with respect to which a report, notice, registration or business plan is required to be filed with, any governmental authority, and/or (iii) the presence at the Premises of a Hazardous Substance with respect to which any Applicable Requirements requires that a notice be given to persons entering or occupying the Premises or neighboring properties. Notwithstanding the foregoing, Lessee may use any ordinary and customary materials reasonably required to be used in the normal course of the Agreed Use such as ordinary office supplies (copier toner, liquid paper, glue, etc.) and common household cleaning materials, so long as such use is in compliance with all Applicable Requirements, is not a Reportable Use, and does not expose the Premises or neighboring property to any meaningful risk of contamination or damage or expose Lessor to any liability therefor. In addition, Lessor may condition its consent to any Reportable Use upon receiving such additional assurances as Lessor reasonably deems necessary to protect itself, the public, the Premises and/or the environment against damage, contamination, injury and/or liability, including, but not limited to, the installation (and removal on or before Lease expiration or termination) of protective modifications (such as concrete encasements) and/or increasing the Security Deposit.

(b) **Duty to Inform Lessor.** If Lessee knows, or has reasonable cause to believe, that a Hazardous Substance has come to be located in, on, under or about the Premises, other than as previously consented to by Lessor, Lessee shall immediately give written notice of such fact to Lessor, and provide Lessor with a copy of any report, notice, claim or other documentation which it has concerning the presence of such Hazardous Substance.

(c) **Lessee Remediation.** Lessee shall not cause or permit any Hazardous Substance to be spilled or released in, on, under, or about the Premises (including through the plumbing or sanitary sewer system) and shall promptly, at Lessee's expense, comply with all Applicable Requirements and take all investigatory and/or remedial action reasonably recommended, whether or not formally ordered or required, for the cleanup of any contamination of, and for the maintenance, security and/or monitoring of the Premises or neighboring properties, that was caused or materially contributed to by Lessee, or pertaining to or involving any Hazardous Substance brought onto the Premises during the term of this Lease, by or for Lessee, or any third party.

(d) **Lessee Indemnification.** Lessee shall indemnify, defend and hold Lessor, its agents, employees, lenders and ground lessor, if any, harmless from and against any and all loss of rents and/or damages, liabilities, judgments, claims, expenses, penalties, and attorneys' and consultants' fees arising out of or involving any Hazardous Substance brought onto the Premises by or for Lessee, or any third party (provided, however, that Lessee shall have no liability under this Lease with respect to underground migration of any Hazardous Substance under the Premises from areas outside of the Project not caused or contributed to by Lessee). Lessee's obligations shall include, but not be limited to, the effects of any contamination or injury to person, property or the environment created or suffered by Lessee, and the cost of investigation, removal, remediation, restoration and/or abatement, and shall survive the expiration or termination of this Lease. No termination, cancellation or release agreement entered into by Lessor and Lessee shall release Lessee from its obligations under this Lease with respect to Hazardous Substances, unless specifically so agreed by Lessor in writing at the time of such agreement.

(e) **Lessor Indemnification.** Except as otherwise provided in paragraph 8.7, Lessor and its successors and assigns shall indemnify, defend, reimburse and hold Lessee, its employees and lenders, harmless from and against any and all environmental damages, including the cost of remediation, which result from Hazardous Substances which existed on the Premises prior to Lessee's occupancy or which are caused by the gross negligence or willful misconduct of Lessor, its agents or employees. Lessor's obligations, as and when required by the Applicable Requirements, shall include, but not be limited to, the cost of investigation, removal, remediation, restoration and/or abatement, and shall survive the expiration or termination of this Lease.

(f) **Investigations and Remediations.** Lessor shall retain the responsibility and pay for any investigations or remediation measures required by governmental entities having jurisdiction with respect to the existence of Hazardous Substances on the Premises prior to Lessee's occupancy, unless such remediation measure is required as a result of Lessee's use (including "Alterations", as defined in paragraph 7.3(a) below) of the Premises, in which event Lessee shall be responsible for such payment. Lessee shall cooperate fully in any such activities at the request of Lessor, including allowing Lessor and Lessor's agents to have reasonable access to the Premises at reasonable times in order to carry out Lessor's investigative and remedial responsibilities.

(g) **Lessor Termination Option.** If a Hazardous Substance Condition (see Paragraph 9.1(e)) occurs during the term of this Lease, unless Lessee is legally responsible therefor (in which case Lessee shall make the investigation and remediation thereof required by the Applicable Requirements and this Lease shall continue in full force and effect, but subject to Lessor's rights under Paragraph 6.2(d) and Paragraph 13), Lessor may, at Lessor's option, either (i) investigate and remediate such Hazardous Substance Condition, if required, as soon as reasonably possible at Lessor's expense, in which event this Lease shall continue in full force and effect, or (ii) if the estimated cost to remediate such condition exceeds 12 times the then monthly Base Rent or \$100,000, whichever is greater, give written notice to Lessee, within 30 days after receipt by Lessor of knowledge of the occurrence of such Hazardous Substance Condition, of Lessor's desire to terminate this Lease as of the date 60 days following the date of such notice. In the event Lessor elects to give a termination notice, Lessee may, within 10 days thereafter, give written notice to Lessor of Lessee's commitment to pay the amount by which the cost of the remediation of such Hazardous Substance Condition exceeds an amount equal to 12 times the then

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monthly Base Rent or \$100,000, whichever is greater. Lessee shall provide Lessor with said funds or satisfactory assurance thereof within 30 days following such commitment. In such event, this Lease shall continue in full force and effect, and Lessor shall proceed to make such remediation as soon as reasonably possible after the required funds are available. If Lessee does not give such notice and provide the required funds or assurance thereof within the time provided, this Lease shall terminate as of the date specified in Lessor's notice of termination.

6.3 Lessee's Compliance with Applicable Requirements. Except as otherwise provided in this Lease, Lessee shall, at Lessee's sole expense, fully, diligently and in a timely manner, materially comply with all Applicable Requirements, the requirements of any applicable fire insurance underwriter or rating bureau, and the recommendations of Lessor's engineers and/or consultants which relate in any manner to the Premises, without regard to whether said Applicable Requirements are now in effect or become effective after the Start Date. Lessee shall, within 10 days after receipt of Lessor's written request, provide Lessor with copies of all permits and other documents, and other information evidencing Lessee's compliance with any Applicable Requirements specified by Lessor, and shall immediately upon receipt, notify Lessor in writing (with copies of any documents involved) of any threatened or actual claim, notice, citation, warning, complaint or report pertaining to or involving the failure of Lessee or the Premises to comply with any Applicable Requirements. Likewise, Lessee shall immediately give written notice to Lessor of: (i) any water damage to the Premises and any suspected seepage, pooling, dampness or other condition conducive to the production of mold; or (ii) any mustiness or other odors that might indicate the presence of mold in the Premises.

6.4 Inspection; Compliance. Lessor and Lessor's "Lender" (as defined in Paragraph 30) and consultants authorized by Lessor shall have the right to enter into Premises at any time, in the case of an emergency, and otherwise at reasonable times, after reasonable notice, for the purpose of inspecting and/or testing the condition of the Premises and/or for verifying compliance by Lessee with this Lease. The cost of any such inspections shall be paid by Lessor, unless a violation of Applicable Requirements, or a Hazardous Substance Condition (see Paragraph 9.1e) is found to exist or be imminent, or the inspection is requested or ordered by a governmental authority. In such case, Lessee shall upon request reimburse Lessor for the cost of such inspection, so long as such inspection is reasonably related to the violation or contamination. In addition, Lessee shall provide copies of all relevant material safety data sheets (MSDS) to Lessor within 10 days of the receipt of written request therefor. Lessee acknowledges that any failure on its part to allow such inspections or testing will expose Lessor to risks and potentially cause Lessor to incur costs not contemplated by this Lease, the extent of which will be extremely difficult to ascertain. Accordingly, should the Lessee fail to allow such inspections and/or testing in a timely fashion the Base Rent shall be automatically increased, without any requirement for notice to Lessee, by an amount equal to 10% of the then existing Base Rent or \$100, whichever is greater for the remainder to the Lease. The Parties agree that such increase in Base Rent represents fair and reasonable compensation for the additional risk/costs that Lessor will incur by reason of Lessee's failure to allow such inspection and/or testing. Such increase in Base Rent shall in no event constitute a waiver of Lessee's Default or Breach with respect to such failure nor prevent the exercise of any of the other rights and remedies granted hereunder.

7. Maintenance; Repairs; Utility Installations; Trade Fixtures and Alterations.

7.1 Lessee's Obligations. Notwithstanding Lessor's obligation to keep the Premises in good condition and repair, Lessee shall be responsible for payment of the cost thereof to Lessor as additional rent for that portion of the cost of any maintenance and repair of the Premises, or any equipment (wherever located) that serves only Lessee or the Premises, to the extent such cost is attributable to abuse or misuse. In addition, Lessee rather than the Lessor shall be responsible for the cost of painting, repairing or replacing wall coverings, and to repair or replace any similar improvements within the Premises. Lessor may, at its option, upon reasonable notice, elect to have Lessee perform any particular such maintenance or repairs the cost of which is otherwise Lessee's responsibility hereunder."

7.2 Lessor's Obligations. Subject to the provisions of Paragraphs 2.2 (Condition), 2.3 (Compliance), 4.2 (Operating Expenses), 6 (Use), 7.1 (Lessee's Obligations), 9 (Damage or Destruction) and 14 (Condemnation), Lessor, subject to reimbursement pursuant to Paragraph 4.2, shall keep in good order, condition and repair the foundations, exterior walls, structural condition of interior bearing walls, exterior roof, fire sprinkler system, fire alarm and/or smoke detection systems, fire hydrants, and the Common Areas.

7.3 Utility Installations; Trade Fixtures; Alterations.

(a) **Definitions.** The term "Utility Installations" refers to all floor and window coverings, air lines, vacuum lines, power panels, electrical distribution, security and fire protection systems, communication cabling, lighting fixtures, HVAC equipment, and plumbing in or on the Premises. The term "Trade Fixtures" shall mean Lessee's machinery and equipment that can be removed without doing material damage to the Premises. The term "Alterations" shall mean any modification of the improvements, other than Utility Installations or Trade Fixtures, whether by addition or deletion. "Lessee Owned Alterations and/or Utility Installations" are defined as Alterations and/or Utility Installations made by Lessee that are not yet owned by Lessor pursuant to Paragraph 7.4(a).

(b) **Consent.** Lessee shall not make any Alterations or Utility Installations to the Premises without Lessor's prior written consent. Lessee may, however, make non-structural Alterations or Utility Installations to the interior of the Premises (excluding the roof) without such consent but upon notice to Lessor, as long as they are not visible from the outside, do not involve puncturing, relocating or removing the roof, ceilings, floors or any existing walls, will not affect the electrical, plumbing, HVAC, and/or life safety systems, do not trigger the requirement for additional modifications and/or improvements to the Premises resulting from Applicable Requirements, such as compliance with Title 24, and the cumulative cost thereof during this Lease as extended does not exceed \$2000. Notwithstanding the foregoing, Lessee shall not make or permit any roof penetrations and/or install anything on the roof without the prior written approval of Lessor. Lessor may, as a precondition to granting such approval, require Lessee to utilize a contractor chosen and/or approved by Lessor. Any Alterations or Utility Installations that Lessee shall desire to make and which require the consent of the Lessor shall be presented to Lessor in written form with detailed plans. Consent shall be deemed conditioned upon Lessee's: (i) acquiring all applicable governmental permits, (ii) furnishing Lessor with copies of both the permits and the plans and specifications prior to commencement of the work, and (iii) compliance with all conditions of said permits and other Applicable Requirements in a prompt and expeditious manner. Any Alterations or Utility Installations shall be performed in a workmanlike manner with good and sufficient materials. Lessee shall promptly upon completion furnish Lessor with as-built plans and specifications. For work which costs an amount in excess of one month's Base Rent, Lessor may condition its consent upon Lessee providing a lien and completion bond in an amount equal to 150% of the estimated cost of such Alteration or Utility Installation and/or upon Lessee's posting an additional Security Deposit with Lessor.

(c) **Liens; Bonds.** Lessee shall pay, when due, all claims for labor or materials furnished or alleged to have been furnished to or for Lessee at or for use on the Premises, which claims are or may be secured by any mechanic's or materialmen's lien against the Premises or any interest therein. Lessee shall give Lessor not less than 10 days notice prior to the commencement of any work in, on or about the Premises, and Lessor shall have the right to post notices of non-responsibility. If Lessee shall contest the validity of any such lien, claim or demand, then Lessee shall, at its sole expense defend and protect itself, Lessor and the Premises against the same and shall pay and satisfy any such adverse judgment that may be rendered thereon before the enforcement thereof. If Lessor shall require, Lessee shall furnish a surety bond in an amount equal to 150% of the amount of such contested lien, claim or demand, indemnifying Lessor against liability for the same. If Lessor elects to participate in any such action, Lessee shall pay Lessor's attorneys' fees and costs.

7.4 Ownership; Removal; Surrender; and Restoration.

(a) **Ownership.** Subject to Lessor's right to require removal or elect ownership as hereinafter provided, all Alterations and Utility Installations made by Lessee shall be the property of Lessee, but considered a part of the Premises. Lessor may, at any time, elect in writing to be the owner of all or any specified part of the Lessee Owned Alterations and Utility Installations. Unless otherwise instructed per paragraph 7.4(b) hereof, all Lessee Owned Alterations and Utility Installations

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shall, at the expiration or termination of this Lease, become the property of Lessor and be surrendered by Lessee with the Premises.

(b) **Removal.** By delivery to Lessee of written notice from Lessor not earlier than 90 and not later than 30 days prior to the end of the term of this Lease, Lessor may require that any or all Lessee Owned Alterations or Utility Installations be removed by the expiration or termination of this Lease. Lessor may require the removal at any time of all or any part of any Lessee Owned Alterations or Utility Installations made without the required consent.

(c) **Surrender; Restoration.** Lessee shall surrender the Premises by the Expiration Date or any earlier termination date, with all of the improvements, parts and surfaces thereof clean and free of debris, and in good operating order, condition and state of repair, ordinary wear and tear excepted. "Ordinary wear and tear" shall not include any damage or deterioration that would have been prevented by good maintenance practice. Notwithstanding the foregoing, if the Lessee occupies the Premises for 12 months or less, then Lessee shall surrender the Premises in the same condition as delivered to Lessee on the Start Date with NO allowance for ordinary wear and tear. Lessee shall repair any damage occasioned by the installation, maintenance or removal of Trade Fixtures, Lessee owned Alterations and/or Utility Installations, furnishings, and equipment as well as the removal of any storage tank installed by or for Lessee. Lessee shall also remove from the Premises any and all Hazardous Substances brought onto the Premises by or for Lessee, or any third party (except Hazardous Substances which were deposited via underground migration from areas outside of the Premises) to the level specified in Applicable Requirements. Trade Fixtures shall remain the property of Lessee and shall be removed by Lessee. Any personal property of Lessee not removed on or before the Expiration Date or any earlier termination date shall be deemed to have been abandoned by Lessee and may be disposed of or retained by Lessor as Lessor may desire. The failure by Lessee to timely vacate the Premises pursuant to this Paragraph 7.4(c) without the express written consent of Lessor shall constitute a holdover under the provisions of Paragraph 26 below.

8. Insurance; Indemnity.

8.1 **Insurance Premiums.** The cost of the premiums for the insurance policies maintained by Lessor pursuant to paragraph 8 are included as Operating Expenses (see paragraph 4.2 (c)(iv)). Said costs shall include increases in the premiums resulting from additional coverage related to requirements of the holder of a mortgage or deed of trust covering the Premises, Building and/or Project, increased valuation of the Premises, Building and/or Project, and/or a general premium rate increase. Said costs shall not, however, include any premium increases resulting from the nature of the occupancy of any other tenant of the Building. If the Project was not insured for the entirety of the Base Year, then the base premium shall be the lowest annual premium reasonably obtainable for the required insurance as of the Start Date, assuming the most nominal use possible of the Building and/or Project. In no event, however, shall Lessee be responsible for any portion of the premium cost attributable to liability insurance coverage in excess of \$2,000,000 procured under Paragraph 8.2(b).

8.2 Liability Insurance.

(a) **Carried by Lessee.** Lessee shall obtain and keep in force a Commercial General Liability policy of insurance protecting Lessee and Lessor as an additional insured against claims for bodily injury, personal injury and property damage based upon or arising out of the ownership, use, occupancy or maintenance of the Premises and all areas appurtenant thereto. Such insurance shall be on an occurrence basis providing single limit coverage in an amount not less than \$1,000,000 per occurrence with an annual aggregate of not less than \$2,000,000. Lessee shall add Lessor as an additional insured by means of an endorsement at least as broad as the Insurance Service Organization's "Additional Insured-Managers or Lessors of Premises" Endorsement and coverage shall also be extended to include damage caused by heat, smoke or fumes from a hostile fire. The policy shall not contain any intra-insured exclusions as between insured persons or organizations, but shall include coverage for liability assumed under this Lease as an "insured contract" for the performance of Lessee's indemnity obligations under this Lease. The limits of said insurance shall not, however, limit the liability of Lessee nor relieve Lessee of any obligation hereunder. Lessee shall provide an endorsement on its liability policy(ies) which provides that its insurance shall be primary to and not contributory with any similar insurance carried by Lessor, whose insurance shall be considered excess insurance only.

(b) **Carried by Lessor.** Lessor shall maintain liability insurance as described in Paragraph 8.2(a), in addition to, and not in lieu of, the insurance required to be maintained by Lessee. Lessee shall not be named as an additional insured therein.

8.3 Property Insurance - Building, Improvements and Rental Value.

(a) **Building and Improvements.** Lessor shall obtain and keep in force a policy or policies of insurance in the name of Lessor, with loss payable to Lessor, any ground-lessor, and to any Lender insuring loss or damage to the Building and/or Project. The amount of such insurance shall be equal to the full insurable replacement cost of the Building and/or Project, as the same shall exist from time to time, or the amount required by any Lender, but in no event more than the commercially reasonable and available insurable value thereof. Lessee Owned Alterations and Utility Installations, Trade Fixtures, and Lessee's personal property shall be insured by Lessee not by Lessor. If the coverage is available and commercially appropriate, such policy or policies shall insure against all risks of direct physical loss or damage (except the perils of flood and/or earthquake unless required by a Lender), including coverage for debris removal and the enforcement of any Applicable Requirements requiring the upgrading, demolition, reconstruction or replacement of any portion of the Premises as the result of a covered loss. Said policy or policies shall also contain an agreed valuation provision in lieu of any coinsurance clause, waiver of subrogation, and inflation guard protection causing an increase in the annual property insurance coverage amount by a factor of not less than the adjusted U.S. Department of Labor Consumer Price Index for All Urban Consumers for the city nearest to where the Premises are located. If such insurance coverage has a deductible clause, the deductible amount shall not exceed \$5,000 per occurrence.

(b) **Rental Value.** Lessor shall also obtain and keep in force a policy or policies in the name of Lessor with loss payable to Lessor and any Lender, insuring the loss of the full Rent for one year with an extended period of indemnity for an additional 180 days ("Rental Value insurance"). Said insurance shall contain an agreed valuation provision in lieu of any coinsurance clause, and the amount of coverage shall be adjusted annually to reflect the projected Rent otherwise payable by Lessee, for the next 12 month period.

(c) **Adjacent Premises.** Lessee shall pay for any increase in the premiums for the property insurance of the Building and for the Common Areas or other buildings in the Project if said increase is caused by Lessee's acts, omissions, use or occupancy of the Premises.

(d) **Lessee's Improvements.** Since Lessor is the Insuring Party, Lessor shall not be required to insure Lessee Owned Alterations and Utility Installations unless the item in question has become the property of Lessor under the terms of this Lease.

8.4 Lessee's Property; Business Interruption Insurance; Worker's Compensation Insurance.

(a) **Property Damage.** Lessee shall obtain and maintain insurance coverage on all of Lessee's personal property, Trade Fixtures, and Lessee Owned Alterations and Utility Installations. Such insurance shall be full replacement cost coverage with a deductible of not to exceed \$1,000 per occurrence. The proceeds from any such insurance shall be used by Lessee for the replacement of personal property, Trade Fixtures and Lessee Owned Alterations and Utility Installations.

(b) **Worker's Compensation Insurance.** Lessee shall obtain and maintain Worker's Compensation Insurance in such amount as may be required by Applicable Requirements. Such policy shall include a 'Waiver of Subrogation' endorsement. Lessee shall provide Lessor with a copy of such endorsement along with the certificate of insurance or copy of the policy required by paragraph 8.5.

(c) **Business Interruption.** Lessee shall obtain and maintain loss of income and extra expense insurance in amounts as will reimburse Lessee for direct or indirect loss of earnings attributable to all perils commonly insured against by prudent lessees in the business of Lessee or attributable to prevention of access to the Premises as a result of such perils.

(d) **No Representation of Adequate Coverage.** Lessor makes no representation that the limits or forms of coverage of insurance specified herein are adequate to cover Lessee's property, business operations or obligations under this Lease.

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8.5 Insurance Policies. Insurance required herein shall be by companies maintaining during the policy term a "General Policyholders Rating" of at least A-, VII, as set forth in the most current issue of "Best's Insurance Guide", or such other rating as may be required by a Lender. Lessee shall not do or permit to be done anything which invalidates the required insurance policies. Lessee shall, prior to the Start Date, deliver to Lessor certified copies of policies of such insurance or certificates with copies of the required endorsements evidencing the existence and amounts of the required insurance. No such policy shall be cancelable or subject to modification except after 10 days prior written notice to Lessor. Lessee shall, at least 30 days prior to the expiration of such policies, furnish Lessor with evidence of renewals or "insurance binders" evidencing renewal thereof, or Lessor may increase his liability insurance coverage and charge the cost thereof to Lessee, which amount shall be payable by Lessee to Lessor upon demand. Such policies shall be for a term of at least one year, or the length of the remaining term of this Lease, whichever is less. If either Party shall fail to procure and maintain the insurance required to be carried by it, the other Party may, but shall not be required to, procure and maintain the same.

8.6 Waiver of Subrogation. Without affecting any other rights or remedies, Lessee and Lessor each hereby release and relieve the other, and waive their entire right to recover damages against the other, for loss of or damage to its property arising out of or incident to the perils required to be insured against herein. The effect of such releases and waivers is not limited by the amount of insurance carried or required, or by any deductibles applicable hereto. The Parties agree to have their respective property damage insurance carriers waive any right to subrogation that such companies may have against Lessor or Lessee, as the case may be, so long as the insurance is not invalidated thereby.

8.7 Indemnity. Except for Lessor's gross negligence or willful misconduct, Lessee shall indemnify, protect, defend and hold harmless the Premises, Lessor and its agents, Lessor's master or ground lessor, partners and Lenders, from and against any and all claims, loss of rents and/or damages, liens, judgments, penalties, attorneys' and consultants' fees, expenses and/or liabilities arising out of, involving, or in connection with, a Breach of the Lease by Lessee and/or the use and/or occupancy of the Premises and/or Project by Lessee and/or by Lessee's employees, contractors or invitees. If any action or proceeding is brought against Lessor by reason of any of the foregoing matters, Lessee shall upon notice defend the same at Lessee's expense by counsel reasonably satisfactory to Lessor and Lessor shall cooperate with Lessee in such defense. Lessor need not have first paid any such claim in order to be defended or indemnified.

8.8 Exemption of Lessor and its Agents from Liability. Notwithstanding the negligence or breach of this Lease by Lessor or its agents, neither Lessor nor its agents shall be liable under any circumstances for: (i) injury or damage to the person or goods, wares, merchandise or other property of Lessee, Lessee's employees, contractors, invitees, customers, or any other person in or about the Premises, whether such damage or injury is caused by or results from fire, steam, electricity, gas, water or rain, indoor air quality, the presence of mold or from the breakage, leakage, obstruction or other defects of pipes, fire sprinklers, wires, appliances, plumbing, HVAC or lighting fixtures, or from any other cause, whether the said injury or damage results from conditions arising upon the Premises or upon other portions of the Building, or from other sources or places, (ii) any damages arising from any act or neglect of any other tenant of Lessor or from the failure of Lessor or its agents to enforce the provisions of any other lease in the Project, or (iii) injury to Lessee's business or for any loss of income or profit therefrom. Instead, it is intended that Lessee's sole recourse in the event of such damages or injury be to file a claim on the insurance policy(ies) that Lessee is required to maintain pursuant to the provisions of paragraph 8.

8.9 Failure to Provide Insurance. Lessee acknowledges that any failure on its part to obtain or maintain the insurance required herein will expose Lessor to risks and potentially cause Lessor to incur costs not contemplated by this Lease, the extent of which will be extremely difficult to ascertain. Accordingly, for any month or portion thereof that Lessee does not maintain the required insurance and/or does not provide Lessor with the required binders or certificates evidencing the existence of the required insurance, the Base Rent shall be automatically increased, without any requirement for notice to Lessee, by an amount equal to 10% of the then existing Base Rent or \$100, whichever is greater. The parties agree that such increase in Base Rent represents fair and reasonable compensation for the additional risk/costs that Lessor will incur by reason of Lessee's failure to maintain the required insurance. Such increase in Base Rent shall in no event constitute a waiver of Lessee's Default or Breach with respect to the failure to maintain such insurance, prevent the exercise of any of the other rights and remedies granted hereunder, nor relieve Lessee of its obligation to maintain the insurance specified in this Lease.

9. Damage or Destruction.

9.1 Definitions.

(a) **"Premises Partial Damage"** shall mean damage or destruction to the improvements on the Premises, other than Lessee Owned Alterations and Utility Installations, which can reasonably be repaired in 3 months or less from the date of the damage or destruction, and the cost thereof does not exceed a sum equal to 6 month's Base Rent. Lessor shall notify Lessee in writing within 30 days from the date of the damage or destruction as to whether or not the damage is Partial or Total.

(b) **"Premises Total Destruction"** shall mean damage or destruction to the improvements on the Premises, other than Lessee Owned Alterations and Utility Installations and Trade Fixtures, which cannot reasonably be repaired in 3 months or less from the date of the damage or destruction and/or the cost thereof exceeds a sum equal to 6 month's Base Rent. Lessor shall notify Lessee in writing within 30 days from the date of the damage or destruction as to whether or not the damage is Partial or Total.

(c) **"Insured Loss"** shall mean damage or destruction to improvements on the Premises, other than Lessee Owned Alterations and Utility Installations and Trade Fixtures, which was caused by an event required to be covered by the insurance described in Paragraph 8.3(a), irrespective of any deductible amounts or coverage limits involved.

(d) **"Replacement Cost"** shall mean the cost to repair or rebuild the improvements owned by Lessor at the time of the occurrence to their condition existing immediately prior thereto, including demolition, debris removal and upgrading required by the operation of Applicable Requirements, and without deduction for depreciation.

(e) **"Hazardous Substance Condition"** shall mean the occurrence or discovery of a condition involving the presence of, or a contamination by, a Hazardous Substance, in, on, or under the Premises which requires restoration.

9.2 Partial Damage - Insured Loss. If a Premises Partial Damage that is an Insured Loss occurs, then Lessor shall, at Lessor's expense, repair such damage (but not Lessee's Trade Fixtures or Lessee Owned Alterations and Utility Installations) as soon as reasonably possible and this Lease shall continue in full force and effect; provided, however, that Lessee shall, at Lessor's election, make the repair of any damage or destruction the total cost to repair of which is \$5,000 or less, and, in such event, Lessor shall make any applicable insurance proceeds available to Lessee on a reasonable basis for that purpose. Notwithstanding the foregoing, if the required insurance was not in force or the insurance proceeds are not sufficient to effect such repair, the Insuring Party shall promptly contribute the shortage in proceeds as and when required to complete said repairs. In the event, however, such shortage was due to the fact that, by reason of the unique nature of the improvements, full replacement cost insurance coverage was not commercially reasonable and available, Lessor shall have no obligation to pay for the shortage in insurance proceeds or to fully restore the unique aspects of the Premises unless Lessee provides Lessor with the funds to cover same, or adequate assurance thereof, within 10 days following receipt of written notice of such shortage and request therefor. If Lessor receives said funds or adequate assurance thereof within said 10 day period, the party responsible for making the repairs shall complete them as soon as reasonably possible and this Lease shall remain in full force and effect. If such funds or assurance are not received, Lessor may nevertheless elect by written notice to Lessee within 10 days thereafter to: (i) make such restoration and repair as is commercially reasonable with Lessor paying any shortage in proceeds, in which case this Lease shall remain in full force and effect, or (ii) have this Lease terminate 30 days thereafter. Lessee shall not be entitled to reimbursement of any funds contributed by Lessee to repair any such damage or destruction. Premises Partial Damage

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due to flood or earthquake shall be subject to Paragraph 9.3, notwithstanding that there may be some insurance coverage, but the net proceeds of any such insurance shall be made available for the repairs if made by either Party.

9.3 Partial Damage - Uninsured Loss. If a Premises Partial Damage that is not an Insured Loss occurs, unless caused by a negligent or willful act of Lessee (in which event Lessee shall make the repairs at Lessee's expense), Lessor may either: (i) repair such damage as soon as reasonably possible at Lessor's expense (subject to reimbursement pursuant to Paragraph 4.2), in which event this Lease shall continue in full force and effect, or (ii) terminate this Lease by giving written notice to Lessee within 30 days after receipt by Lessor of knowledge of the occurrence of such damage. Such termination shall be effective 60 days following the date of such notice. In the event Lessor elects to terminate this Lease, Lessee shall have the right within 10 days after receipt of the termination notice to give written notice to Lessor of Lessee's commitment to pay for the repair of such damage without reimbursement from Lessor. Lessee shall provide Lessor with said funds or satisfactory assurance thereof within 30 days after making such commitment. In such event this Lease shall continue in full force and effect, and Lessor shall proceed to make such repairs as soon as reasonably possible after the required funds are available. If Lessee does not make the required commitment, this Lease shall terminate as of the date specified in the termination notice.

9.4 Total Destruction. Notwithstanding any other provision hereof, if a Premises Total Destruction occurs, this Lease shall terminate 60 days following such Destruction. If the damage or destruction was caused by the gross negligence or willful misconduct of Lessee, Lessor shall have the right to recover Lessor's damages from Lessee, except as provided in Paragraph 8.6.

9.5 Damage Near End of Term. If at any time during the last 6 months of this Lease there is damage for which the cost to repair exceeds one month's Base Rent, whether or not an Insured Loss, Lessor may terminate this Lease effective 60 days following the date of occurrence of such damage by giving a written termination notice to Lessee within 30 days after the date of occurrence of such damage. Notwithstanding the foregoing, if Lessee at that time has an exercisable option to extend this Lease or to purchase the Premises, then Lessee may preserve this Lease by, (a) exercising such option and (b) providing Lessor with any shortage in insurance proceeds (or adequate assurance thereof) needed to make the repairs on or before the earlier of (i) the date which is 10 days after Lessee's receipt of Lessor's written notice purporting to terminate this Lease, or (ii) the day prior to the date upon which such option expires. If Lessee duly exercises such option during such period and provides Lessor with funds (or adequate assurance thereof) to cover any shortage in insurance proceeds, Lessor shall, at Lessor's commercially reasonable expense, repair such damage as soon as reasonably possible and this Lease shall continue in full force and effect. If Lessee fails to exercise such option and provide such funds or assurance during such period, then this Lease shall terminate on the date specified in the termination notice and Lessee's option shall be extinguished.

9.6 Abatement of Rent; Lessee's Remedies.

(a) **Abatement.** In the event of Premises Partial Damage or Premises Total Destruction or a Hazardous Substance Condition for which Lessee is not responsible under this Lease, the Rent payable by Lessee for the period required for the repair, remediation or restoration of such damage shall be abated in proportion to the degree to which Lessee's use of the Premises is impaired, but not to exceed the proceeds received from the Rental Value insurance. All other obligations of Lessee hereunder shall be performed by Lessee, and Lessor shall have no liability for any such damage, destruction, remediation, repair or restoration except as provided herein.

(b) **Remedies.** If Lessor is obligated to repair or restore the Premises and does not commence, in a substantial and meaningful way, such repair or restoration within 90 days after such obligation shall accrue, Lessee may, at any time prior to the commencement of such repair or restoration, give written notice to Lessor and to any Lenders of which Lessee has actual notice, of Lessee's election to terminate this Lease on a date not less than 60 days following the giving of such notice. If Lessee gives such notice and such repair or restoration is not commenced within 30 days thereafter, this Lease shall terminate as of the date specified in said notice. If the repair or restoration is commenced within such 30 days, this Lease shall continue in full force and effect. "Commence" shall mean either the unconditional authorization of the preparation of the required plans, or the beginning of the actual work on the Premises, whichever first occurs.

9.7 Termination; Advance Payments. Upon termination of this Lease pursuant to Paragraph 6.2(g) or Paragraph 9, an equitable adjustment shall be made concerning advance Base Rent and any other advance payments made by Lessee to Lessor. Lessor shall, in addition, return to Lessee so much of Lessee's Security Deposit as has not been, or is not then required to be, used by Lessor.

10. Real Property Taxes.

10.1 Definitions. As used herein, the term "Real Property Taxes" shall include any form of assessment; real estate, general, special, ordinary or extraordinary, or rental levy or tax (other than inheritance, personal income or estate taxes); improvement bond; and/or license fee imposed upon or levied against any legal or equitable interest of Lessor in the Project, Lessor's right to other income therefrom, and/or Lessor's business of leasing, by any authority having the direct or indirect power to tax and where the funds are generated with reference to the Project address. "Real Property Taxes" shall also include any tax, fee, levy, assessment or charge, or any increase therein: (i) imposed by reason of events occurring during the term of this Lease, including but not limited to, a change in the ownership of the Project, (ii) a change in the improvements thereon, and/or (iii) levied or assessed on machinery or equipment provided by Lessor to Lessee pursuant to this Lease.

10.2 Payment of Taxes. Except as otherwise provided in Paragraph 10.3, Lessor shall pay the Real Property Taxes applicable to the Project, and said payments shall be included in the calculation of Operating Expenses in accordance with the provisions of Paragraph 4.2.

10.3 Additional Improvements. Operating Expenses shall not include Real Property Taxes specified in the tax assessor's records and work sheets as being caused by additional improvements placed upon the Project by other lessees or by Lessor for the exclusive enjoyment of such other lessees. Notwithstanding Paragraph 10.2 hereof, Lessee shall, however, pay to Lessor at the time Operating Expenses are payable under Paragraph 4.2, the entirety of any increase in Real Property Taxes if assessed solely by reason of Alterations, Trade Fixtures or Utility Installations placed upon the Premises by Lessee or at Lessee's request or by reason of any alterations or improvements to the Premises made by Lessor subsequent to the execution of this Lease by the Parties.

10.4 Joint Assessment. If the Building is not separately assessed, Real Property Taxes allocated to the Building shall be an equitable proportion of the Real Property Taxes for all of the land and improvements included within the tax parcel assessed, such proportion to be determined by Lessor from the respective valuations assigned in the assessor's work sheets or such other information as may be reasonably available. Lessor's reasonable determination thereof, in good faith, shall be conclusive.

10.5 Personal Property Taxes. Lessee shall pay prior to delinquency all taxes assessed against and levied upon Lessee Owned Alterations and Utility Installations, Trade Fixtures, furnishings, equipment and all personal property of Lessee contained in the Premises. When possible, Lessee shall cause its Lessee Owned Alterations and Utility Installations, Trade Fixtures, furnishings, equipment and all other personal property to be assessed and billed separately from the real property of Lessor. If any of Lessee's said property shall be assessed with Lessor's real property, Lessee shall pay Lessor the taxes attributable to Lessee's property within 10 days after receipt of a written statement setting forth the taxes applicable to Lessee's property.

11. Utilities and Services.

11.1 Services Provided by Lessor. Lessor shall provide heating, ventilation, air conditioning, reasonable amounts of electricity for normal lighting and office machines, water for reasonable and normal drinking and lavatory use in connection with an office, and replacement light bulbs and/or fluorescent tubes and ballasts for standard overhead fixtures. Lessor shall also provide janitorial services to the Premises and Common Areas 5 times per week, excluding Building Holidays, or

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pursuant to the attached janitorial schedule, if any. Lessor shall not, however, be required to provide janitorial services to kitchens or storage areas included within the Premises.

11.2 Services Exclusive to Lessee. Notwithstanding the provisions of paragraph 11.1, Lessee shall pay for all water, gas, light, power, telephone and other utilities and services specially or exclusively supplied and/or metered exclusively to the Premises or to Lessee, together with any taxes thereon. Notwithstanding the provisions of Paragraph 4.2(vi), if a service is deleted by Paragraph 1.13 and such service is not separately metered to the Premises, Lessee shall pay at Lessor's option, either Lessee's Share or a reasonable proportion to be determined by Lessor of all charges for such jointly metered service.

11.3 Hours of Service. Said services and utilities shall be provided during times set forth in Paragraph 1.12. Utilities and services required at other times shall be subject to advance request and reimbursement by Lessee to Lessor of the cost thereof.

11.4 Excess Usage by Lessee. Lessee shall not make connection to the utilities except by or through existing outlets and shall not install or use machinery or equipment in or about the Premises that uses excess water, lighting or power, or suffer or permit any act that causes extra burden upon the utilities or services, including but not limited to security and trash services, over standard office usage for the Project. Lessor shall require Lessee to reimburse Lessor for any excess expenses or costs that may arise out of a breach of this subparagraph by Lessee. Lessor may, in its sole discretion, install at Lessee's expense supplemental equipment and/or separate metering applicable to Lessee's excess usage or loading.

11.5 Interruptions. There shall be no abatement of rent and Lessor shall not be liable in any respect whatsoever for the inadequacy, stoppage, interruption or discontinuance of any utility or service due to riot, strike, labor dispute, breakdown, accident, repair or other cause beyond Lessor's reasonable control or in cooperation with governmental request or directions.

11.6 Within fifteen days of Lessor's written request, Lessee agrees to deliver to Lessor such information, documents and/or authorization as Lessor needs in order for Lessor to comply with new or existing Applicable Requirements relating to commercial building energy usage, ratings, and/or the reporting thereof.

12. Assignment and Subletting.

12.1 Lessor's Consent Required.

(a) Lessee shall not voluntarily or by operation of law assign, transfer, mortgage or encumber (collectively, "assign or assignment") or sublet all or any part of Lessee's interest in this Lease or in the Premises without Lessor's prior written consent. **Lessor consents to Lessee subleasing all or portion of the premises to Mission Vista Academy, a California nonprofit public benefit corporation ("MVA") and to Pacific Coast Academy, a California nonprofit public benefit corporation ("PCA") under the same terms and conditions of the Sublease and Shared Use Agreement effective July 1, 2020 and Landlord Consent to Sublease dated September 24, 2020.**

(b) Unless Lessee is a corporation and its stock is publicly traded on a national stock exchange, a change in the control of Lessee shall constitute an assignment requiring consent. The transfer, on a cumulative basis, of 25% or more of the voting control of Lessee shall constitute a change in control for this purpose.

(c) The involvement of Lessee or its assets in any transaction, or series of transactions (by way of merger, sale, acquisition, financing, transfer, leveraged buyout or otherwise), whether or not a formal assignment or hypothecation of this Lease or Lessee's assets occurs, which results or will result in a reduction of the Net Worth of Lessee by an amount greater than 25% of such Net Worth as it was represented at the time of the execution of this Lease or at the time of the most recent assignment to which Lessor has consented, or as it exists immediately prior to said transaction or transactions constituting such reduction, whichever was or is greater, shall be considered an assignment of this Lease to which Lessor may withhold its consent. "Net Worth of Lessee" shall mean the net worth of Lessee (excluding any guarantors) established under generally accepted accounting principles.

(d) An assignment or subletting without consent shall, at Lessor's option, be a Default curable after notice per Paragraph 13.1(d), or a noncurable Breach without the necessity of any notice and grace period. If Lessor elects to treat such unapproved assignment or subletting as a noncurable Breach, Lessor may either: (i) terminate this Lease, or (ii) upon 30 days written notice, increase the monthly Base Rent to 110% of the Base Rent then in effect. Further, in the event of such Breach and rental adjustment, (i) the purchase price of any option to purchase the Premises held by Lessee shall be subject to similar adjustment to 110% of the price previously in effect, and (ii) all fixed and non-fixed rental adjustments scheduled during the remainder of the Lease term shall be increased to 110% of the scheduled adjusted rent.

(e) Lessee's remedy for any breach of Paragraph 12.1 by Lessor shall be limited to compensatory damages and/or injunctive relief.

(f) Lessor may reasonably withhold consent to a proposed assignment or subletting if Lessee is in Default at the time consent is requested.

(g) Notwithstanding the foregoing, allowing a de minimis portion of the Premises, ie. 20 square feet or less, to be used by a third party vendor in connection with the installation of a vending machine or payphone shall not constitute a subletting.

12.2 Terms and Conditions Applicable to Assignment and Subletting.

(a) Regardless of Lessor's consent, no assignment or subletting shall: (i) be effective without the express written assumption by such assignee or sublessee of the obligations of Lessee under this Lease, (ii) release Lessee of any obligations hereunder, or (iii) alter the primary liability of Lessee for the payment of Rent or for the performance of any other obligations to be performed by Lessee.

(b) Lessor may accept Rent or performance of Lessee's obligations from any person other than Lessee pending approval or disapproval of an assignment. Neither a delay in the approval or disapproval of such assignment nor the acceptance of Rent or performance shall constitute a waiver or estoppel of Lessor's right to exercise its remedies for Lessee's Default or Breach.

(c) Lessor's consent to any assignment or subletting shall not constitute a consent to any subsequent assignment or subletting.

(d) In the event of any Default or Breach by Lessee, Lessor may proceed directly against Lessee, any Guarantors or anyone else responsible for the performance of Lessee's obligations under this Lease, including any assignee or sublessee, without first exhausting Lessor's remedies against any other person or entity responsible therefor to Lessor, or any security held by Lessor.

(e) Each request for consent to an assignment or subletting shall be in writing, accompanied by information relevant to Lessor's determination as to the financial and operational responsibility and appropriateness of the proposed assignee or sublessee, including but not limited to the intended use and/or required modification of the Premises, if any, together with a fee of \$500 as consideration for Lessor's considering and processing said request. Lessee agrees to provide Lessor with such other or additional information and/or documentation as may be reasonably requested. (See also Paragraph 36)

(f) Any assignee of, or sublessee under, this Lease shall, by reason of accepting such assignment, entering into such sublease, or entering into possession of the Premises or any portion thereof, be deemed to have assumed and agreed to conform and comply with each and every term, covenant, condition and obligation herein to be observed or performed by Lessee during the term of said assignment or sublease, other than such obligations as are contrary to or inconsistent with provisions of an assignment or sublease to which Lessor has specifically consented to in writing.

(g) Lessor's consent to any assignment or subletting shall not transfer to the assignee or sublessee any Option granted to the original Lessee by this Lease

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unless such transfer is specifically consented to by Lessor in writing. (See Paragraph 39.2)

12.3 Additional Terms and Conditions Applicable to Subletting. The following terms and conditions shall apply to any subletting by Lessee of all or any part of the Premises and shall be deemed included in all subleases under this Lease whether or not expressly incorporated therein:

(a) Lessee hereby assigns and transfers to Lessor all of Lessee's interest in all Rent payable on any sublease, and Lessor may collect such Rent and apply same toward Lessee's obligations under this Lease; provided, however, that until a Breach shall occur in the performance of Lessee's obligations, Lessee may collect said Rent. In the event that the amount collected by Lessor exceeds Lessee's then outstanding obligations any such excess shall be refunded to Lessee. Lessor shall not, by reason of the foregoing or any assignment of such sublease, nor by reason of the collection of Rent, be deemed liable to the sublessee for any failure of Lessee to perform and comply with any of Lessee's obligations to such sublessee. Lessee hereby irrevocably authorizes and directs any such sublessee, upon receipt of a written notice from Lessor stating that a Breach exists in the performance of Lessee's obligations under this Lease, to pay to Lessor all Rent due and to become due under the sublease. Sublessee shall rely upon any such notice from Lessor and shall pay all Rents to Lessor without any obligation or right to inquire as to whether such Breach exists, notwithstanding any claim from Lessee to the contrary.

(b) In the event of a Breach by Lessee, Lessor may, at its option, require sublessee to attorn to Lessor, in which event Lessor shall undertake the obligations of the sublessor under such sublease from the time of the exercise of said option to the expiration of such sublease; provided, however, Lessor shall not be liable for any prepaid rents or security deposit paid by such sublessee to such sublessor or for any prior Defaults or Breaches of such sublessor.

(c) Any matter requiring the consent of the sublessor under a sublease shall also require the consent of Lessor.

(d) No sublessee shall further assign or sublet all or any part of the Premises without Lessor's prior written consent.

(e) Lessor shall deliver a copy of any notice of Default or Breach by Lessee to the sublessee, who shall have the right to cure the Default of Lessee within the grace period, if any, specified in such notice. The sublessee shall have a right of reimbursement and offset from and against Lessee for any such Defaults cured by the sublessee.

13. Default; Breach; Remedies.

13.1 Default; Breach. A "Default" is defined as a failure by the Lessee to comply with or perform any of the terms, covenants, conditions or Rules and Regulations under this Lease. A "Breach" is defined as the occurrence of one or more of the following Defaults, and the failure of Lessee to cure such Default within any applicable grace period:

(a) The abandonment of the Premises; or the vacating of the Premises without providing a commercially reasonable level of security, or where the coverage of the property insurance described in Paragraph 8.3 is jeopardized as a result thereof, or without providing reasonable assurances to minimize potential vandalism.

(b) The failure of Lessee to make any payment of Rent or any Security Deposit required to be made by Lessee hereunder, whether to Lessor or to a third party, when due, to provide reasonable evidence of insurance or surety bond, or to fulfill any obligation under this Lease which endangers or threatens life or property, where such failure continues for a period of 3 business days following written notice to Lessee. THE ACCEPTANCE BY LESSOR OF A PARTIAL PAYMENT OF RENT OR SECURITY DEPOSIT SHALL NOT CONSTITUTE A WAIVER OF ANY OF LESSOR'S RIGHTS, INCLUDING LESSOR'S RIGHT TO RECOVER POSSESSION OF THE PREMISES.

(c) The failure of Lessee to allow Lessor and/or its agents access to the Premises or the commission of waste, act or acts constituting public or private nuisance, and/or an illegal activity on the Premises by Lessee, where such actions continue for a period of 3 business days following written notice to Lessee. In the event that Lessee commits waste, a nuisance or an illegal activity a second time then, the Lessor may elect to treat such conduct as a non-curable Breach rather than a Default.

(d) The failure by Lessee to provide (i) reasonable written evidence of compliance with Applicable Requirements, (ii) the service contracts, (iii) the rescission of an unauthorized assignment or subletting, (iv) an Estoppel Certificate or financial statements, (v) a requested subordination, (vi) evidence concerning any guaranty and/or Guarantor, (vii) any document requested under Paragraph 41, (viii) material safety data sheets (MSDS), or (ix) any other documentation or information which Lessor may reasonably require of Lessee under the terms of this Lease, where any such failure continues for a period of 10 days following written notice to Lessee.

(e) A Default by Lessee as to the terms, covenants, conditions or provisions of this Lease, or of the rules adopted under Paragraph 2.9 hereof, other than those described in subparagraphs 13.1(a), (b) or (c), above, where such Default continues for a period of 30 days after written notice; provided, however, that if the nature of Lessee's Default is such that more than 30 days are reasonably required for its cure, then it shall not be deemed to be a Breach if Lessee commences such cure within said 30 day period and thereafter diligently prosecutes such cure to completion.

(f) The occurrence of any of the following events: (i) the making of any general arrangement or assignment for the benefit of creditors; (ii) becoming a "debtor" as defined in 11 U.S.C. § 101 or any successor statute thereto (unless, in the case of a petition filed against Lessee, the same is dismissed within 60 days); (iii) the appointment of a trustee or receiver to take possession of substantially all of Lessee's assets located at the Premises or of Lessee's interest in this Lease, where possession is not restored to Lessee within 30 days; or (iv) the attachment, execution or other judicial seizure of substantially all of Lessee's assets located at the Premises or of Lessee's interest in this Lease, where such seizure is not discharged within 30 days; provided, however, in the event that any provision of this subparagraph is contrary to any applicable law, such provision shall be of no force or effect, and not affect the validity of the remaining provisions.

(g) The discovery that any financial statement of Lessee or of any Guarantor given to Lessor was materially false.

(h) If the performance of Lessee's obligations under this Lease is guaranteed: (i) the death of a Guarantor, (ii) the termination of a Guarantor's liability with respect to this Lease other than in accordance with the terms of such guaranty, (iii) a Guarantor's becoming insolvent or the subject of a bankruptcy filing, (iv) a Guarantor's refusal to honor the guaranty, or (v) a Guarantor's breach of its guaranty obligation on an anticipatory basis, and Lessee's failure, within 60 days following written notice of any such event, to provide written alternative assurance or security, which, when coupled with the then existing resources of Lessee, equals or exceeds the combined financial resources of Lessee and the Guarantor that existed at the time of execution of this Lease.

13.2 Remedies. If Lessee fails to perform any of its affirmative duties or obligations, within 10 days after written notice (or in case of an emergency, without notice), Lessor may, at its option, perform such duty or obligation on Lessee's behalf, including but not limited to the obtaining of reasonably required bonds, insurance policies, or governmental licenses, permits or approvals. Lessee shall pay to Lessor an amount equal to 115% of the costs and expenses incurred by Lessor in such performance upon receipt of an invoice therefor. In the event of a Breach, Lessor may, with or without further notice or demand, and without limiting Lessor in the exercise of any right or remedy which Lessor may have by reason of such Breach:

(a) Terminate Lessee's right to possession of the Premises by any lawful means, in which case this Lease shall terminate and Lessee shall immediately surrender possession to Lessor. In such event Lessor shall be entitled to recover from Lessee: (i) the unpaid Rent which had been earned at the time of termination; (ii) the worth at the time of award of the amount by which the unpaid rent which would have been earned after termination until the time of award exceeds the amount of such rental loss that the Lessee proves could have been reasonably avoided; (iii) the worth at the time of award of the amount by which the unpaid rent for the balance of the term after the time of award exceeds the amount of such rental loss that the Lessee proves could be reasonably avoided; and (iv) any other amount necessary to compensate Lessor for all the detriment proximately caused by the Lessee's failure to perform its obligations under this Lease or which in the ordinary

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course of things would be likely to result therefrom, including but not limited to the cost of recovering possession of the Premises, expenses of reletting, including necessary renovation and alteration of the Premises, reasonable attorneys' fees, and that portion of any leasing commission paid by Lessor in connection with this Lease applicable to the unexpired term of this Lease. The worth at the time of award of the amount referred to in provision (iii) of the immediately preceding sentence shall be computed by discounting such amount at the discount rate of the Federal Reserve Bank of the District within which the Premises are located at the time of award plus one percent. Efforts by Lessor to mitigate damages caused by Lessee's Breach of this Lease shall not waive Lessor's right to recover any damages to which Lessor is otherwise entitled. If termination of this Lease is obtained through the provisional remedy of unlawful detainer, Lessor shall have the right to recover in such proceeding any unpaid Rent and damages as are recoverable therein, or Lessor may reserve the right to recover all or any part thereof in a separate suit. If a notice and grace period required under Paragraph 13.1 was not previously given, a notice to pay rent or quit, or to perform or quit given to Lessee under the unlawful detainer statute shall also constitute the notice required by Paragraph 13.1. In such case, the applicable grace period required by Paragraph 13.1 and the unlawful detainer statute shall run concurrently, and the failure of Lessee to cure the Default within the greater of the two such grace periods shall constitute both an unlawful detainer and a Breach of this Lease entitling Lessor to the remedies provided for in this Lease and/or by said statute.

(b) Continue the Lease and Lessee's right to possession and recover the Rent as it becomes due, in which event Lessee may sublet or assign, subject only to reasonable limitations. Acts of maintenance, efforts to relet, and/or the appointment of a receiver to protect the Lessor's interests, shall not constitute a termination of the Lessee's right to possession.

(c) Pursue any other remedy now or hereafter available under the laws or judicial decisions of the state wherein the Premises are located. The expiration or termination of this Lease and/or the termination of Lessee's right to possession shall not relieve Lessee from liability under any indemnity provisions of this Lease as to matters occurring or accruing during the term hereof or by reason of Lessee's occupancy of the Premises.

13.3 Inducement Recapture. Any agreement for free or abated rent or other charges, the cost of tenant improvements for Lessee paid for or performed by Lessor, or for the giving or paying by Lessor to or for Lessee of any cash or other bonus, inducement or consideration for Lessee's entering into this Lease, all of which concessions are hereinafter referred to as "**Inducement Provisions**," shall be deemed conditioned upon Lessee's full and faithful performance of all of the terms, covenants and conditions of this Lease. Upon Breach of this Lease by Lessee, any such Inducement Provision shall automatically be deemed deleted from this Lease and of no further force or effect, and any rent, other charge, bonus, inducement or consideration theretofore abated, given or paid by Lessor under such an Inducement Provision shall be immediately due and payable by Lessee to Lessor, notwithstanding any subsequent cure of said Breach by Lessee. The acceptance by Lessor of rent or the cure of the Breach which initiated the operation of this paragraph shall not be deemed a waiver by Lessor of the provisions of this paragraph unless specifically so stated in writing by Lessor at the time of such acceptance.

13.4 Late Charges. Lessee hereby acknowledges that late payment by Lessee of Rent will cause Lessor to incur costs not contemplated by this Lease, the exact amount of which will be extremely difficult to ascertain. Such costs include, but are not limited to, processing and accounting charges, and late charges which may be imposed upon Lessor by any Lender. Accordingly, if any Rent shall not be received by Lessor within 5 days after such amount shall be due, then, without any requirement for notice to Lessee, Lessee shall immediately pay to Lessor a one-time late charge equal to 10% of each such overdue amount or \$100, whichever is greater. The parties hereby agree that such late charge represents a fair and reasonable estimate of the costs Lessor will incur by reason of such late payment. Acceptance of such late charge by Lessor shall in no event constitute a waiver of Lessee's Default or Breach with respect to such overdue amount, nor prevent the exercise of any of the other rights and remedies granted hereunder. In the event that a late charge is payable hereunder, whether or not collected, for 3 consecutive installments of Base Rent, then notwithstanding any provision of this Lease to the contrary, Base Rent shall, at Lessor's option, become due and payable quarterly in advance.

13.5 Interest. Any monetary payment due Lessor hereunder, other than late charges, not received by Lessor, when due shall bear interest from the 31st day after it was due. The interest ("**Interest**") charged shall be computed at the rate of 10% per annum but shall not exceed the maximum rate allowed by law. Interest is payable in addition to the potential late charge provided for in Paragraph 13.4.

13.6 Breach by Lessor.

(a) **Notice of Breach.** Lessor shall not be deemed in breach of this Lease unless Lessor fails within a reasonable time to perform an obligation required to be performed by Lessor. For purposes of this Paragraph, a reasonable time shall in no event be less than 30 days after receipt by Lessor, and any Lender whose name and address shall have been furnished to Lessee in writing for such purpose, of written notice specifying wherein such obligation of Lessor has not been performed; provided, however, that if the nature of Lessor's obligation is such that more than 30 days are reasonably required for its performance, then Lessor shall not be in breach if performance is commenced within such 30 day period and thereafter diligently pursued to completion.

(b) **Performance by Lessee on Behalf of Lessor.** In the event that neither Lessor nor Lender cures said breach within 30 days after receipt of said notice, or if having commenced said cure they do not diligently pursue it to completion, then Lessee may elect to cure said breach at Lessee's expense and offset from Rent the actual and reasonable cost to perform such cure, provided, however, that such offset shall not exceed an amount equal to the greater of one month's Base Rent or the Security Deposit, reserving Lessee's right to seek reimbursement from Lessor for any such expense in excess of such offset. Lessee shall document the cost of said cure and supply said documentation to Lessor.

14. Condemnation. If the Premises or any portion thereof are taken under the power of eminent domain or sold under the threat of the exercise of said power (collectively "Condemnation"), this Lease shall terminate as to the part taken as of the date the condemning authority takes title or possession, whichever first occurs. If more than 10% of the rentable floor area of the Premises, or more than 25% of Lessee's Reserved Parking Spaces, if any, are taken by Condemnation, Lessee may, at Lessee's option, to be exercised in writing within 10 days after Lessor shall have given Lessee written notice of such taking (or in the absence of such notice, within 10 days after the condemning authority shall have taken possession) terminate this Lease as of the date the condemning authority takes such possession. If Lessee does not terminate this Lease in accordance with the foregoing, this Lease shall remain in full force and effect as to the portion of the Premises remaining, except that the Base Rent shall be reduced in proportion to the reduction in utility of the Premises caused by such Condemnation. Condemnation awards and/or payments shall be the property of Lessor, whether such award shall be made as compensation for diminution in value of the leasehold, the value of the part taken, or for severance damages; provided, however, that Lessee shall be entitled to any compensation paid by the condemnor for Lessee's relocation expenses, loss of business goodwill and/or Trade Fixtures, without regard to whether or not this Lease is terminated pursuant to the provisions of this Paragraph. All Alterations and Utility Installations made to the Premises by Lessee, for purposes of Condemnation only, shall be considered the property of the Lessee and Lessee shall be entitled to any and all compensation which is payable therefor. In the event that this Lease is not terminated by reason of the Condemnation, Lessor shall repair any damage to the Premises caused by such Condemnation.

15. Brokerage Fees.

~~15.1 Additional Commission. In addition to the payments owed pursuant to Paragraph 1.10 above, Lessor agrees that: (a) if Lessee exercises any Option, (b) if Lessee or anyone affiliated with Lessee acquires from Lessor any rights to the Premises or other premises owned by Lessor and located within the Project, (c) if Lessee remains in possession of the Premises, with the consent of Lessor, after the expiration of this Lease, or (d) if Base Rent is increased, whether by agreement or operation of an escalation clause herein, then, Lessor shall pay Brokers a fee in accordance with the fee schedule of the Brokers in effect at the time the Lease was~~

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~~executed. The provisions of this paragraph are intended to supersede the provisions of any earlier agreement to the contrary.~~

15.2 Assumption of Obligations. Any buyer or transferee of Lessor's interest in this Lease shall be deemed to have assumed Lessor's obligation hereunder. Brokers shall be third party beneficiaries of the provisions of Paragraphs 1.10, 15, 22 and 31. If Lessor fails to pay to Brokers any amounts due as and for brokerage fees pertaining to this Lease when due, then such amounts shall accrue Interest. In addition, if Lessor fails to pay any amounts to Lessee's Broker when due, Lessee's Broker may send written notice to Lessor and Lessee of such failure and if Lessor fails to pay such amounts within 10 days after said notice, Lessee shall pay said monies to its Broker and offset such amounts against Rent. In addition, Lessee's Broker shall be deemed to be a third party beneficiary of any commission agreement entered into by and/or between Lessor and Lessor's Broker for the limited purpose of collecting any brokerage fee owed.

15.3 Representations and Indemnities of Broker Relationships. Lessee and Lessor each represent and warrant to the other that it has had no dealings with any person, firm, broker, agent or finder (other than the Brokers and Agents, if any) in connection with this Lease, and that no one other than said named Brokers and Agents is entitled to any commission or finder's fee in connection herewith. Lessee and Lessor do each hereby agree to indemnify, protect, defend and hold the other harmless from and against liability for compensation or charges which may be claimed by any such unnamed broker, finder or other similar party by reason of any dealings or actions of the indemnifying Party, including any costs, expenses, attorneys' fees reasonably incurred with respect thereto.

16. Estoppel Certificates.

(a) Each Party (as "**Responding Party**") shall within 10 days after written notice from the other Party (the "**Requesting Party**") execute, acknowledge and deliver to the Requesting Party a statement in writing in form similar to the then most current "**Estoppel Certificate**" form published BY AIR CRE, plus such additional information, confirmation and/or statements as may be reasonably requested by the Requesting Party.

(b) If the Responding Party shall fail to execute or deliver the Estoppel Certificate within such 10 day period, the Requesting Party may execute an Estoppel Certificate stating that: (i) the Lease is in full force and effect without modification except as may be represented by the Requesting Party, (ii) there are no uncured defaults in the Requesting Party's performance, and (iii) if Lessor is the Requesting Party, not more than one month's rent has been paid in advance. Prospective purchasers and encumbrancers may rely upon the Requesting Party's Estoppel Certificate, and the Responding Party shall be estopped from denying the truth of the facts contained in said Certificate. In addition, Lessee acknowledges that any failure on its part to provide such an Estoppel Certificate will expose Lessor to risks and potentially cause Lessor to incur costs not contemplated by this Lease, the extent of which will be extremely difficult to ascertain. Accordingly, should the Lessee fail to execute and/or deliver a requested Estoppel Certificate in a timely fashion the monthly Base Rent shall be automatically increased, without any requirement for notice to Lessee, by an amount equal to 10% of the then existing Base Rent or \$100, whichever is greater for remainder of the Lease. The Parties agree that such increase in Base Rent represents fair and reasonable compensation for the additional risk/costs that Lessor will incur by reason of Lessee's failure to provide the Estoppel Certificate. Such increase in Base Rent shall in no event constitute a waiver of Lessee's Default or Breach with respect to the failure to provide the Estoppel Certificate nor prevent the exercise of any of the other rights and remedies granted hereunder.

(c) If Lessor desires to finance, refinance, or sell the Premises, or any part thereof, Lessee and all Guarantors shall within 10 days after written notice from Lessor deliver to any potential lender or purchaser designated by Lessor such financial statements as may be reasonably required by such lender or purchaser, including but not limited to Lessee's financial statements for the past 3 years. All such financial statements shall be received by Lessor and such lender or purchaser in confidence and shall be used only for the purposes herein set forth.

17. Definition of Lessor. The term "**Lessor**" as used herein shall mean the owner or owners at the time in question of the fee title to the Premises, or, if this is a sublease, of the Lessee's interest in the prior lease. In the event of a transfer of Lessor's title or interest in the Premises or this Lease, Lessor shall deliver to the transferee or assignee (in cash or by credit) any unused Security Deposit held by Lessor. Upon such transfer or assignment and delivery of the Security Deposit, as aforesaid, the prior Lessor shall be relieved of all liability with respect to the obligations and/or covenants under this Lease thereafter to be performed by the Lessor. Subject to the foregoing, the obligations and/or covenants in this Lease to be performed by the Lessor shall be binding only upon the Lessor as hereinabove defined.

18. Severability. The invalidity of any provision of this Lease, as determined by a court of competent jurisdiction, shall in no way affect the validity of any other provision hereof.

19. Days. Unless otherwise specifically indicated to the contrary, the word "**days**" as used in this Lease shall mean and refer to calendar days.

20. Limitation on Liability. The obligations of Lessor under this Lease shall not constitute personal obligations of Lessor, or its partners, members, directors, officers or shareholders, and Lessee shall look to the Project, and to no other assets of Lessor, for the satisfaction of any liability of Lessor with respect to this Lease, and shall not seek recourse against Lessor's partners, members, directors, officers or shareholders, or any of their personal assets for such satisfaction.

21. Time of Essence. Time is of the essence with respect to the performance of all obligations to be performed or observed by the Parties under this Lease.

22. No Prior or Other Agreements; Broker Disclaimer. This Lease contains all agreements between the Parties with respect to any matter mentioned herein, and no other prior or contemporaneous agreement or understanding shall be effective. Lessor and Lessee each represents and warrants to the Brokers that it has made, and is relying solely upon, its own investigation as to the nature, quality, character and financial responsibility of the other Party to this Lease and as to the use, nature, quality and character of the Premises. Brokers have no responsibility with respect thereto or with respect to any default or breach hereof by either Party.

23. Notices.

23.1 Notice Requirements. All notices required or permitted by this Lease or applicable law shall be in writing and may be delivered in person (by hand or by courier) or may be sent by regular, certified or registered mail or U.S. Postal Service Express Mail, with postage prepaid, or by facsimile transmission, or by email, and shall be deemed sufficiently given if served in a manner specified in this Paragraph 23. The addresses noted adjacent to a Party's signature on this Lease shall be that Party's address for delivery or mailing of notices. Either Party may by written notice to the other specify a different address for notice, except that upon Lessee's taking possession of the Premises, the Premises shall constitute Lessee's address for notice. A copy of all notices to Lessor shall be concurrently transmitted to such party or parties at such addresses as Lessor may from time to time hereafter designate in writing.

23.2 Date of Notice. Any notice sent by registered or certified mail, return receipt requested, shall be deemed given on the date of delivery shown on the receipt card, or if no delivery date is shown, the postmark thereon. If sent by regular mail the notice shall be deemed given 72 hours after the same is addressed as required herein and mailed with postage prepaid. Notices delivered by United States Express Mail or overnight courier that guarantees next day delivery shall be deemed given 24 hours after delivery of the same to the Postal Service or courier. Notices delivered by hand, or transmitted by facsimile transmission or by email shall be deemed delivered upon actual receipt. If notice is received on a Saturday, Sunday or legal holiday, it shall be deemed received on the next business day.

23.3 Options. Notwithstanding the foregoing, in order to exercise any Options (see paragraph 39), the Notice must be sent by Certified Mail (return receipt requested), Express Mail (signature required), courier (signature required) or some other methodology that provides a receipt establishing the date the notice was received by the Lessor.

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24. Waivers.

(a) No waiver by Lessor of the Default or Breach of any term, covenant or condition hereof by Lessee, shall be deemed a waiver of any other term, covenant or condition hereof, or of any subsequent Default or Breach by Lessee of the same or of any other term, covenant or condition hereof. Lessor's consent to, or approval of, any act shall not be deemed to render unnecessary the obtaining of Lessor's consent to, or approval of, any subsequent or similar act by Lessee, or be construed as the basis of an estoppel to enforce the provision or provisions of this Lease requiring such consent.

(b) The acceptance of Rent by Lessor shall not be a waiver of any Default or Breach by Lessee. Any payment by Lessee may be accepted by Lessor on account of monies or damages due Lessor, notwithstanding any qualifying statements or conditions made by Lessee in connection therewith, which such statements and/or conditions shall be of no force or effect whatsoever unless specifically agreed to in writing by Lessor at or before the time of deposit of such payment.

(c) THE PARTIES AGREE THAT THE TERMS OF THIS LEASE SHALL GOVERN WITH REGARD TO ALL MATTERS RELATED THERETO AND HEREBY WAIVE THE PROVISIONS OF ANY PRESENT OR FUTURE STATUTE TO THE EXTENT THAT SUCH STATUTE IS INCONSISTENT WITH THIS LEASE.

25. Disclosures Regarding The Nature of a Real Estate Agency Relationship.

(a) When entering into a discussion with a real estate agent regarding a real estate transaction, a Lessor or Lessee should from the outset understand what type of agency relationship or representation it has with the agent or agents in the transaction. Lessor and Lessee acknowledge being advised by the Brokers in this transaction, as follows:

(i) Lessor's Agent. A Lessor's agent under a listing agreement with the Lessor acts as the agent for the Lessor only. A Lessor's agent or subagent has the following affirmative obligations: To the Lessor: A fiduciary duty of utmost care, integrity, honesty, and loyalty in dealings with the Lessor. To the Lessee and the Lessor: (a) Diligent exercise of reasonable skills and care in performance of the agent's duties. (b) A duty of honest and fair dealing and good faith. (c) A duty to disclose all facts known to the agent materially affecting the value or desirability of the property that are not known to, or within the diligent attention and observation of, the Parties. An agent is not obligated to reveal to either Party any confidential information obtained from the other Party which does not involve the affirmative duties set forth above.

(ii) Lessee's Agent. An agent can agree to act as agent for the Lessee only. In these situations, the agent is not the Lessor's agent, even if by agreement the agent may receive compensation for services rendered, either in full or in part from the Lessor. An agent acting only for a Lessee has the following affirmative obligations. To the Lessee: A fiduciary duty of utmost care, integrity, honesty, and loyalty in dealings with the Lessee. To the Lessee and the Lessor: (a) Diligent exercise of reasonable skills and care in performance of the agent's duties. (b) A duty of honest and fair dealing and good faith. (c) A duty to disclose all facts known to the agent materially affecting the value or desirability of the property that are not known to, or within the diligent attention and observation of, the Parties. An agent is not obligated to reveal to either Party any confidential information obtained from the other Party which does not involve the affirmative duties set forth above.

(iii) Agent Representing Both Lessor and Lessee. A real estate agent, either acting directly or through one or more associate licenses, can legally be the agent of both the Lessor and the Lessee in a transaction, but only with the knowledge and consent of both the Lessor and the Lessee. In a dual agency situation, the agent has the following affirmative obligations to both the Lessor and the Lessee: (a) A fiduciary duty of utmost care, integrity, honesty and loyalty in the dealings with either Lessor or the Lessee. (b) Other duties to the Lessor and the Lessee as stated above in subparagraphs (i) or (ii). In representing both Lessor and Lessee, the agent may not, without the express permission of the respective Party, disclose to the other Party confidential information, including, but not limited to, facts relating to either Lessee's or Lessor's financial position, motivations, bargaining position, or other personal information that may impact rent, including Lessor's willingness to accept a rent less than the listing rent or Lessee's willingness to pay rent greater than the rent offered. The above duties of the agent in a real estate transaction do not relieve a Lessor or Lessee from the responsibility to protect their own interests. Lessor and Lessee should carefully read all agreements to assure that they adequately express their understanding of the transaction. A real estate agent is a person qualified to advise about real estate. If legal or tax advice is desired, consult a competent professional. Both Lessor and Lessee should strongly consider obtaining tax advice from a competent professional because the federal and state tax consequences of a transaction can be complex and subject to change.

(b) Brokers have no responsibility with respect to any default or breach hereof by either Party. The Parties agree that no lawsuit or other legal proceeding involving any breach of duty, error or omission relating to this Lease may be brought against Broker more than one year after the Start Date and that the liability (including court costs and attorneys' fees), of any Broker with respect to any such lawsuit and/or legal proceeding shall not exceed the fee received by such Broker pursuant to this Lease; provided, however, that the foregoing limitation on each Broker's liability shall not be applicable to any gross negligence or willful misconduct of such Broker.

(c) Lessor and Lessee agree to identify to Brokers as "Confidential" any communication or information given Brokers that is considered by such Party to be confidential.

26. No Right To Holdover. Lessee has no right to retain possession of the Premises or any part thereof beyond the expiration or termination of this Lease. In the event that Lessee holds over, then the Base Rent shall be increased to 150% of the Base Rent applicable immediately preceding the expiration or termination. Holdover Base Rent shall be calculated on a monthly basis. Nothing contained herein shall be construed as consent by Lessor to any holding over by Lessee.

27. Cumulative Remedies. No remedy or election hereunder shall be deemed exclusive but shall, wherever possible, be cumulative with all other remedies at law or in equity.

28. Covenants and Conditions; Construction of Agreement. All provisions of this Lease to be observed or performed by Lessee are both covenants and conditions. In construing this Lease, all headings and titles are for the convenience of the Parties only and shall not be considered a part of this Lease. Whenever required by the context, the singular shall include the plural and vice versa. This Lease shall not be construed as if prepared by one of the Parties, but rather according to its fair meaning as a whole, as if both Parties had prepared it.

29. Binding Effect; Choice of Law. This Lease shall be binding upon the Parties, their personal representatives, successors and assigns and be governed by the laws of the State in which the Premises are located. Any litigation between the Parties hereto concerning this Lease shall be initiated in the county in which the Premises are located. Signatures to this Lease accomplished by means of electronic signature or similar technology shall be legal and binding.

30. Subordination; Attornment; Non-Disturbance.

30.1 Subordination. This Lease and any Option granted hereby shall be subject and subordinate to any ground lease, mortgage, deed of trust, or other hypothecation or security device (collectively, "**Security Device**"), now or hereafter placed upon the Premises, to any and all advances made on the security thereof, and to all renewals, modifications, and extensions thereof. Lessee agrees that the holders of any such Security Devices (in this Lease together referred to as "**Lender**") shall have no liability or obligation to perform any of the obligations of Lessor under this Lease. Any Lender may elect to have this Lease and/or any Option granted hereby superior to the lien of its Security Device by giving written notice thereof to Lessee, whereupon this Lease and such Options shall be deemed prior to such Security Device, notwithstanding the relative dates of the documentation or recordation thereof.

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30.2 Attornment. In the event that Lessor transfers title to the Premises, or the Premises are acquired by another upon the foreclosure or termination of a Security Device to which this Lease is subordinated (i) Lessee shall, subject to the non-disturbance provisions of Paragraph 30.3, attorn to such new owner, and upon request, enter into a new lease, containing all of the terms and provisions of this Lease, with such new owner for the remainder of the term hereof, or, at the election of the new owner, this Lease will automatically become a new lease between Lessee and such new owner, and (ii) Lessor shall thereafter be relieved of any further obligations hereunder and such new owner shall assume all of Lessor's obligations, except that such new owner shall not: (a) be liable for any act or omission of any prior lessor or with respect to events occurring prior to acquisition of ownership; (b) be subject to any offsets or defenses which Lessee might have against any prior lessor, (c) be bound by prepayment of more than one month's rent, or (d) be liable for the return of any security deposit paid to any prior lessor which was not paid or credited to such new owner.

30.3 Non-Disturbance. With respect to Security Devices entered into by Lessor after the execution of this Lease, Lessee's subordination of this Lease shall be subject to receiving a commercially reasonable non-disturbance agreement (a "**Non-Disturbance Agreement**") from the Lender which Non-Disturbance Agreement provides that Lessee's possession of the Premises, and this Lease, including any options to extend the term hereof, will not be disturbed so long as Lessee is not in Breach hereof and attorns to the record owner of the Premises. Further, within 60 days after the execution of this Lease, Lessor shall, if requested by Lessee, use its commercially reasonable efforts to obtain a Non-Disturbance Agreement from the holder of any pre-existing Security Device which is secured by the Premises. In the event that Lessor is unable to provide the Non-Disturbance Agreement within said 60 days, then Lessee may, at Lessee's option, directly contact Lender and attempt to negotiate for the execution and delivery of a Non-Disturbance Agreement.

30.4 Self-Executing. The agreements contained in this Paragraph 30 shall be effective without the execution of any further documents; provided, however, that, upon written request from Lessor or a Lender in connection with a sale, financing or refinancing of the Premises, Lessee and Lessor shall execute such further writings as may be reasonably required to separately document any subordination, attornment and/or Non-Disturbance Agreement provided for herein.

31. Attorneys' Fees. If any Party or Broker brings an action or proceeding involving the Premises whether founded in tort, contract or equity, or to declare rights hereunder, the Prevailing Party (as hereafter defined) in any such proceeding, action, or appeal thereon, shall be entitled to reasonable attorneys' fees. Such fees may be awarded in the same suit or recovered in a separate suit, whether or not such action or proceeding is pursued to decision or judgment. The term, "**Prevailing Party**" shall include, without limitation, a Party or Broker who substantially obtains or defeats the relief sought, as the case may be, whether by compromise, settlement, judgment, or the abandonment by the other Party or Broker of its claim or defense. The attorneys' fees award shall not be computed in accordance with any court fee schedule, but shall be such as to fully reimburse all attorneys' fees reasonably incurred. In addition, Lessor shall be entitled to attorneys' fees, costs and expenses incurred in the preparation and service of notices of Default and consultations in connection therewith, whether or not a legal action is subsequently commenced in connection with such Default or resulting Breach (\$200 is a reasonable minimum per occurrence for such services and consultation).

32. Lessor's Access; Showing Premises; Repairs. Lessor and Lessor's agents shall have the right to enter the Premises at any time, in the case of an emergency, and otherwise at reasonable times after reasonable prior notice for the purpose of showing the same to prospective purchasers, lenders, or tenants, and making such alterations, repairs, improvements or additions to the Premises as Lessor may deem necessary or desirable and the erecting, using and maintaining of utilities, services, pipes and conduits through the Premises and/or other premises as long as there is no material adverse effect on Lessee's use of the Premises. All such activities shall be without abatement of rent or liability to Lessee.

33. Auctions. Lessee shall not conduct, nor permit to be conducted, any auction upon the Premises without Lessor's prior written consent. Lessor shall not be obligated to exercise any standard of reasonableness in determining whether to permit an auction.

34. Signs. Lessor may place on the Premises ordinary "For Sale" signs at any time and ordinary "For Lease" signs during the last 6 months of the term hereof. Lessor may not place any sign on the exterior of the Building that covers any of the windows of the Premises. Except for ordinary "For Sublease" signs which may be placed only on the Premises, Lessee shall not place any sign upon the Project without Lessor's prior written consent. All signs must comply with all Applicable Requirements.

35. Termination; Merger. Unless specifically stated otherwise in writing by Lessor, the voluntary or other surrender of this Lease by Lessee, the mutual termination or cancellation hereof, or a termination hereof by Lessor for Breach by Lessee, shall automatically terminate any sublease or lesser estate in the Premises; provided, however, that Lessor may elect to continue any one or all existing subtenancies. Lessor's failure within 10 days following any such event to elect to the contrary by written notice to the holder of any such lesser interest, shall constitute Lessor's election to have such event constitute the termination of such interest.

36. Consents. All requests for consent shall be in writing. Except as otherwise provided herein, wherever in this Lease the consent of a Party is required to an act by or for the other Party, such consent shall not be unreasonably withheld or delayed. Lessor's actual reasonable costs and expenses (including but not limited to architects', attorneys', engineers' and other consultants' fees) incurred in the consideration of, or response to, a request by Lessee for any Lessor consent, including but not limited to consents to an assignment, a subletting or the presence or use of a Hazardous Substance, shall be paid by Lessee upon receipt of an invoice and supporting documentation therefor. Lessor's consent to any act, assignment or subletting shall not constitute an acknowledgment that no Default or Breach by Lessee of this Lease exists, nor shall such consent be deemed a waiver of any then existing Default or Breach, except as may be otherwise specifically stated in writing by Lessor at the time of such consent. The failure to specify herein any particular condition to Lessor's consent shall not preclude the imposition by Lessor at the time of consent of such further or other conditions as are then reasonable with reference to the particular matter for which consent is being given. In the event that either Party disagrees with any determination made by the other hereunder and reasonably requests the reasons for such determination, the determining party shall furnish its reasons in writing and in reasonable detail within 10 business days following such request.

37. Guarantor.

37.1 Execution. The Guarantors, if any, shall each execute a guaranty in the form most recently published BY AIR CRE.

37.2 Default. It shall constitute a Default of the Lessee if any Guarantor fails or refuses, upon request to provide: (a) evidence of the execution of the guaranty, including the authority of the party signing on Guarantor's behalf to obligate Guarantor, and in the case of a corporate Guarantor, a certified copy of a resolution of its board of directors authorizing the making of such guaranty, (b) current financial statements, (c) an Estoppel Certificate, or (d) written confirmation that the guaranty is still in effect.

38. Quiet Possession. Subject to payment by Lessee of the Rent and performance of all of the covenants, conditions and provisions on Lessee's part to be observed and performed under this Lease, Lessee shall have quiet possession and quiet enjoyment of the Premises during the term hereof.

39. Options. If Lessee is granted any option, as defined below, then the following provisions shall apply.

39.1 Definition. "Option" shall mean: (a) the right to extend or reduce the term of or renew this Lease or to extend or reduce the term of or renew any lease that Lessee has on other property of Lessor; (b) the right of first refusal or first offer to lease either the Premises or other property of Lessor; (c) the right to purchase, the right of first offer to purchase or the right of first refusal to purchase the Premises or other property of Lessor.

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39.2 Options Personal To Original Lessee. Any Option granted to Lessee in this Lease is personal to the original Lessee, and cannot be assigned or exercised by anyone other than said original Lessee and only while the original Lessee is in full possession of the Premises and, if requested by Lessor, with Lessee certifying that Lessee has no intention of thereafter assigning or subletting.

39.3 Multiple Options. In the event that Lessee has any multiple Options to extend or renew this Lease, a later Option cannot be exercised unless the prior Options have been validly exercised.

39.4 Effect of Default on Options.

(a) Lessee shall have no right to exercise an Option: (i) during the period commencing with the giving of any notice of Default and continuing until said Default is cured, (ii) during the period of time any Rent is unpaid (without regard to whether notice thereof is given Lessee), (iii) during the time Lessee is in Breach of this Lease, or (iv) in the event that Lessee has been given 3 or more notices of separate Default, whether or not the Defaults are cured, during the 12 month period immediately preceding the exercise of the Option.

(b) The period of time within which an Option may be exercised shall not be extended or enlarged by reason of Lessee's inability to exercise an Option because of the provisions of Paragraph 39.4(a).

(c) An Option shall terminate and be of no further force or effect, notwithstanding Lessee's due and timely exercise of the Option, if, after such exercise and prior to the commencement of the extended term or completion of the purchase, (i) Lessee fails to pay Rent for a period of 30 days after such Rent becomes due (without any necessity of Lessor to give notice thereof), or (ii) if Lessee commits a Breach of this Lease.

40. Security Measures. Lessee hereby acknowledges that the Rent payable to Lessor hereunder does not include the cost of guard service or other security measures, and that Lessor shall have no obligation whatsoever to provide same. Lessee assumes all responsibility for the protection of the Premises, Lessee, its agents and invitees and their property from the acts of third parties. In the event, however, that Lessor should elect to provide security services, then the cost thereof shall be an Operating Expense.

41. Reservations.

(a) Lessor reserves the right: (i) to grant, without the consent or joinder of Lessee, such easements, rights and dedications that Lessor deems necessary, (ii) to cause the recordation of parcel maps and restrictions, (iii) to create and/or install new utility raceways, so long as such easements, rights, dedications, maps, restrictions, and utility raceways do not unreasonably interfere with the use of the Premises by Lessee. Lessor may also: change the name, address or title of the Building or Project upon at least 90 days prior written notice; provide and install, at Lessee's expense, Building standard graphics on the door of the Premises and such portions of the Common Areas as Lessor shall reasonably deem appropriate; grant to any lessee the exclusive right to conduct any business as long as such exclusive right does not conflict with any rights expressly given herein; and to place such signs, notices or displays as Lessor reasonably deems necessary or advisable upon the roof, exterior of the Building or the Project or on signs in the Common Areas. Lessee agrees to sign any documents reasonably requested by Lessor to effectuate such rights. The obstruction of Lessee's view, air, or light by any structure erected in the vicinity of the Building, whether by Lessor or third parties, shall in no way affect this Lease or impose any liability upon Lessor.

(b) Lessor also reserves the right to move Lessee to other space of comparable size in the Building or Project. Lessor must provide at least 45 days prior written notice of such move, and the new space must contain improvements of comparable quality to those contained within the Premises. Lessor shall pay the reasonable out of pocket costs that Lessee incurs with regard to such relocation, including the expenses of moving and necessary stationary revision costs. In no event, however, shall Lessor be required to pay an amount in excess of two months Base Rent. Lessee may not be relocated more than once during the term of this Lease.

(c) Lessee shall not: (i) use a representation (photographic or otherwise) of the Building or Project or their name(s) in connection with Lessee's business; or (ii) suffer or permit anyone, except in emergency, to go upon the roof of the Building.

42. Performance Under Protest. If at any time a dispute shall arise as to any amount or sum of money to be paid by one Party to the other under the provisions hereof, the Party against whom the obligation to pay the money is asserted shall have the right to make payment "under protest" and such payment shall not be regarded as a voluntary payment and there shall survive the right on the part of said Party to institute suit for recovery of such sum. If it shall be adjudged that there was no legal obligation on the part of said Party to pay such sum or any part thereof, said Party shall be entitled to recover such sum or so much thereof as it was not legally required to pay. A Party who does not initiate suit for the recovery of sums paid "under protest" within 6 months shall be deemed to have waived its right to protest such payment.

43. Authority; Multiple Parties; Execution.

(a) If either Party hereto is a corporation, trust, limited liability company, partnership, or similar entity, each individual executing this Lease on behalf of such entity represents and warrants that he or she is duly authorized to execute and deliver this Lease on its behalf. Each Party shall, within 30 days after request, deliver to the other Party satisfactory evidence of such authority.

(b) If this Lease is executed by more than one person or entity as "Lessee", each such person or entity shall be jointly and severally liable hereunder. It is agreed that any one of the named Lessees shall be empowered to execute any amendment to this Lease, or other document ancillary thereto and bind all of the named Lessees, and Lessor may rely on the same as if all of the named Lessees had executed such document.

(c) This Lease may be executed by the Parties in counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument.

44. Conflict. Any conflict between the printed provisions of this Lease and the typewritten or handwritten provisions shall be controlled by the typewritten or handwritten provisions.

45. Offer. Preparation of this Lease by either party or their agent and submission of same to the other Party shall not be deemed an offer to lease to the other Party. This Lease is not intended to be binding until executed and delivered by all Parties hereto.

46. Amendments. This Lease may be modified only in writing, signed by the Parties in interest at the time of the modification. As long as they do not materially change Lessee's obligations hereunder, Lessee agrees to make such reasonable non-monetary modifications to this Lease as may be reasonably required by a Lender in connection with the obtaining of normal financing or refinancing of the Premises.

47. Waiver of Jury Trial. THE PARTIES HEREBY WAIVE THEIR RESPECTIVE RIGHTS TO TRIAL BY JURY IN ANY ACTION OR PROCEEDING INVOLVING THE PROPERTY OR ARISING OUT OF THIS AGREEMENT.

48. Arbitration of Disputes. An Addendum requiring the Arbitration of all disputes between the Parties and/or Brokers arising out of this Lease ☒ is ☐ is not

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attached to this Lease.

49. Accessibility; Americans with Disabilities Act.

(a) The Premises:

☒ have not undergone an inspection by a Certified Access Specialist (CASp). Note: A Certified Access Specialist (CASp) can inspect the subject premises and determine whether the subject premises comply with all of the applicable construction-related accessibility standards under state law. Although state law does not require a CASp inspection of the subject premises, the commercial property owner or lessor may not prohibit the lessee or tenant from obtaining a CASp inspection of the subject premises for the occupancy or potential occupancy of the lessee or tenant, if requested by the lessee or tenant. The parties shall mutually agree on the arrangements for the time and manner of the CASp inspection, the payment of the fee for the CASp inspection, and the cost of making any repairs necessary to correct violations of construction-related accessibility standards within the premises.

☐ have undergone an inspection by a Certified Access Specialist (CASp) and it was determined that the Premises met all applicable construction-related accessibility standards pursuant to California Civil Code §55.51 et seq. Lessee acknowledges that it received a copy of the inspection report at least 48 hours prior to executing this Lease and agrees to keep such report confidential.

☐ have undergone an inspection by a Certified Access Specialist (CASp) and it was determined that the Premises did not meet all applicable construction-related accessibility standards pursuant to California Civil Code §55.51 et seq. Lessee acknowledges that it received a copy of the inspection report at least 48 hours prior to executing this Lease and agrees to keep such report confidential except as necessary to complete repairs and corrections of violations of construction related accessibility standards.

In the event that the Premises have been issued an inspection report by a CASp the Lessor shall provide a copy of the disability access inspection certificate to Lessee within 7 days of the execution of this Lease.

(b) Since compliance with the Americans with Disabilities Act (ADA) and other state and local accessibility statutes are dependent upon Lessee's specific use of the Premises, Lessor makes no warranty or representation as to whether or not the Premises comply with ADA or any similar legislation. In the event that Lessee's use of the Premises requires modifications or additions to the Premises in order to be in compliance with ADA or other accessibility statutes, Lessee agrees to make any such necessary modifications and/or additions at Lessee's expense.

LESSOR AND LESSEE HAVE CAREFULLY READ AND REVIEWED THIS LEASE AND EACH TERM AND PROVISION CONTAINED HEREIN, AND BY THE EXECUTION OF THIS LEASE SHOW THEIR INFORMED AND VOLUNTARY CONSENT THERETO. THE PARTIES HEREBY AGREE THAT, AT THE TIME THIS LEASE IS EXECUTED, THE TERMS OF THIS LEASE ARE COMMERCIALY REASONABLE AND EFFECTUATE THE INTENT AND PURPOSE OF LESSOR AND LESSEE WITH RESPECT TO THE PREMISES.

ATTENTION: NO REPRESENTATION OR RECOMMENDATION IS MADE BY AIR CRE OR BY ANY BROKER AS TO THE LEGAL SUFFICIENCY, LEGAL EFFECT, OR TAX CONSEQUENCES OF THIS LEASE OR THE TRANSACTION TO WHICH IT RELATES. THE PARTIES ARE URGED TO:

1. SEEK ADVICE OF COUNSEL AS TO THE LEGAL AND TAX CONSEQUENCES OF THIS LEASE.

2. RETAIN APPROPRIATE CONSULTANTS TO REVIEW AND INVESTIGATE THE CONDITION OF THE PREMISES. SAID INVESTIGATION SHOULD INCLUDE BUT NOT BE LIMITED TO: THE POSSIBLE PRESENCE OF HAZARDOUS SUBSTANCES, THE ZONING AND SIZE OF THE PREMISES, THE STRUCTURAL INTEGRITY, THE CONDITION OF THE ROOF AND OPERATING SYSTEMS, COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT AND THE SUITABILITY OF THE PREMISES FOR LESSEE'S INTENDED USE.

WARNING: IF THE PREMISES ARE LOCATED IN A STATE OTHER THAN CALIFORNIA, CERTAIN PROVISIONS OF THE LEASE MAY NEED TO BE REVISED TO COMPLY WITH THE LAWS OF THE STATE IN WHICH THE PREMISES ARE LOCATED.

The parties hereto have executed this Lease at the place and on the dates specified above their respective signatures.

Executed at: _____

On: _____

By LESSOR:

Cameron Brothers Construction, Co., L.P., a California limited partnership

By: _____

Name Printed: Chris Cook

Title: Vice President

Phone: 619 562 3050

Fax: _____

Email: _____

By: _____

Name Printed: _____

Title: _____

Phone: _____

Fax: _____

Email: _____

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Executed at: _____

On: _____

By LESSEE:

Cabrillo Point Academy, a California nonprofit public benefit corporation ("CPA")

By: _____

Name Printed: Caroline Moon

Title: Board President

Phone: _____

Fax: _____

Email: _____

By: _____

Name Printed: _____

Title: _____

Phone: _____

Fax: _____

Email: _____

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Address: 10580 Prospect Avenue, Suite 200, Santee, CA 92071

Federal ID No.: _____

BROKER

CBRE, Inc.

Attn: Chris Williams

Title: First Vice President

Address: 4301 La Jolla Village Dr., Ste. 3000 San Diego, CA 92122

Phone: 858 646 4743

Fax: _____

Email: chris.williams1@cbre.com

Federal ID No.: _____

Broker DRE License #: _____

Agent DRE License #: 01791013

Address: _____

Federal ID No.: _____

BROKER

Attn: _____

Title: _____

Address: _____

Phone: _____

Fax: _____

Email: _____

Federal ID No.: _____

Broker DRE License #: _____

Agent DRE License #: _____

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ARBITRATION AGREEMENT STANDARD LEASE ADDENDUM

Dated: April 9, 2021

By and Between

Lessor: Cameron Brothers Construction, Co., L.P., a California limited partnership

Lessee: Cabrillo Point Academy, a California nonprofit public benefit corporation ("CPA")

Property Address: 13915 Danielson Street, Suite 100 and 102, Poway, CA 92064
(street address, city, state, zip)

Paragraph: 54

A. ARBITRATION OF DISPUTES:

Except as provided in Paragraph B below, the Parties agree to resolve any and all claims, disputes or disagreements arising under this Lease, including, but not limited to any matter relating to Lessor's failure to approve an assignment, sublease or other transfer of Lessee's interest in the Lease under Paragraph 12 of this Lease, any other defaults by Lessor, or any defaults by Lessee by and through arbitration as provided below and irrevocably waive any and all rights to the contrary. The Parties agree to at all times conduct themselves in strict, full, complete and timely accordance with the terms hereof and that any attempt to circumvent the terms of this Arbitration Agreement shall be absolutely null and void and of no force or effect whatsoever.

B. DISPUTES EXCLUDED FROM ARBITRATION:

The following claims, disputes or disagreements under this Lease are expressly excluded from the arbitration procedures set forth herein: 1. Disputes for which a different resolution determination is specifically set forth in this Lease, 2. All claims by either party which (a) seek anything other than enforcement or determination of rights under this Lease, or (b) are primarily founded upon matters of fraud, willful misconduct, bad faith or any other allegations of tortious action, and seek the award of punitive or exemplary damages, 3. Claims relating to (a) Lessor's exercise of any unlawful detainer rights pursuant to applicable law or (b) rights or remedies used by Lessor to gain possession of the Premises or terminate Lessee's right of possession to the Premises, all of which disputes shall be resolved by suit filed in the applicable court of jurisdiction, the decision of which court shall be subject to appeal pursuant to applicable law 4. Any claim or dispute that is within the jurisdiction of the Small Claims Court and 5. All claims arising under Paragraph 39 of this Lease.

C. APPOINTMENT OF AN ARBITRATOR:

All disputes subject to this Arbitration Agreement, shall be determined by binding arbitration before: ☒ a retired judge of the applicable court of jurisdiction (e.g., the Superior Court of the State of California) affiliated with Judicial Arbitration & Mediation Services, Inc. ("JAMS"), ☐ the American Arbitration Association ("AAA") under its commercial arbitration rules, ☐ _____, or as may be otherwise mutually agreed by Lessor and Lessee (the "Arbitrator"). In the event that the parties elect to use an arbitrator other than one affiliated with JAMS or AAA then such arbitrator shall be obligated to comply with the Code of Ethics for Arbitrators in Commercial Disputes (see: http://www.adr.org/aaa/ShowProperty?nodeId=UCM/ADRSTG_003867). Such arbitration shall be initiated by the Parties, or either of them, within ten (10) days after either party sends written notice (the "Arbitration Notice") of a demand to arbitrate by registered or certified mail to the other party and to the Arbitrator. The Arbitration Notice shall contain a description of the subject matter of the arbitration, the dispute with respect thereto, the amount involved, if any, and the remedy or determination sought. If the Parties have agreed to use JAMS they may agree on a retired judge from the JAMS panel. If they are unable to agree within ten days, JAMS will provide a list of three available judges and each party may strike one. The remaining judge (or if there are two, the one selected by JAMS) will serve as the Arbitrator. If the Parties have elected to utilize AAA or some other organization, the Arbitrator shall be selected in accordance with said organization's rules. In the event the Arbitrator is not selected as provided for above for any reason, the party initiating arbitration shall apply to the appropriate Court for the appointment of a qualified retired judge to act as the Arbitrator.

D. ARBITRATION PROCEDURE:

1. PRE-HEARING ACTIONS. The Arbitrator shall schedule a pre-hearing conference to resolve procedural matters, arrange for the exchange of information, obtain stipulations, and narrow the issues. The Parties will submit proposed discovery schedules to the Arbitrator at the pre-hearing conference. The scope and duration of discovery will be within the sole discretion of the Arbitrator. The Arbitrator shall have the discretion to order a pre-hearing exchange of information by the Parties, including, without limitation, production of requested documents, exchange of summaries of testimony of proposed witnesses, and examination by deposition of parties and third-party witnesses. This discretion shall be exercised in favor of discovery reasonable under the circumstances. The Arbitrator shall issue subpoenas and subpoenas duces tecum as provided for in the applicable statutory or case law (e.g., in California Code of Civil Procedure Section 1282.6).

2. THE DECISION. The arbitration shall be conducted in the city or county within which the Premises are located at a reasonably convenient site. Any Party may be represented by counsel or other authorized representative. In rendering a decision(s), the Arbitrator shall determine the rights and obligations of the Parties according to the substantive laws and the terms and provisions of this Lease. The Arbitrator's decision shall be based on the evidence introduced at the hearing, including all logical and reasonable inferences therefrom. The Arbitrator may make any determination and/or grant any remedy or relief that is just and equitable. The decision must be based on, and accompanied by, a written statement of decision explaining the factual and legal basis for the decision as to each of the principal controverted issues. The decision shall be conclusive and binding, and it may thereafter be confirmed as a judgment by the court of applicable jurisdiction, subject only to challenge on the grounds set forth in the applicable statutory or case law (e.g., in California Code of Civil Procedure Section 1286.2). The validity and enforceability of the Arbitrator's decision is to be determined exclusively by the court of appropriate jurisdiction pursuant to the provisions of this Lease. The

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Arbitrator may award costs, including without limitation, Arbitrator's fees and costs, attorneys' fees, and expert and witness costs, to the prevailing party, if any, as determined by the Arbitrator in his discretion.

Whenever a matter which has been submitted to arbitration involves a dispute as to whether or not a particular act or omission (other than a failure to pay money) constitutes a Default, the time to commence or cease such action shall be tolled from the date that the Notice of Arbitration is served through and until the date the Arbitrator renders his or her decision. Provided, however, that this provision shall NOT apply in the event that the Arbitrator determines that the Arbitration Notice was prepared in bad faith.

Whenever a dispute arises between the Parties concerning whether or not the failure to make a payment of money constitutes a default, the service of an Arbitration Notice shall NOT toll the time period in which to pay the money. The Party allegedly obligated to pay the money may, however, elect to pay the money "under protest" by accompanying said payment with a written statement setting forth the reasons for such protest. If thereafter, the Arbitrator determines that the Party who received said money was not entitled to such payment, said money shall be promptly returned to the Party who paid such money under protest together with Interest thereon as defined in Paragraph 13.5. If a Party makes a payment "under protest" but no Notice of Arbitration is filed within thirty days, then such protest shall be deemed waived. (See also Paragraph 42 or 43)

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ADDENDUM TO LEASE

This Addendum is attached to and made a part of the Lease Agreement (“Lease”) between Cameron Brothers Construction, Co., L.P., a California limited partnership, as Lessor, and Cabrillo Point Academy, a California nonprofit public benefit corporation (“CPA”), as Lessee, dated as of April 9, 2021, for Suite 100 & 102, consisting of approximately 9,225 rentable square feet, located at 13915 Danielson Street, Poway, California.

Unless otherwise defined or the context otherwise indicates, the terms used herein have the meanings defined in the Lease. The provisions of this Addendum shall control over any inconsistent provisions of the Lease. The Lease is hereby modified and supplemented as follows:

Page 1 of 2

50. **TENANT IMPROVEMENTS:** Lessor, at Lessor’s sole cost and expense, shall touch up the existing paint as needed. Otherwise, the Lessee accepts the Premises in its current as-is, where-is condition. All Tenant Improvement work shall be provided by Lessor’s Tenant Improvement contractor. Additionally, the Lessor will ensure all building systems are in proper working order.
51. **UTILITIES AND JANITORIAL:** Lessee shall be responsible to pay for separately metered electric and voice and data utilities to the Premises. The Rental Rate includes five (5) day per week janitorial services to the suite. Additionally, the building is equipped with individual, roof mounted package units. Since the HVAC units are individual units, Lessee has control over the HVAC for the premises 24 hours per day, 7 days per week. The hours of operation for the common area HVAC units are:

Monday – Friday	8:00 AM to 5:00 PM
Major Holidays	No Service

The Lessor reserves the right to adjust said hours of operation for the overall benefit of the building operation.

52. **BASIC ANNUAL RENT INCREASE:** The Basic Annual Rent as described in Paragraph 1.5 and in Article 4 of this Lease, and the Monthly Installments of the Basic Annual Rent described in Paragraph 1.5 of this Lease shall be adjusted upward by three percent (3%) each year of the lease. This adjustment shall be made twelve (12) months after the Lease Term commences. Therefore, the Rent as described in Paragraph 1.5 of the Lease shall be adjusted accordingly to the following schedule:

Months 1-12	\$ <u>1.45</u> per rentable square foot per month, or \$ <u>13,376.25</u> per month;
Months 13 - Lease Expiration Date	\$ <u>1.50</u> per rentable square foot per month, or \$ <u>13,837.50</u> per month

The rental rates, described as per rentable square foot per month, are, for the most part, approximate and rounded to the nearest \$0.01. The Lessee is responsible for paying the monthly rent as shown, per month, rounding to the nearest \$1.00.

53. **OPERATING EXPENSES:** The Operating Expense Base as described in Paragraph 1.9 and 4 of the Lease shall be determined by utilizing the actual operating expenses incurred for the calendar year 2021. Notwithstanding anything in Paragraph 4 of the Lease to the contrary, Lessee shall pay Operating Expenses (as defined in Paragraph 4.2 of the Lease) as follows: Lessee shall pay no portion of the Operating Expenses for the building during calendar year 2021. Commencing on January 1, 2022, and continuing for the remaining term of the Lease, Lessee shall pay only increases in Operating Expenses above and beyond the actual Operating Expenses for the building for calendar year 2021 as reasonably determined by Lessor. Lessee shall pay Lessee’s proportionate share of such increase based upon 9,225 rentable square feet in Lessee’s Premises. Lessee shall pay Lessee’s proportionate share of Operating Expense increases on a monthly basis at the same time and in addition to Lessee’s payment of Base Rent. The Operating Expenses shall be calculated as if the Building was at least 95% occupied using Generally Accepted Accounting Principles (GAAP) consistently applied.

LESSOR:
Cameron Brothers Construction Co., L.P.,
a California Limited Partnership

By: William Cameron Family Management Co., Inc.,
a California corporation
Its: General Partner

By: _____
Chris Cook
Its: _____
Vice President
Date: _____

LESSEE:
Cabrillo Point Academy, a California nonprofit public
benefit corporation (“CPA”)

By: _____
Caroline Moon
Its: _____
Board President
Date: _____

EXHIBIT "A"

13915 Danielson Street

Suite 100 & 102

Approximately 9,225 Rentable Square Feet



EXHIBIT "B"
Poway Executive Center
Project Site Plan

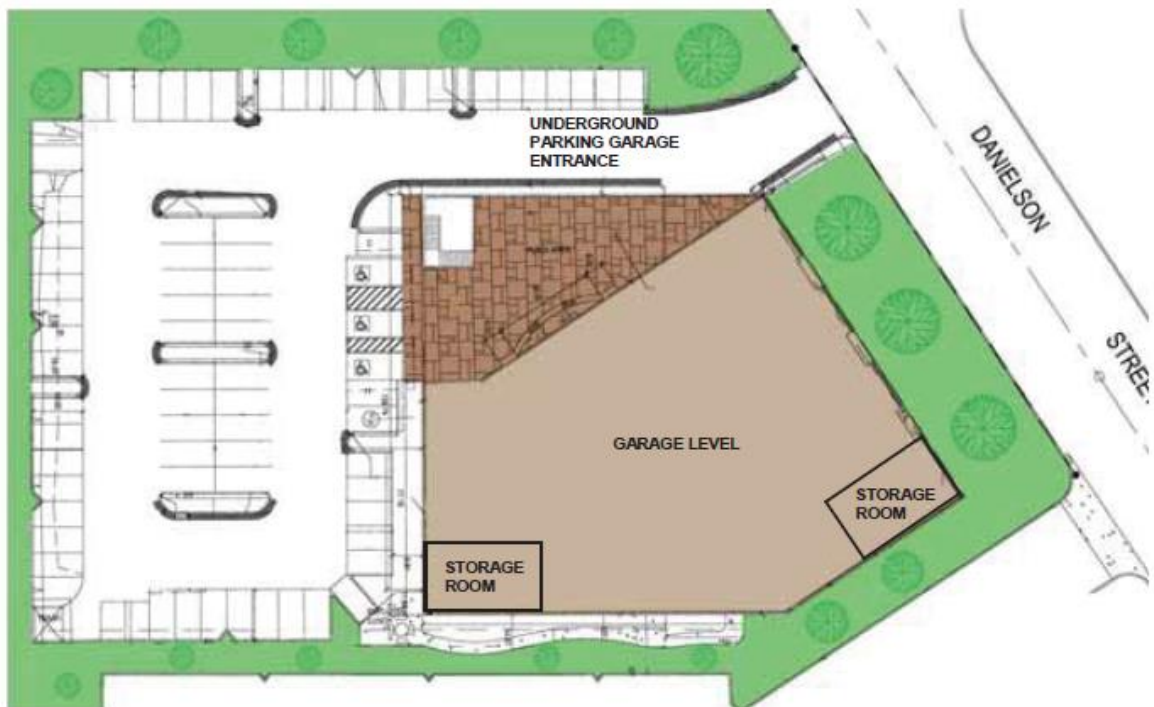


EXHIBIT "C"
NOTICE OF LEASE TERM DATES

This Addendum is attached to and made a part of the Lease Agreement ("Lease") between Cameron Brothers Construction, Co., L.P., a California limited partnership, as Lessor, and Cabrillo Point Academy, a California nonprofit public benefit corporation ("CPA"), as Lessee, dated as of April 9, 2021, for Suite 100 & 102, consisting of approximately 9,225 rentable square feet, located at 13915 Danielson Street, Poway, California.

- 1. Lessee has accepted possession and entered into occupancy of the Premises.
- 2. Lessee has acknowledged that the Premises are substantially complete in accordance with the terms of the Lease, and that there is no deficiency in construction of the Premises or the Leasehold Improvements.
- 3. The Lease Term commenced on _____, 20____ ("Commencement Date"), continues for a term of _____ years and _____ months, and ends on _____, 20____.
- 4. In accordance with the terms of the Lease, rent commenced to accrue on _____, 20____.
- 5. If the Commencement Date is other than the first day of a calendar month, the first monthly payment contains a pro rata adjustment. Each payment thereafter shall be for the full amount of the monthly installment provided for in the Lease.
- 6. Rent is due and payable in advance on the first day of each and every calendar month during the Lease Term. Rent checks should be made payable to Poway Executive Plaza, LLC
- 7. Rent has not been paid in advance except as provided by the Lease terms, and a Security Deposit in the sum of \$_____ has been delivered to Lessor.
- 8. The Lease is in full force and effect, and has not been assigned, modified, supplemented or amended in any way.

LESSOR: Cameron Brothers Construction Co., L.P., a California Limited Partnership	LESSEE: Cabrillo Point Academy, a California nonprofit public benefit corporation ("CPA")
--	--

By: William Cameron Family Management Co., Inc., a California corporation Its: General Partner	
By: _____ Chris Cook	By: _____ Caroline Moon
Its: _____ Vice President	Its: _____ Board President
Date: _____	Date: _____



RULES AND REGULATIONS FOR STANDARD OFFICE LEASE

Date: 4/9/2021

EXHIBIT D

By and Between

Lessor: Cameron Brothers Construction, Co., L.P., a California limited partnership

Lessee: Cabrillo Point Academy, a California nonprofit public benefit corporation ("CPA")

Property Address: 13915 Danielson Street, Suite 100 and 102, Poway, CA 92064

(street address, city, state, zip)

GENERAL RULES

1. Lessee shall not suffer or permit the obstruction of any Common Areas, including driveways, walkways and stairways.
2. Lessor reserves the right to refuse access to any persons Lessor in good faith judges to be a threat to the safety and reputation of the Project and its occupants.
3. Lessee shall not make or permit any noise or odors that annoy or interfere with other lessees or persons having business within the Project.
4. Lessee shall not keep animals or birds within the Project, and shall not bring bicycles, motorcycles or other vehicles into areas not designated as authorized for same.
5. Lessee shall not make, suffer or permit litter except in appropriate receptacles for that purpose.
6. Lessee shall not alter any lock or install new or additional locks or bolts.
7. Lessee shall be responsible for the inappropriate use of any toilet rooms, plumbing or other utilities. No foreign substances of any kind are to be inserted therein.
8. Lessee shall not deface the walls, partitions or other surfaces of the Premises or Project.
9. Lessee shall not suffer or permit anything in or around the Premises or Building that causes excessive vibration or floor loading in any part of the Project.
10. Furniture, significant freight and equipment shall be moved into or out of the building only with the Lessor's knowledge and consent, and subject to such reasonable limitations, techniques and timing, as may be designated by Lessor. Lessee shall be responsible for any damage to the Office Building Project arising from any such activity.
11. Lessee shall not employ any service or contractor for services or work to be performed in the Building, except as approved by Lessor.
12. Lessor reserves the right to close and lock the Building on Saturdays, Sundays and Building Holidays, and on other days between the hours of 5 pm - 8 am P.M. and A.M. of the following day. If Lessee uses the Premises during such periods, Lessee shall be responsible for securely locking any doors it may have opened for entry.
13. Lessee shall return all keys at the termination of its tenancy and shall be responsible for the cost of replacing any keys that are lost.
14. No window coverings, shades or awnings shall be installed or used by Lessee.
15. No Lessee, employee or invitee shall go upon the roof of the Building.
16. Lessee shall not suffer or permit smoking or carrying of lighted cigars or cigarettes in areas reasonably designated by Lessor or by applicable governmental agencies as non-smoking areas.
17. Lessee shall not use any method of heating or air conditioning other than as provided by Lessor.
18. Lessee shall not install, maintain or operate any vending machines upon the Premises without Lessor's written consent.
19. The Premises shall not be used for lodging or manufacturing, cooking or food preparation.
20. Lessee shall comply with all safety, fire protection and evacuation regulations established by Lessor or any applicable governmental agency.
21. Lessor reserves the right to waive any one of these rules or regulations, and/or as to any particular Lessee, and any such waiver shall not constitute a waiver of any other rule or regulation or any subsequent application thereof to such Lessee.
22. Lessee assumes all risks from theft or vandalism and agrees to keep its Premises locked as may be required.
23. Lessor reserves the right to make such other reasonable rules and regulations as it may from time to time deem necessary for the appropriate operation and safety of the Project and its occupants. Lessee agrees to abide by these and such rules and regulations.

PARKING RULES

1. Parking areas shall be used only for parking by vehicles no longer than full size, passenger automobiles herein called "Permitted Size Vehicles." Vehicles other than Permitted Size Vehicles are herein referred to as "Oversized Vehicles."
2. Lessee shall not permit or allow any vehicles that belong to or are controlled by Lessee or Lessee's employees, suppliers, shippers, customers, or invitees to be loaded, unloaded, or parked in areas other than those designated by Lessor for such activities.
3. Parking stickers or identification devices shall be the property of Lessor and be returned to Lessor by the holder thereof upon termination of the holder's parking privileges. Lessee will pay such replacement charge as is reasonably established by Lessor for the loss of such devices.
4. Lessor reserves the right to refuse the sale of monthly identification devices to any person or entity that willfully refuses to comply with the applicable rules, regulations, laws and/or agreements.
5. Lessor reserves the right to relocate all or a part of parking spaces from floor to floor, within one floor, and/or to reasonably adjacent offsite location(s), and to reasonably allocate them between compact and standard size spaces, as long as the same complies with applicable laws, ordinances and regulations.
6. Users of the parking area will obey all posted signs and park only in the areas designated for vehicle parking.
7. Unless otherwise instructed, every person using the parking area is required to park and lock his own vehicle. Lessor will not be responsible for any damage to vehicles, injury to persons or loss of property, all of which risks are assumed by the party using the parking area.

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8. Validation, if established, will be permissible only by such method or methods as Lessor and/or its licensee may establish at rates generally applicable to visitor parking.
9. The maintenance, washing, waxing or cleaning of vehicles in the parking structure or Common Areas is prohibited.
10. Lessee shall be responsible for seeing that all of its employees, agents and invitees comply with the applicable parking rules, regulations, laws and agreements.
11. Lessor reserves the right to modify these rules and/or adopt such other reasonable and non-discriminatory rules and regulations as it may deem necessary for the proper operation of the parking area.
12. Such parking use as is herein provided is intended merely as a license only and no bailment is intended or shall be created hereby.

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EXHIBIT "E"

SIGN ORDER FORM

POWAY EXECUTIVE CENTER

To: Cameron Brothers Construction Co., L.P.
Attn: Waneta Lee
13915 Danielson Street
Poway, CA 92064
(619) 562-3050

From:

Contact:

Phone:

LESSEE IDENTIFICATION SIGNS

SUITE IDENTIFICATION

Suite # 100 & 102

Suite Number in tactile + Braille size 3" x 6"

Interior Glass

Acrylic Plaque

Copy: Upper and lower case. Futura Med. White vinyl. Maximum letter height 3/4", 18 characters maximum per line including punctuation and spaces; indicate space with a slash (/),

Line 1

Line 2

Line 3

Vinyl charges including production:	\$0.00
Installation:	0.00
Total Due:	\$0.00

EXHIBIT "E"
POWAY EXECUTIVE CENTER
LOBBY DIRECTORY
ORDER FORM

Cameron Brothers Construction Co., L.P.
Attn: Waneta Lee
13915 Danielson Street
Poway, CA 92064

LESSEE INFORMATION

FROM: _____

CONTACT: _____
PHONE: _____

LESSEE DIRECTORY IDENTIFICATION

SUITE NUMBER: 100 & 102
HOW COMPANY SHOULD BE LISTED ON DIRECTORY:

PLEASE TYPE IN UPPER CASE

LESSEE'S SIGNATURE_____

TOTAL CHARGE FOR SERVICE \$0.00

Please note that the terms “Seller” and “Buyer” are defined by the CA Civil Code to include a lessor and lessee, respectively.

If you are a Listing Agent - you must deliver the form to the seller/lessor before entering into the listing agreement. If the buyer/lessee is not represented by an agent, you must also deliver the form to it within one business day after receiving an offer from the buyer/lessee.

If you are the Buyer's Agent - you must deliver the form to the buyer/lessee as soon as the buyer/lessee seeks your services, but in any event before the buyer/lessee signs an offer. In addition, you must also deliver the form to the seller/lessor before or concurrently with presenting an offer.

DISCLOSURE REGARDING REAL ESTATE AGENCY RELATIONSHIP

(As required by the Civil Code)

When you enter into a discussion with a real estate agent regarding a real estate transaction, you should from the outset understand what type of agency relationship or representation you wish to have with the agent in the transaction.

SELLER'S AGENT

A Seller's agent under a listing agreement with the Seller acts as the agent for the Seller only. A Seller's agent or a subagent of that agent has the following affirmative obligations:

To the Seller: A fiduciary duty of utmost care, integrity, honesty, and loyalty in dealings with the Seller.

To the Buyer and the Seller:

- (a) Diligent exercise of reasonable skill and care in performance of the agent's duties.
- (b) A duty of honest and fair dealing and good faith.
- (c) A duty to disclose all facts known to the agent materially affecting the value or desirability of the property that are not known to, or within the diligent attention and observation of, the parties.

An agent is not obligated to reveal to either party any confidential information obtained from the other party that does not involve the affirmative duties set forth above.

BUYER'S AGENT

A selling agent can, with a Buyer's consent, agree to act as agent for the Buyer only. In these situations, the agent is not the Seller's agent, even if by agreement the agent may receive compensation for services rendered, either in full or in part from the Seller. An agent acting only for a Buyer has the following affirmative obligations:

To the Buyer: A fiduciary duty of utmost care, integrity, honesty, and loyalty in dealings with the Buyer.

To the Buyer and the Seller:

- (a) Diligent exercise of reasonable skill and care in performance of the agent's duties.
- (b) A duty of honest and fair dealing and good faith.
- (c) A duty to disclose all facts known to the agent materially affecting the value or desirability of the property that are not known to, or within the diligent attention and observation of, the parties. An agent is not obligated to reveal to either party any confidential information obtained from the other party that does not involve the affirmative duties set forth above.

AGENT REPRESENTING BOTH SELLER AND BUYER

A real estate agent, either acting directly or through one or more associate licensees, can legally be the agent of both the Seller and the Buyer in a transaction, but only with the knowledge and consent of both the Seller and the Buyer. In a dual agency situation, the agent has the following affirmative obligations to both the Seller and the Buyer:

- (a) A fiduciary duty of utmost care, integrity, honesty and loyalty in the dealings with either the Seller or the Buyer.
- (b) Other duties to the Seller and the Buyer as stated above in their respective sections.

In representing both Seller and Buyer, the agent may not, without the express permission of the respective party, disclose to the other party that the Seller will accept a price less than the listing price or that the Buyer will pay a price greater than the price offered. The above duties of the agent in a real estate transaction do not relieve a Seller or Buyer from the responsibility to protect his or her own interests. You should carefully read all agreements to assure that they adequately express your understanding of the transaction. A real estate agent is a person qualified to advise about real estate. If legal or tax advice is desired, consult a competent professional. Throughout your real property transaction you may receive more than one disclosure form, depending upon the number of agents assisting in the transaction. The law requires each agent with whom you have more than a casual relationship to present you with this disclosure form. You should read its contents each time it is presented to you, considering the relationship between you and the real estate agent in your specific transaction. This disclosure form includes the provisions of Sections 2079.13 to 2079.24, inclusive, of the Civil Code set forth on the reverse hereof. Read it carefully.

CBRE, INC.

Agent

Associate Licensee Signature

(Date)

Associate Licensee Printed Name

Buyer/Lessee Signature

(Date)

Buyer/Lessee Printed Name

Seller/Lessor Signature

(Date)

Seller/Lessor Printed Name

2079.13. As used in Sections 2079.14 to 2079.24, inclusive, the following terms have the following meanings:

(a) "Agent" means a person acting under provisions of Title 9 (commencing with Section 2295) in a real property transaction, and includes a person who is licensed as a real estate broker under Chapter 3 (commencing with Section 10130) of Part 1 of Division 4 of the Business and Professions Code, and under whose license a listing is executed or an offer to purchase is obtained.

(b) "Associate licensee" means a person who is licensed as a real estate broker or salesperson under Chapter 3 (commencing with Section 10130) of Part 1 of Division 4 of the Business and Professions Code and who is either licensed under a broker or has entered into a written contract with a broker to act as the broker's agent in connection with acts requiring a real estate license and to function under the broker's supervision in the capacity of an associate licensee.

The agent in the real property transaction bears responsibility for his or her associate licensees who perform as agents of the agent. When an associate licensee owes a duty to any principal, or to any buyer or seller who is not a principal, in a real property transaction, that duty is equivalent to the duty owed to that party by the broker for whom the associate licensee functions.

(c) "Buyer" means a transferee in a real property transaction, and includes a person who executes an offer to purchase real property from a seller through an agent, or who seeks the services of an agent in more than a casual, transitory, or preliminary manner, with the object of entering into a real property transaction. "Buyer" includes vendee or lessee.

(d) "Commercial real property" means all real property in the state, except single-family residential real property, dwelling units made subject to Chapter 2 (commencing with Section 1940) of Title 5, mobilehomes, as defined in Section 798.3, or recreational vehicles, as defined in Section 799.29.

(e) "Dual agent" means an agent acting, either directly or through an associate licensee, as agent for both the seller and the buyer in a real property transaction.

(f) "Listing agreement" means a contract between an owner of real property and an agent, by which the agent has been authorized to sell the real property or to find or obtain a buyer.

(g) "Listing agent" means a person who has obtained a listing of real property to act as an agent for compensation.

(h) "Listing price" is the amount expressed in dollars specified in the listing for which the seller is willing to sell the real property through the listing agent.

(i) "Offering price" is the amount expressed in dollars specified in an offer to purchase for which the buyer is willing to buy the real property.

(j) "Offer to purchase" means a written contract executed by a buyer acting through a selling agent that becomes the contract for the sale of the real property upon acceptance by the seller.

(k) "Real property" means any estate specified by subdivision (1) or (2) of Section 761 in property that constitutes or is improved with one to four dwelling units, any commercial real property, any leasehold in these types of property exceeding one year's duration, and mobilehomes, when offered for sale or sold through an agent pursuant to the authority contained in Section 10131.6 of the Business and Professions Code.

(l) "Real property transaction" means a transaction for the sale of real property in which an agent is employed by one or more of the principals to act in that transaction, and includes a listing or an offer to purchase.

(m) "Sell," "sale," or "sold" refers to a transaction for the transfer of real property from the seller to the buyer, and includes exchanges of real property between the seller and buyer, transactions for the creation of a real property sales contract within the meaning of Section 2985, and transactions for the creation of a leasehold exceeding one year's duration.

(n) "Seller" means the transferor in a real property transaction, and includes an owner who lists real property with an agent, whether or not a transfer results, or who receives an offer to purchase real property of which he or she is the owner from an agent on behalf of another. "Seller" includes both a vendor and a lessor.

(o) "Selling agent" means a listing agent who acts alone, or an agent who acts in cooperation with a listing agent, and who sells or finds and obtains a buyer for the real property, or an agent who locates property for a buyer or who finds a buyer for a property for which no listing exists and presents an offer to purchase to the seller.

(p) "Subagent" means a person to whom an agent delegates agency powers as provided in Article 5 (commencing with Section 2349) of Chapter 1 of Title 9. However, "subagent" does not include an associate licensee who is acting under the supervision of an agent in a real property transaction.

2079.14. Listing agents and selling agents shall provide the seller and buyer in a real property transaction with a copy of the disclosure form specified in Section 2079.16, and, except as provided in subdivision (c), shall obtain a signed acknowledgment of receipt from that seller or buyer, except as provided in this section or Section 2079.15, as follows:

(a) The listing agent, if any, shall provide the disclosure form to the seller prior to entering into the listing agreement.

(b) The selling agent shall provide the disclosure form to the seller as soon as practicable prior to presenting the seller with an offer to purchase, unless the selling agent previously provided the seller with a copy of the disclosure form pursuant to subdivision.

(c) Where the selling agent does not deal on a face-to-face basis with the seller, the disclosure form prepared by the selling agent may be furnished to the seller (and acknowledgment of receipt obtained for the selling agent from the seller) by the listing agent, or the selling agent may deliver the disclosure form by certified mail addressed to the seller at his or her last known address, in which case no signed acknowledgment of receipt is required.

(d) The selling agent shall provide the disclosure form to the buyer as soon as practicable prior to execution of the buyer's offer to purchase, except that if the offer to purchase is not prepared by the selling agent, the selling agent shall present the disclosure form to the buyer not later than the next business day after the selling agent receives the offer to purchase from the buyer.

2079.15. In any circumstance in which the seller or buyer refuses to sign an acknowledgment of receipt pursuant to Section 2079.14, the agent, or an associate licensee acting for an agent, shall set forth, sign, and date a written declaration of the facts of the refusal.

2079.17.

(a) As soon as practicable, the selling agent shall disclose to the buyer and seller whether the selling agent is acting in the real property transaction exclusively as the buyer's agent, exclusively as the seller's agent, or as a dual agent representing both the buyer and the seller. This relationship shall be confirmed in the contract to purchase and sell real property or in a separate writing executed or acknowledged by the seller, the buyer, and the selling agent prior to or coincident with execution of that contract by the buyer and the seller, respectively.

(b) As soon as practicable, the listing agent shall disclose to the seller whether the listing agent is acting in the real property transaction exclusively as the seller's agent, or as a dual agent representing both the buyer and seller. This relationship shall be confirmed in the contract to purchase and sell real property or in a separate writing executed or acknowledged by the seller and the listing agent prior to or coincident with the execution of that contract by the seller.

(c) The confirmation required by subdivisions (a) and (b) shall be in the following form:

SAMPLE ONLY – DO NOT FILL OUT

_____ is the Listing agent of (check one): () the seller exclusively; or () both the buyer and seller.

_____ is the Selling agent, if not the same as the Listing Agent, of (check one): () the buyer exclusively; or () the seller exclusively; or () both the buyer and seller.

(d) The disclosures and confirmation required by this section shall be in addition to the disclosure required by Section 2079.14.

2079.18. No selling agent in a real property transaction may act as an agent for the buyer only, when the selling agent is also acting as the listing agent in the transaction.

2079.19. The payment of compensation or the obligation to pay compensation to an agent by the seller or buyer is not necessarily determinative of a particular agency relationship between an agent and the seller or buyer. A listing agent and a selling agent may agree to share any compensation or commission paid, or any right to any compensation or commission for which an obligation arises as the result of a real estate transaction, and the terms of any such agreement shall not necessarily be determinative of a particular relationship.

2079.20. Nothing in this article prevents an agent from selecting, as a condition of the agent's employment, a specific form of agency relationship not specifically prohibited by this article if the requirements of Section 2079.14 and Section 2079.17 are complied with.

2079.21. A dual agent shall not disclose to the buyer that the seller is willing to sell the property at a price less than the listing price, without the express written consent of the seller. A dual agent shall not disclose to the seller that the buyer is willing to pay a price greater than the offering price, without the express written consent of the buyer. This section does not alter in any way the duty or responsibility of a dual agent to any principal with respect to confidential information other than price.

2079.22. Nothing in this article precludes a listing agent from also being a selling agent, and the combination of these functions in one agent does not, of itself, make that agent a dual agent.

2079.23. (a) A contract between the principal and agent may be modified or altered to change the agency relationship at any time before the performance of the act which is the object of the agency with the written consent of the parties to the agency relationship.

(b) A lender or an auction company retained by a lender to control aspects of a transaction of real property subject to this part, including validating the sales price, shall not require, as a condition of receiving the lender's approval of the transaction, the homeowner or listing agent to defend or indemnify the lender or auction company from any liability alleged to result from the actions of the lender or auction company. Any clause, provision, covenant, or agreement purporting to impose an obligation to defend or indemnify a lender or an auction company in violation of this subdivision is against public policy, void, and unenforceable.

2079.24. Nothing in this article shall be construed to either diminish the duty of disclosure owed buyers and sellers by agents and their associate licensees, subagents, and employees or to relieve agents and their associate licensees, subagents, and employees from liability for their conduct in connection with acts governed by this article or for any breach of a fiduciary duty or a duty of disclosure.

Please note that the terms “Seller” and “Buyer” are defined by the CA Civil Code to include a lessor and lessee, respectively.

This form must be delivered before or concurrently with the signing of the purchase and sale contract (or lease). In lieu of this form, such confirmation may also be set forth in the purchase and sale contract (or lease).

REPRESENTATION CONFIRMATION

Date: _____
Seller/Lessor: _____
Buyer/Lessee: _____
Property Name: _____
Street Address, City, State: _____
Further described as: _____

A real estate agent, either acting directly or through one or more associate licensees, can legally be the agent of both the Seller and the Buyer in a transaction, but only with the knowledge and consent of both the Seller and the Buyer. In a dual agency situation, the agent has the following affirmative obligations to both the Seller and the Buyer:

- (a) A fiduciary duty of utmost care, integrity, honesty and loyalty in the dealings with either the Seller or the Buyer.
- (b) Other duties to the Seller and the Buyer as stated above in their respective sections.

In representing both Seller and Buyer, the agent may not, without the express permission of the respective party, disclose to the other party that the Seller will accept a price less than the listing price or that the Buyer will pay a price greater than the price offered. The above duties of the agent in a real estate transaction do not relieve a Seller or Buyer from the responsibility to protect his or her own interests. You should carefully read all agreements to assure that they adequately express your understanding of the transaction. A real estate agent is a person qualified to advise about real estate. If legal or tax advice is desired, consult a competent professional. Throughout your real property transaction you may receive more than one disclosure form, depending upon the number of agents assisting in the transaction. The law requires each agent with whom you have more than a casual relationship to present you with this disclosure form. You should read its contents each time it is presented to you, considering the relationship between you and the real estate agent in your specific transaction.

CBRE, Inc. _____ is the Agent of **(check one)**
Name of Listing Agent (Brokerage Firm)

☐ **the seller exclusively;** or ☐ **both the buyer and seller.**

_____ is the Agent of **(check one)**
Name of Selling Agent/Procuring Broker (Brokerage Firm)

☐ **the buyer exclusively;** or ☐ **the seller exclusively;** or ☐ **both the buyer and seller.**

SELLER/LESSOR

BY: _____

PRINT NAME: _____

TITLE: _____

BUYER/LESSEE

BY: _____

PRINT NAME: _____

TITLE: _____

**FIRST AMENDED AND RESTATED
SUBLEASE ~~AND SHARED-USE AGREEMENT~~**

(13915 Danielson Street, Poway, California 92064 – Suites 101, 103, and 200)

This ~~First Amended and Restated Sublease and Shared-Use Agreement~~ (“**Sublease**”) is entered into by and between Cabrillo Point Academy (formerly named Inspire Charter School – South), a California nonprofit public benefit corporation (“**CPA**”), Mission Vista Academy, a California nonprofit public benefit corporation (“**MVA**”), and Pacific Coast Academy, a California nonprofit public benefit corporation (“**PCA**”) (collectively the “**Parties**” and each a “**Party**”), with reference to the following facts:

A. CPA leases office space at 13915 Danielson Street, Suites 101, 103, and 200, Poway, California 92064 in the County of San Diego (“**Premises**”) from Poway Executive Plaza, LLC, a California Limited Liability Company (“**Landlord**”), pursuant to the following lease documents (collectively, the “**Lease**”):

- a. Standard Multi-Tenant Office Lease – Gross dated January 30, 2018 with an addendum dated February 6, 2018 consisting of paragraphs 50 through 55, an arbitration agreement identified as paragraph 56, and Exhibits A through E (“**Standard Lease**”), ~~which are attached hereto as Exhibit A;~~
- b. First Amendment to Lease dated March 1, 2018 (“**First Amendment**”) ~~attached hereto as Exhibit B;~~
- c. Second Amendment to Lease dated March 7, 2018 (“**Second Amendment**”) ~~attached hereto as Exhibit C;~~
- d. Third Amendment to Lease dated April 19, 2018 (“**Third Amendment**”) ~~attached hereto as Exhibit D;~~ and
- e. Fourth Amendment to Lease dated June 27, 2018 (“**Fourth Amendment**”) ~~attached hereto as Exhibit E.~~

B. The Premises are comprised of three (3) separate units of office space, consisting of approximately 12,810 rentable square feet, and a 159 square foot storage space. In addition, CPA has non-exclusive rights to the common areas (as defined in the Lease) and 45 unreserved parking spaces (31 surface parking spaces and 14 parking spaces in the underground garage). The Premises are authorized for CPA’s use as a general office and any other legally permitted uses (“**Agreed Use**”). The original lease term expires on June 30, 2023 (“**Lease Term**”).

C. The Parties operate nonclassroom-based charter schools in California and desire to share the Premises for the benefit of their education programs.

~~D. The Parties entered into an original sublease (“Original Sublease”) effective as of July 1, 2020 whereby CPA subleased Suite 103 entirely to PCA and CPA subleased Suite 101, Suite 200, and a 159 square footage space to PCA and MVA for shared use. Landlord approved the Original Sublease and consented to the sublease pursuant to the agreement attached hereto as Exhibit 1. Exhibit 1 includes numerous exhibits (A-F) encompassing the Standard Lease, First Amendment, Second Amendment, Third Amendment, Fourth Amendment, and Original Sublease.~~

E. The Parties desire to enter into this **updated** Sublease to set forth the terms and conditions for the sublease of Suites 101, 103, 200 and the 159 square foot storage space ("**Subleased Space Premises**") to PCA for PCA's exclusive occupancy and use, ~~and the sublease of Suite 101, Suite 200, and the 159 square foot storage space ("**Shared Space**," together with Subleased Space, "**Subleased Premises**") to MVA and PCA for joint use by the Parties, as provided herein, and subject to Landlord's written consent to the Sublease thereby terminating MVA's rights and obligations under the Original Sublease.~~

NOW THEREFORE, in consideration of the foregoing, and for other good and valuable consideration, the receipt and adequacy of which are hereby acknowledged, the Parties agree as follows:

Section 1. Subleased Premises. Subject to the express terms and conditions of this Sublease and the Lease, CPA hereby subleases to PCA, and PCA hereby accepts from CPA, the Subleased **Premises Space** for PCA's exclusive use. ~~Further, CPA hereby subleases to MVA and PCA, and MVA and PCA accept from CPA, the Shared Space to be occupied and used jointly by the Parties, including CPA.~~ The Subleased Premises may only be used consistent with the Agreed Use set forth in the Lease and shall be occupied and used by ~~the PCA for Parties the~~ solely for the purpose of operating their respective charter schools ("**Shared Use**"). ~~CPA, MVA, and PCA shall have equal rights to the use of the Premises, including non-exclusive right to access and use common areas that are available to CPA under the Lease.~~

Section 2. Term. The term of this Sublease ("**Term**") is effective as of **July September 1, 2020 2021** to the earliest to occur of: (a) June 30, 2023; (b) termination of the Lease pursuant to its terms; or (c) termination of this Sublease pursuant to Section 6. CPA shall have no liability to MVA or PCA due to the termination of this Sublease as a result of any termination of the Lease. The Parties may extend or renew this Sublease if the Lease is extended, subject to any consent required from Landlord.

Section 3. Rent. For the duration of the Term, ~~MVA and PCA, separately and individually,~~ shall pay to CPA for their ~~exclusive and/or joint exclusive~~ use of the Subleased Premises consistent with the base rent set schedule forth in the Third Amendment (see Exhibit ~~1-C, pg. 4 therein~~) and as adjusted annually therein ("**Rent**").

- **Suite 101, Suite 103, and Suite 200:** Specifically, PCA shall pay to CPA 100 percent of the monthly rent for Suites 101, 103, and 200 as set forth in the Third Amendment to the Lease. For example, for December 2021, PCA shall pay CPA in the amount of \$25,150.00 monthly rent ~~for Suite 103 as set forth in the Third Amendment to the Lease.~~ Notwithstanding anything to the contrary herein, CPA retains the right to use Suite 200 as a mailing address and PCA shall assist with transferring to CPA any such mail received for CPA. ~~For example, for December 2020, PCA shall pay CPA in the amount of \$4,101.00.~~
- ~~**Suites 101 and 200:** MVA and PCA, separately and individually, shall pay to CPA for their proportionate share (33 percent of the monthly rent for their use of the Shared Space) of the Rent for Suite 101 and Suite 200 as set forth in the Third Amendment to the Lease. For example, for December 2020, MVA and PCA shall each pay CPA in the amount of \$6,772.33 (\$3,220 for Suite 101 and \$3,552.33 for Suite 200).~~
- **Payment:** ~~Moreover, MVA and PCA, separately and individually, shall make a one-time payment to CPA for their use of the Subleased Premises prior to August 31, 2020 within thirty (30) days of the last Party's execution of this Sublease as evidenced on the signature page~~

~~From September 1, 2020 through the remainder of the Term, rent~~ Rent for September 2021 shall be paid by September 30, 2021. Besides September 2021, rent shall be payable to CPA in advanced monthly installments at least 10 days before the first of each month, therefore the first monthly payment to CPA for ~~September October 2020 2021~~ shall be due no later than ~~August September 21, 2020 2021~~. In the event that the Term begins or ends on a date which is not the first day of a month, the Rent for such month shall be prorated as of such date. All payments shall be due monthly without notice or demand, with payments made to "Cabrillo Point Academy" at the address provided in Section 15 below.

Section 4. Utilities. PCA shall pay for all utilities for Suites 101, 103, and 200. ~~The Parties shall share the cost of utilities pursuant to the percentage of square footage allocated to each Party under this Sublease. CPA will pay 27.75% of total utilities costs, MVA will pay 27.75% of total utilities costs, and PCA will pay 44.5% of total utilities costs.~~ These utilities include water, gas, heat, light, power, telephone, trash disposal and other utilities and services supplied to the Premises, together with any taxes thereon. CPA shall provide a monthly statement to ~~MVA and~~ PCA outlining their share of such costs, and shall provide ~~MVA and~~ PCA access to reasonable backup documentation for such costs upon request. ~~MVA and~~ PCA shall submit payments to CPA within thirty (30) days after receipt of such statement.

Section 5. Operating Expenses. For the duration of the Term, PCA shall pay 100 percent of the operating expenses for Subleased ~~Space Premises (Suite 103)~~ that are paid by CPA as provided in paragraph 1.6 of the Lease. ~~Further, MVA and PCA shall, separately and individually, pay a 33 percent pro-rata share of the operating expenses for the Subleased Premises that are paid by CPA as provided in paragraph 1.6 of the Lease.~~ CPA shall provide a monthly statement to ~~MVA and~~ PCA outlining ~~MVA and~~ PCA's share of such costs and any reimbursements received from the Landlord with respect to such costs, and shall provide ~~MVA and~~ PCA access to reasonable backup documentation for such costs and reimbursements upon request. ~~MVA and~~ PCA shall submit payment to CPA within thirty (30) days after receipt of such statement from CPA. In the event the Subleased Premises are separately metered for any utilities, ~~MVA and~~ PCA shall timely pay their share of operating expenses as provided herein.

Section 6. Interest and Late Charges on Overdue Payments. In the event that ~~MVA and~~ PCA fail to pay any installment of Rent or any other sum due hereunder or pursuant to the Lease, ~~MVA and~~ PCA shall pay CPA those amounts defined as interest and the late charge set forth in Sections 13.4 and 13.5 of the Lease, provided that ~~MVA and~~ PCA shall be entitled to any grace periods provided in the Lease. ~~The Parties CPA and PCA~~ agree that the payment of such interest or late charges represents the liability that CPA may incur to Landlord by reason of late payment by ~~MVA and~~ PCA, and is therefore not a penalty.

Section 7. Modifications. Subject to ~~MVA or~~ PCA obtaining all necessary governmental approvals and Landlord's review and approval thereof to the extent required under the Lease, ~~MVA and~~ PCA shall be permitted to affix its exterior and window signs at its sole cost and expense at the Subleased Premises, provided that such signage shall not exceed limitations imposed by applicable law and the Lease. Any and all signage, materials, work, installations, equipment, and decorations of any nature brought upon the Premises, or installed in the Subleased Premises or removed from the Subleased Premises by ~~MVA and~~ PCA, shall be at ~~MVA and~~ PCA's sole risk, and shall be installed, maintained, and removed at the sole cost and expense of ~~MVA and~~ PCA. Neither CPA nor any party acting on CPA's behalf on or about the Premises shall be responsible for any claim, damage, loss, or destruction of such items brought to the Premises, installed in the Subleased Premises, or removed from the Subleased Premises, and ~~MVA and~~ PCA shall indemnify, defend, and hold CPA harmless from any claim, loss, damage, or destruction.

Section 8. Application of the Lease. Except as expressly provided herein, this Sublease is subject and subordinate in all respects to the terms of, and the rights of the Landlord under, the Lease. Except as expressly provided herein or inconsistent with the terms and conditions set forth herein, (a) ~~MVA and~~ PCA covenants and warrants that they fully understand and agree to be subject to and bound by all of the covenants, agreements, terms, provisions, and conditions of the Lease, and ~~MVA and~~ PCA agrees to comply with all the obligations required to be kept or performed by CPA, in its capacity as “Lessee” under the Lease, with respect to the Subleased Premises and (b) the covenants, agreements, terms, provisions, and conditions of the Lease insofar as they relate to the Subleased Premises and insofar as they are not inconsistent with the terms of this Sublease are made a part of and incorporated into this Sublease as if recited herein in full, and the rights and obligations of the “Lessor” and the “Lessee” under the Lease shall be deemed the rights and obligations of CPA and ~~MVA/~~PCA, respectively, and shall be binding upon and inure to the benefit of CPA and ~~MVA/~~PCA respectively. As between the Parties only, in the event of a conflict between the terms of the Lease and the terms of this Sublease, the terms of this Sublease shall control.

Section 9. Subcontract and Assignment. Neither Party shall assign its rights, duties, or privileges under this Sublease, nor shall a Party attempt to confer any of its rights, duties, or privileges under this Sublease on any third party, without the written consent of the other Parties, and subject to any Landlord consent required under the Lease. Subject to the foregoing, this Sublease shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, legal representatives, successors, and assigns. ~~MVA and~~ PCA shall not sublicense or sublease, pledge, encumber, mortgage, or otherwise transfer or assign to any party any interest in the Subleased Premises.

Section 10. Insurance. ~~MVA and~~ PCA, at their sole expense, shall maintain for the benefit of CPA and Landlord such policies of insurance (and in such form) with respect to the Subleased Premises as are required by the Lease, which policies shall be reasonably satisfactory to CPA as to coverage and insurer, shall be maintained as primary policies, and shall extend to and cover the acts and omission of ~~MVA or~~ PCA, and anyone acting by, through, or under ~~MVA or~~ PCA notwithstanding anything contained in the Lease to the contrary. Each policy of insurance required under this paragraph shall name CPA and Landlord each as an additional insured. ~~MVA and~~ PCA shall provide CPA with certificates of insurance evidencing such policies and that CPA has been named as an additional insured under a separate additional insured endorsement approved by CPA within thirty (30) days from receipt of a written request from CPA. ~~MVA and~~ PCA shall use best efforts to cause all insurance policies to contain a provision and certificate of insurance shall expressly state that the insurer will give to CPA and Landlord and such other parties in interest at least thirty (30) days’ notice in writing in advance of any material change, cancellation, termination, lapse, or the effective date of any reduction in the amounts of insurance below the amounts specified in the Lease.

Section 11. Damage and Destruction. If the Subleased Premises are damaged by any casualty that is covered by ~~MVA or~~ PCA’s applicable insurance, the Parties agree to use such insurance proceeds to restore the Subleased Premises to extent required by the Lease.

Section 12. Indemnification. The Parties agree to defend, indemnify, and hold each other, their employees, officers, directors and agents, free and harmless against any liability, loss, claims, demands, damages, expenses and costs (including attorneys’ fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of their obligations under this Sublease and/or the Lease, except for such loss or damage caused solely by the

negligence or willful misconduct of the other Party. The indemnifications required by this Section 12 shall survive the expiration or termination of this Sublease.

Section 13. Default. The occurrence of any of the following shall be a default (“Default”) under this Sublease:

(a) ~~MVA-or~~ PCA fails to pay in full when due any installment of Rent or any other charge agreed to be paid by ~~MVA-or~~ PCA; or

(b) ~~MVA-or~~ PCA violates, or fails to perform, any other term, covenant, condition, or agreement herein contained or provided for in the Lease, and such failure continues beyond all applicable notice and cure periods in the Lease; or

(c) ~~MVA-or~~ PCA becomes insolvent, or makes an assignment for the benefit of creditors, or if a petition in bankruptcy is filed by or against ~~MVA-or~~ PCA, or a bill in equity or other proceeding for the appointment of a receiver for ~~MVA-or~~ PCA is filed, or if proceedings for reorganization or for composition with creditors under any state or federal law be instituted by or against ~~MVA-or~~ PCA, or if the subleasehold interest is levied on under execution; or

(d) ~~MVA-or~~ PCA abandons (as defined in California Civil Code Section 1951.3 or any successor provision thereto) all or any portion of the Subleased Premises.

In the event of Default by ~~MVA-or~~ PCA, and without any other action by CPA, CPA may, at its sole option, exercise as to ~~MVA-or~~ PCA any and all remedies of the Landlord under the Lease. In addition, CPA may exercise any and all other rights or remedies, granted or allowed landlords by any existing or future statute or other law applicable in cases where a landlord seeks to enforce rights arising under a lease against a tenant who has defaulted or otherwise breached the terms of such lease subject, however, to all of the rights granted or created by any such statute or other applicable law existing protection and benefit of tenants.

Section 14. Dispute Resolution. The Parties shall attempt to negotiate in good faith to resolve any dispute arising from or relating to this Sublease before resorting to litigation.

Section 15. Notice. Any notice required or permitted to be given under this Sublease shall be deemed to have been given, served, and received if given in writing and personally delivered, deposited in the United States mail as registered or certified mail with postage prepaid and return receipt required, sent by overnight delivery service, or sent by email, addressed as follows:

If to CPA:

Cabrillo Point Academy
ATTN: Board President
13915 Danielson St. #200
Poway, CA 92064
Email:
board@cabrillopointacademy.org

If to MVA:

Mission Vista Academy
ATTN: Board President
1440 Beaumont Ave. Ste. A2 #412
Beaumont, CA 92223
Email:
board@missionvistaacademy.org

If to PCA:

Pacific Coast Academy
ATTN: Board President
13915 Danielson St. #103
Poway, CA 92064
Email:
board@pacificcoastacademy.org

Any notice personally delivered or sent by email or facsimile transmission shall be deemed effective upon receipt if received before 5:00 p.m. Pacific Standard Time (“PST”) on a business day, or the following business day if received after 5:00 p.m. PST or on a Saturday, Sunday, or legal holiday. Any

notice sent by overnight delivery service shall be effective the next business day following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

Section 16. Landlord's Consent. This Sublease and the Parties' liability hereunder are subject to Landlord's consent to this Sublease, as required under the Lease. This Sublease shall be null and void should Landlord fail or refuse to give such consent to this Sublease. ~~CPA and PCA understand Landlord provided consent for this Sublease pursuant to Exhibit 1.~~

Section 17. CPA's Duties. The obligations of Landlord under the Lease shall remain the obligations of Landlord, and shall not be considered the obligations or responsibility of CPA. CPA shall fully perform all of its obligations under the Lease to the extent CPA has agreed to perform such obligations under this Sublease. With respect to the obligations of Landlord under the Lease, CPA's only obligation shall be to use its commercially reasonable efforts to cause Landlord to perform such obligations for the benefit of ~~MVA or~~ PCA.

Section 18. Surrender of the Subleased Premises. Upon the expiration or sooner termination of this Sublease, ~~MVA and~~ PCA shall adhere to the terms and conditions set forth in the Lease concerning the condition of the Subleased Premises upon surrender, and shall repair any damage to the Premises or the Subleased Premises caused by ~~MVA or~~ PCA or their invitees, licensees, employees, officers, contractors and visitors. If ~~MVA or~~ PCA fails to remove signage, materials, work, installations, equipment, or decorations brought or installed by them and restore the affected areas to their original condition pursuant to the terms and conditions set forth in the Lease, then CPA may perform such work, and all costs and expenses incurred by CPA in so performing such work shall be reimbursed by ~~MVA or~~ PCA to CPA within fifteen (15) days after ~~MVA or~~ PCA's receipt of invoice therefor. ~~MVA and~~ PCA shall not be required to remove any alterations or improvements made by CPA or which CPA requests are left in place. If Landlord requires the removal of any alterations or improvements made by or for CPA, CPA shall, at its sole cost and expense, remove such alterations and improvements.

Section 19. Independent Status. This Sublease is entered into by and between three separate and independent entities and is not intended, and shall not be construed, to create the relationship of agent, servant, employee, partnership, joint venture, or association.

Section 20. Entire Agreement. This Sublease, together with its exhibit(s) and the Lease and any amendments thereto, constitutes the entire agreement between the Parties concerning the subject matter contained herein and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Sublease may be amended or modified only by a written instrument executed by the Parties. ~~Notwithstanding anything to the contrary herein, this Sublease amends and supersedes the Original Sublease.~~

Section 21. Arm's Length and Independent Counsel. This Sublease has been negotiated at arm's length and between persons (or their representatives) sophisticated and knowledgeable in the subjects in this Sublease. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities against the Party that has drafted it is not applicable and is waived. The provisions of this Sublease shall be interpreted in a reasonable manner to affect the purpose of the Parties and this Sublease. Each Party has been advised by, or had opportunity to seek advice from, its independent counsel regarding this Sublease.

Section 22. Headings. The descriptive headings of the sections and/or paragraphs of this Sublease are inserted for convenience only, are not part of this Sublease, and do not in any way limit or amplify the terms or provisions of this Sublease.

Section 23. Waiver. The waiver by any Party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

Section 24. Severability. Should any provision of this Sublease be legally determined to be invalid, illegal, or unenforceable in any respect, such provision shall be severed and the remaining provisions shall continue as valid, legal, and enforceable.

Section 25. California Law. This Sublease shall be governed by and the rights, duties, and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Sublease shall be maintained in San Diego County, California.

Section 26. Authority to Contract. Each Party warrants to the others that it has the authority to enter into this Sublease, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this Sublease.

Section 27. Counterparts. This Sublease may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this Sublease shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the Parties have executed this Sublease.

Cabrillo Point Academy

By: _____
Name: _____
Its: Board President
Date: _____

Pacific Coast Academy

By: _____
Name: _____
Its: Board President
Date: _____

Mission Vista Academy

By: _____
Name: _____
Its: Board President
Date: _____

Consented to by Landlord/Assignor and Assignee:

POWAY EXECUTIVE PLAZA, LLC.

By: _____
Name: _____
Its: President of William Cameron Family Management Co., Inc.
Date: _____

Cabrillo Point Academy – 2022-23

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

November 2022							December 2022							January 2023							February 2023							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7				1	2	3	4	
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14		5	6	7	8	9	10	11
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21		12	13	14	15	16	17	18
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28		19	20	21	22	23	24	25
27	28	29	30				25	26	27	28	29	30	31	29	30	31						26	27	28				

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

Blue – Board Meeting

Red – Due Date (See Appendix)

Green – Holiday

Appendix – Important Dates

July 2022

- No board meeting

August 2022

- August 23 @ 1:00pm: Board Meeting
- Fiscal Policy Review

September 2022

- September 20 @ 1:00pm: Board Meeting
- 9/15: UAR Due
- Board Training (Brown Act, Finance, Legislation, Special Education?)

October 2022

- October 18 @ 1:00pm: Board Meeting

November 2022

- No Board Meeting
- 11/1/22: Dashboard Indicators due to the state

December 2022

- December 6 @ 1:00pm: Board Meeting
- 12/15/22: Approve audit for previous year
- 12/15/22: LCAP due
- 12/15/22: First Interims due to county

January 2023

- January 24 @ 1:00pm: Board Meeting
- Auditor selection

February 2023

- No Board Meeting
- 2/1/23: SARC due

March 2023

- March 7 @ 1:00pm: Board Meeting
- 3/1/23: Comprehensive School Safety Plan due
- 3/1/23: Second Interim due to county
- 3/31/23: Auditor Selection Form due to county
- Approve employee benefits and budget
- 2023-23 projected enrollment numbers

April 2023

- No Board Meeting
- 4/1/23: Form 700s due to County Board of Supervisors

May 2023

- May 16 @ 1:00pm: Board Meeting
- Public Hearing for LCAP and Federal Addendum
- 5/15/23: 990 Due
- Compensation Policy (not required annually)
- Cabrillo Parent Student Handbook
- Cabrillo Employee Handbook

June 2023

- June 20 @ 1:00pm: Board Meeting
- Adopt budget (due July 1)
- Final approval of LCAP and federal addendum
- Fiscal Policy (not required annually)
- MOU for South Schools
- 6/30/23: EPA Budget and Resolution due
- Form 700 – Leaving and assuming office



CABRILLO POINT ACADEMY

13915 Danielson St., #200, Poway, California 92064

Phone (619) 404-3190 * Fax (619) 749-1792

Special Board Meeting – Cabrillo Point Academy

May 11, 2022 – 9:00 am

3152 Red Hill Ave., #150, Costa Mesa, CA 92626

Attendance: Caroline Moon, Sherri McFadden, Natasha Brunstetter, Gloria Antonini

Absent: Lisa Rumsey

Through Teleconference

Also Present: Jenna Lorge, Erika Vanderspek

Through Teleconference

Call to Order

Caroline Moon called the meeting to order at 9:04 am.

Approval of the Agenda

-Sherri McFadden motioned to approve the agenda.

-Natasha Brunstetter seconded.

-Unanimous

Public Comments

No public comments. Gloria Antonini arrived at 9:05 am.

Discussion and Potential Action on the 2022-2023 Master Agreement

The 2022-2023 master agreement includes language about participating in testing. Sherri McFadden suggested making the language clearer by making an adjustment to the 5th bullet in the Parent/Legal Guardian's Agreement. A period should be inserted after "...participating in school-assigned benchmark testing" and the words "In addition" should start a new sentence ending with "my child will participate in either CAASPP testing or an alternative assessment."

- Sherri McFadden motioned to approve the Master Agreement with the changes discussed.

- Natasha Brunstetter seconded.

- Unanimous

Discussion and Potential Action on the Independent Study Policy

The Independent Study was changed to include meetings twice a semester and no more than 61 days lapse between meetings. These changes align with the Residency Policy and Non-Compliance Policy.

- Natasha Brunstetter motioned to approve.

- Gloria Antonini seconded.

- Unanimous

Discussion and Potential Action on the Non-Compliance and Withdrawal Policy and Procedures

The Withdrawal Policy is the same but inserted into this combined policy. There are no new processes for withdrawal. The Non-Compliance Policy includes assessment for non-compliance in the event a student does not participate in one or more assigned benchmark tests. Natasha Brunstetter asked if assignment of CAASPP testing could be placed in the Non-Compliance Policy. However, Erika Vanderspek clarified that parents have the legal right to opt out of CAASPP.

- Caroline Moon motioned to approve.
- Natasha Brunstetter seconded.
- Unanimous

Discussion and Potential Action on the Consent Agenda

- Caroline Moon motioned to approve the Consent Agenda.
- Natasha Brunstetter seconded.
- Unanimous

Closed Session – Employee Performance Evaluation: Senior Director § 54956.9

- Caroline Moon motioned to enter closed session at 9:26 am.
 - Sherri McFadden seconded.
 - Unanimous
-
- Caroline Moon motioned to leave closed session at 10:34 am.
 - Sherri McFadden seconded.
 - Unanimous

Adjournment

- Sherri McFadden motioned to adjourn at 10:36 am.
- Gloria Antonini seconded.
- Unanimous

Prepared by:

Erika Vanderspek, Ed.D.

Noted by:

Board Secretary



CABRILLO POINT ACADEMY

13915 Danielson St., #200, Poway, California 92064

Phone (619) 404-3190 * Fax (619) 749-1792

Regularly Scheduled Board Meeting – Cabrillo Point Academy

May 12, 2022 – 4:00pm

3152 Red Hill Ave., #150, Costa Mesa, CA 92626

Attendance: Caroline Moon, Natasha Brunstetter, Gloria Antonini

Absent: Sherri McFadden, Lisa Rumsey

Through Teleconference

Also Present: Jenna Lorge, Erika Vanderspek

Through Teleconference

Call to Order

Caroline Moon called the meeting to order at 4:01 pm.

Approval of the Agenda

- Caroline Moon motioned to strike item 5 from the agenda and approve the agenda.

- Natasha Brunstetter seconded.

-Unanimous

Public Hearing for the Suicide Prevention Policy

Janet Ho, Director of Student Support, presented the proposed policy. Cabrillo Point Academy hired a mental health team for the 2021-2022 school year. The mental health team reviewed the existing suicide prevention policy, met with stakeholder groups, and re-drafted the policy to better align with the school's current needs.

Public Comments

No public comments.

Discussion and Potential Action on the April Financials

Jason Sitomer presented. P2 number of 4123 remains unchanged. Revenue decreased by \$510K. Expenses decreased by \$1 million. The spending plan is on track to meet the 40/80 requirements of SB 740 for 2021-2022. The school plans to spend \$1.88 million in technology devices, \$400K for the testing engagement stipend, \$200K for the digital library.

- Caroline Moon motioned to approve.

- Natasha Brunstetter seconded.

- Unanimous

Discussion and Potential Action on the Form 990

- Natasha Brunstetter motioned to approve.

- Gloria Antonini seconded.

- Unanimous

Discussion and Potential Action on the Compensation Policy

The salary schedules and pay scales reflect a 3% increase across all positions. The positions of SST Coordinator, 504 Coordinator, Middle/High School HST, and Middle/High School RC have the stipends now built into stand-alone salary schedules.

- Natasha Brunstetter motioned to approve.

- Gloria Antonini seconded.

- Unanimous

Discussion and Potential Action on the Amendment to the Facilities Agreement for Records

Cabrillo Point Academy continues to lease space at the Dehesa School District Office for housing student records.

Additional space was added to the facilities agreement.

- Caroline Moon motioned to approve.
- Gloria Antonini seconded.
- Unanimous

Discussion and Potential Action on the 2021-2022 Board Calendar

- Caroline Moon motioned to move the June regular meeting to June 14 at 1:00pm.
- Natasha Brunstetter seconded.
- Unanimous

Discussion and Potential Action on the Consent Agenda

- Caroline Moon motioned to approve.
- Gloria Antonini seconded.
- Unanimous

Discussion and Potential Action on the Executive Director Contract, Salary, and Fringe Benefits

The board issues Jenna Lorge a 2-year contract with a 3% increase. The benefits remain the same.

- Caroline Moon motioned to approve.
- Natasha Brunstetter seconded.

Announcement of Next Regular Scheduled Board Meeting

June 14, 2022 @ 1:00pm

Adjournment

- Caroline Moon motioned to adjourn at 4:34 pm. Gloria Antonini seconded.
- Unanimous

Prepared by:

Erika Vanderspek, Ed.D.

Noted by:

Board Secretary



CABRILLO POINT ACADEMY

13915 Danielson St., #200, Poway, California 92064

Phone (619) 404-3190 * Fax (619) 749-1792

Special Board Meeting – Cabrillo Point Academy

May 19, 2022 – 1:00pm

3152 Red Hill Ave., #150, Costa Mesa, CA 92626

Attendance: Caroline Moon, Sherri McFadden, Lisa Rumsey, Natasha Brunstetter, Gloria Antonini
Through Teleconference

Also Present: Jenna Lorge, Erika Vanderspek
Through Teleconference

Call to Order

Caroline Moon called the meeting to order at 1:01 pm.

Approval of the Agenda

- Lisa Rumsey motioned to approve the agenda.
- Gloria Antonini seconded.
- Unanimous

Discussion and Potential Action on Resolution for Continuing School Board Authority to Hold Virtual Meetings Pursuant to AB 361

- Caroline Moon motioned to approve the Resolution for Continuing School Board Authority to Hold Virtual Meetings Pursuant to AB 361
- Sherri McFadden seconded.
- Unanimous

Public Hearing for the Local Control Accountability Plan (LCAP)

Dr. Jose Iniguez presented. This item is informational only, no action is needed. The state measures progress on 11 indicators which are reported on the Dashboard. The LCAP is a 3-year plan that addresses how the school does on the Dashboard and describes how the school will meet the indicators and how the school will fund those efforts.

Public Comments

No public comments.

Discussion and Potential Action on the Title 1 Policy

Dr. Erika Vanderspek presented. Title 1 is a federal program for improving academic achievement specifically for students who are socio-economically disadvantaged. The board is being presented with a policy which has had feedback from our charter school attorney that defines the school's obligations in regard to Title 1, which are creating an LCAP and federal addendum with feedback from the LCAP Advisory Council.

- Natasha Brunstetter motioned to approve the Title 1 Policy.
- Gloria Antonini seconded.
- Unanimous

Closed Session – Conference with Legal Counsel – Anticipated Litigation (Five Cases) § 54956.9

- Caroline Moon motioned to enter closed session.
- Sherri McFadden seconded.
- Unanimous

- Caroline Moon motioned to leave closed session.
- Lisa Rumsey seconded.
- Unanimous

A settlement for case #2114962 was approved. The other four cases have nothing to report.

Executive Director's Report

Promotion and graduation ceremony will be held on May 24. 101 eighth graders and 155 twelfth graders will be participating. Staff is still encouraging families to test their students. 92.5% of students have participated so far in CAASPP with 6 school days left.

Discussion and Potential Action on Board Member Resignation

- Caroline Moon motioned to accept the resignation of Lisa Rumsey.
- Natasha Brunstetter seconded.
- Unanimous

Board Recruitment Ad-hoc Committee Report

The ad-hoc committee will announce the board member vacancy by putting a pop-up advertisement on the school website and inform parents in the parent newsletter and through a message sent via Parent Square. The committee will next need to meet to establish the timeline for holding interviews and voting on the selected candidate.

Discussion and Potential Action on the Consent Agenda

- Caroline Moon motioned to approve the Consent Agenda.
- Natasha Brunstetter seconded.
- Unanimous

Announcement of Next Regular Scheduled Board Meeting

June 14, 2022 @ 1:00pm

Adjournment

- Caroline Moon motioned to adjourn at 2:43 pm. Lisa Rumsey seconded.
- Unanimous

Prepared by:

Erika Vanderspek, Ed.D.

Noted by:

Board Secretary



Cabrillo Point Academy

Parent/Student Handbook

~~2021-2022~~ 2022-2023

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SCHOOL MISSION STATEMENT

MISSION STATEMENT

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

DESCRIPTION OF THE PROGRAM

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

Our programs provide students with many opportunities:

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

SCHOOLWIDE LEARNER OUTCOMES (SLOS)

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

Cabrillo Point Students Are:

Navigators of the Digital World - Navigators of the digital world who are proficient in the use of technology, media, and online resources.

Self-Directed - Self-directed and motivated students who are able to set attainable goals to achieve academic success.

Personalized Learners - Personalized learners who are able to thrive in the style of education that best fits their individual needs.

Independent Critical Thinkers - Independent critical thinkers who have the ability to problem solve, take ownership, and apply their knowledge to a variety of problems.

Responsible Citizens - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.

Effective Communicators - Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

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

When a school becomes accredited, it:

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

ADMISSIONS, REGISTRATION, & INTAKE

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

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

Proof of Residency (POR)

This will be verification of a service to the home address listed on your application. The best document to upload is a current utility bill dated within the last 90 days. For example: a gas, water, electric or cable bill. If providing a utility bill, please make sure that your document has the "Service Address" specifically listed in addition to your name, the date, and the utility name. Just having the document addressed to you will not be enough, it must include the "Service Address" on the utility bill. You can also use your most current correspondence from a government agency - e.g., CalWORKs, Social Security, Medi-Cal, EDD, or rental property contract, lease, or payment receipt (Agreements must have the signature page reflecting both the renters and owner/landlord signature). Please make sure that the name, date and address are visible on the document you provide.

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

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

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

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

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

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

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

THE PARENT/GUARDIAN/LEARNING COACH'S ROLE

- Regularly support your student in daily learning during the school day, following the educational plan you (and/or the Learning Coach) and your Homeschool Teacher agree to.
- The educational plan approved by the Homeschool Teacher, in collaboration with the parent/guardian, must include current grade level curriculum and materials that address state standards.
- Treat all Homeschool Teachers and school staff with respect and professionalism.
- Work in collaboration with your Homeschool Teacher, to ensuring your student participates fully in their homeschool learning journey.
- ~~Ensure your student participates in online or other recommended intervention if needed and assigned by your Homeschool Teacher. Time spent on intervention is in addition to the instructional time required to complete core courses.~~
- Complete and submit the monthly Student Learning Log (attendance log).
- Complete the STAR 360 online assessment up to 3 times per school year.
- Support student(s) in attending state-mandated CAASPP testing (SBAC, CAA, CAST, ELPAC (if needed) and Physical Fitness Test) or an alternate assessment.
- Practice consistent communication to enhance collaboration through daily checks of email and phone.
- Attend scheduled Learning Period meetings, as well as any other necessary meetings (on the phone, via web conference, or in-person), with school staff and student(s).
- Regularly support your student in their attendance and continual participation in any and all:
 - Intervention
 - Specialized Academic Instruction
 - and/or related Special Education services as written into their Individualized Education Program, if applicable.
- Ensure your student participates in online or other recommended intervention supports if needed and

advised by your Homeschool Teacher, Student Support Team, 504 Team, or Individualized Education Program Team. **Time spent on intervention is in addition to the instructional time required to complete core courses.**

- Furnish your student with a learning environment that is conducive to student learning.

STUDENT BEHAVIORAL EXPECTATIONS

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

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

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

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

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

ZOOM DISCLAIMER

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

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

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

Zoom Acceptable Use Policy

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

- By accepting the Zoom meeting ID and joining the meeting you agree to the terms set out in this document and Zoom Community Standards Guidelines.
- Participants should be dressed appropriately.
- The meeting ID is to remain confidential and not to be shared to anyone that it was not designated to.
- Recording, photos or screenshots of the Zoom meeting are not allowed by participants.
- Participants will be held in the Zoom 'lobby' until the teacher is available to meet with them.
- For participants some Zoom facilities will be disabled by the host teacher. This includes but is not limited to the screen record function, chat and screen share.
- Zoom Community Standards conduct policies apply to Zoom meetings, and the teacher retains the right to terminate a meeting or a specific student's attendance in the event a violation of the above has occurred.
- A student (participant) could be in violation of the law by doing the following in Zoom Meetings:
 - Abuse - harass, intimidate, cyberbullying, silence someone else, or encourage others to do so
 - Hateful conduct - You may not promote violence against, threaten, or harass other people on the basis of race, ethnicity, national origin, caste, sexual orientation, gender, gender identity, religious affiliation, age, disability, or serious disease.
 - Sensitive Content - sensitive content as content that depicts or promotes graphic violence, adult content, inappropriate content, gratuitous gore, hateful imagery, and child exploitation material.
 - Violence - to threaten or call for violence, serious physical harm, death, or disease to an individual or group of people. We also prohibit the celebration of any violent act that may inspire others to replicate it or that targets people because of their membership in a protected group. Examples of violent threats are the following;
 - threatening to kill someone;
 - threatening to sexually assault someone;
 - threatening to seriously hurt someone and/or commit a violent act that could lead to someone's death or serious physical injury;
 - asking for or offering a financial reward in exchange for inflicting violence on a specific person or group of people.
- Illegal or certain related goods and services -
 - Counterfeit goods and services;
 - Drugs and controlled substances;
 - Human smuggling or trafficking;
 - Products made from endangered or protected species;
 - Sexual services;
 - Gambling, betting or wagering activities;
 - Unauthorized multi-level marketing businesses;
 - Stolen goods; or
 - Weapons, including firearms, ammunition, and explosives, instructions on making weapons (e.g.,

bombs, 3D printed guns, etc.).

- Copyright, trademark, defamation, right of publicity, and impersonation
 - Copyright is a form of legal protection for original works, like books, movies, photos and music. Copyright law prevents others from copying or displaying another's work without permission subject to a few exceptions, most commonly fair use. "Fair use" is typically a use for criticism, comment, news reporting, teaching, scholarship, or research.
 - A trademark is a word, logo, phrase, or design that distinguishes a trademark owner's good or service in the marketplace. Trademark law prevents someone from using a trademark to confuse others about whether a product or service is authentic, or to suggest that there is a relationship with the trademark owner when there is not.
 - Defamation (slander/libel) is to make false statements about someone that damage that person's reputation.
 - The "right of publicity" is using someone else's name, persona, or image for marketing or advertising purposes without their permission.
 - Impersonation is pretending to be someone you are not.

Consequences

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

SCHOOL CALENDAR

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

2021-2022 School Calendar

August 2021						
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 2021						
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 2021						
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 2021						
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 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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

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



School Year Dates	
Aug 16	First Day of School
Jan 7	Last Day of 1st Semester
Jan 10	First Day of 2nd Semester
May 27	Last Day of School
School Calendar: 08/16-05/27	

Instructional Days	
87 Days	Semester 1
88 Days	Semester 2
175 Days	Total Instructional Days

Holidays	
Sep 06	Labor Day
Nov 11	Veterans Day
Nov 22 - 29	Thanksgiving Break
Dec 20 - 31	Winter Break
Jan 17	Martin Luther King Day
Feb 21	Washington/President's Day
Feb 25	Lincoln's Birthday
Feb 22 - 24	School Recess
Apr 11 - 18	Spring Break
May 30 - Aug 13	Summer Break

Learning Periods	
LP 1	08/16/2021-09/13/2021 (20)
LP 2	09/14/2021-10/15/2021 (24)
LP 3	10/18/2021-11/12/2021 (19)
LP 4	11/15/2021-01/07/2022 (24)
LP 5	01/10/2022-02/04/2022 (19)
LP 6	02/07/2022-03/11/2022 (20)
LP 7	03/14/2022-04/22/2022 (24)
LP 8	04/25/2022-05/27/2022 (25)

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

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

March 2022						
S	M	T	W	T	F	S
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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 2022						
S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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

July 2022						
S	M	T	W	T	F	S
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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						

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

2022-2023 School Calendar



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

September 2022						
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October 2022						
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23	24	25	26	27	28	29
30	31					

November 2022						
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27	28	29	30			

December 2022						
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25	26	27	28	29	30	31

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

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

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

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

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

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

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

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

March 2023						
S	M	T	W	T	F	S
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26	27	28	29	30	31	

April 2023						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
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23	24	25	26	27	28	29
30						

May 2023						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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

July 2023						
S	M	T	W	T	F	S
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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					

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

CURRICULUM CHOICES & LEARNING PATHS

Our academic program is designed to be flexible and customizable. Working together, credentialed teachers and parents/~~guardians/learning coaches~~ design a learning plan that can incorporate:

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

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

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

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

Objectionable Materials

If your family finds certain lessons or materials in a particular unit of study to be objectionable for various personal reasons, please contact your Homeschool Teacher **or HQT (for middle/high school Edgenuity and ChoicePlus Academy programs)** and she/he will **do their best to** work with you to identify alternative lessons to meet the lesson objectives.

CURRICULUM: TRANSITIONAL KINDERGARTEN - 8TH GRADE

Transitional Kindergarten through 8th grade students have many options including various online curriculum with built-in pacing, bundled textbook programs, or unlimited choices of homeschool curriculum for a personalized learning path. A discussion with your credentialed Homeschool Teacher will help pinpoint how to gain the most from your curriculum.

Transitional Kindergarten

- [EmbarK12 by K12](#) - Online & Offline
- Other curriculum can be ordered through the school's ordering system

Kindergarten-2nd Grade

- [K12](#) - Online & Offline
- [Redbird](#) - Online Math (Grades K-2) and Language Arts/Writing courses (2nd Grade)
- Other Curriculum - Can be ordered through the school's ordering system

3rd-5th Grade

- [K12](#) - Online & Offline
- [ALEKS](#) - Online Math courses
- [Redbird](#) - Online Math and Language Arts/Writing courses
- Other Curriculum - Can be ordered through the school's ordering system

6th-8th Grade

- ChoicePlus Academy - Uniquely-designed courses taught live twice weekly in an online classroom. Internet access is required to attend scheduled courses and submit work.
- ~~ChoicePlus Academy - Online (not available for 6th grade)~~
- Edgenuity - Online, engaging, video-based curriculum
- ~~Edmentum EdOptions Academy - Online with a highly qualified instructor~~
- [ALEKS](#) - Online Math courses
- [Redbird](#) - Online Math and Language Arts/Writing courses (Grades 6 & 7)
- Other Curriculum - Can be ordered through the school's ordering system

CURRICULUM: HIGH SCHOOL

Our school ~~develops offers~~ an Individualized Graduation Plan (IGP) for all high school students. Upon enrollment, students will discuss and create an IGP with their Homeschool Teacher or a High School Counselor, based on the student's short and long-term academic goals, **graduation requirements, and post high school plans**. We provide high school students with various homeschool curricula and educational vendor options, including ~~college-prep,~~ "a-g," **honors**, and AP courses. Students have the freedom to choose courses ~~in~~ **from the curricula listed below**:

~~9th-12th Grade:~~

Taught by our school's content teachers (HQTs):

- ChoicePlus Academy - Uniquely-designed courses taught live twice weekly in an online classroom. Internet access is required to attend scheduled courses and submit work.
- [Edgenuity](#): Online, teacher supported, engaging video based curriculum
- **Both Edgenuity and ChoicePlus Academy offer a variety of honors and AP courses. Course selection can change at any time based on student enrollment and staff availability. Some AP courses offered have included:**
 - **AP Calculus AB**
 - **AP English Language & Composition**
 - **AP English Literature and Composition**
 - **AP Environmental Science**

- AP Spanish Language & Culture
- AP U.S. Government & Politics
- AP U.S. History
- AP World History

Offered by external providers:

- ~~Edmentum EdOptions Academy~~ Online with a highly qualified instructor. Recommended for Career Technical Education (CTE)
- ~~eDynamic Learning~~ Career ready and elective courses that can be parent led or taught by a highly qualified instructor
- ALEKS - Pre-Algebra & Math Foundations Elective online math courses
- A combination of the above
- Other Curriculum - Can be ordered through the school's ordering system
- ~~9th - 12th Grade AP Courses offered in Edgenuity and/or Choice Plus Academy (offerings may vary annually due to interest and instructor availability):~~
 - ~~Biology~~
 - ~~Calculus AB~~
 - ~~English Language & Composition~~
 - ~~English Literature and Composition~~
 - ~~Environmental Science~~
 - ~~Spanish Language & Culture~~
 - ~~U.S. Government & Politics~~
 - ~~U.S. History~~
 - ~~World History~~

~~We offer AP and honors courses through Edgenuity.~~ We also adopt AP and honors courses from Apex Learning, ~~k12~~, BYU, and UC Scout. If you are interested in an AP or honors course from a different vendor, please contact your HST.

For the ~~21-22~~ 22-23 school year, we provide the following honors courses:

- History/Social Studies: all levels
- English: English 9-12
- Math: Algebra II and higher
- Science: Biology, Chemistry, & Physics
- World Language: Year 3 and higher

*Please note that the UC/CSU system calculates their own GPA for admissions purposes. Their calculation does not allow for a GPA boost for honors courses taken in 9th grade. Students should check with their individual colleges and review how their GPAs will be recalculated on the application. To review the GPA calculation for the UC/CSU system, please check here.

MINIMUM GRADUATION REQUIREMENTS

High school graduation requirements and college entrance requirements are not the same. Admission to competitive colleges and universities will require a rigorous course of study. ~~Course selection should be based on academic, career, and personal interest. Student interests and goals should guide the path through high school.~~ Students will work with their high school counselor to develop an Individualized Graduation Plan based on post high school goals, interests, and prior academic history.

College admission requirements ~~will~~ vary from school to school. Students should check the admission requirements of any college(s) in which they are interested. ~~it is recommended that students check admission requirements before applying to their college of choice.~~ Students ~~can always~~ should reach out to their high school counselor if they have questions about graduation requirements or the college admission process.

Subject Area	Graduation Requirements	Total Credits
History / Social Science Social Studies	6 semester courses (Must include one 1 year of US History, one 1 year World History, one 1 semester of Government, and one 1 semester of Economics)	30
English	6 semester courses	30
Math	4 semester courses (Algebra 1 is a graduation requirement) must be completed	20
Science	4 semester courses (Must include one 1 year of Physical Science and one 1 year of Biological Science)	20
Visual & Performing Arts	2 semester courses	10
World Language		
Electives	18 semester courses	90
Total =		200 Credits

* Please note that once a subject area graduation requirement has been fulfilled, all excess credits will be rolled over to the Electives category.

Suggested Course Sequence			
9 th -Grade	10 th -Grade	11 th -Grade	12 th -Grade
<ul style="list-style-type: none"> English 9 Algebra 1 Earth Science Elective / Elective Elective / Elective 	<ul style="list-style-type: none"> World History English 10 Math Biology Elective / Elective 	<ul style="list-style-type: none"> US History English 11 World Language or Visual & Performing Arts Elective / Elective Elective / Elective 	<ul style="list-style-type: none"> Economics and Government Elective / Elective Elective / Elective Elective / Elective Elective / Elective

4-YEAR COLLEGE ENTRANCE REQUIREMENTS

Students ~~who plan to~~ applying to a 4-year college ~~right after high school graduation~~ should plan to meet “a-g” requirements. These requirements are mandatory for students who apply to the CSU or UC systems, and recommended for students who plan to apply to private and out-of-state colleges and universities. The “a-g” requirements are summarized below:

A-G	Subject Area	Subject Requirement
a	History Social Science	2 years (one 1 year of World History and one 1-year of US History, or one semester ½-year of US History and one semester ½-year of Government)
b	English	4 years
c	Mathematics	3 years (4 years strongly recommended) <i>PreAlgebra and Consumer Math do not count towards this requirement (Algebra or Higher)</i>
d	Laboratory Science	2 years (3 years strongly recommended) (At least two 2 of the three 3 disciplines of Biology, Chemistry, and Physics)
e	Language Other Than English	2 years (3 years strongly recommended) (Must be 2+ years of the same language)
f	Visual & Performing Arts	1 year of the same discipline
g	College-Preparatory Elective	1 year

~~Students who plan to apply to the UC or CSU systems will need to take courses that are “a-g” approved.~~

Suggested Course Sequence			
9th Grade	10th Grade	11th Grade	12th Grade
<ul style="list-style-type: none"> English 9 Algebra 1 Biology WLG Year 1 VPA Elective 	<ul style="list-style-type: none"> World History English 10 Geometry Chemistry WLG Year 2 Elective 	<ul style="list-style-type: none"> US History English 11 Algebra II Physics WLG Year 3 	<ul style="list-style-type: none"> Economics and Government PreCalculus Elective Elective

All “a-g” courses must be completed with a grade of C or better. ~~There are alternative ways to meet “a-g” requirements through testing and community college courses.~~ Students can check the progress of their “a-g” requirements by consulting with their high school counselor.

Subject requirements will vary for private and out-of-state colleges and universities. However, most students who are eligible for UC admission and fulfill the “a-g” requirements will also likely meet the admission requirements for most of the private and out-of-state colleges and universities.

Students should also plan to ~~verify SAT or ACT requirements for colleges for while they are interested take the SAT or ACT. SAT Subject Tests are usually optional; however, students who are applying to specific departments or highly selective schools will want to check with the admissions office of the college or university of interest to verify requirements.~~

For more information, please visit the sites below:

- [“a-g” Requirements](#)
- [“a-g” Course List](#)
- [SAT Information](#)
- [ACT Information](#)

HIGH SCHOOL ELECTIVE CREDIT FOR MIDDLE SCHOOL STUDENTS

Our school will grant high school elective credit for high school math, world language, and CTE pathway courses taken by middle school students. ~~As a parent-choice school, w~~We allow middle schoolers to take high school courses, but it is important to consider how taking courses in middle school will affect high school and college before choosing this option for your student. Please contact your Homeschool Teacher to discuss starting high school courses early prior to enrolling in high school level courses or using high school curriculum.

It’s important to know

- Middle school students can earn elective credit for taking high school math, world language, and CTE courses (CTE courses are open to 8th grade only).
- Students can’t “block schedule” multiple courses in the same subject per year.
- Students who take high school courses while in middle school will have the courses placed on their transcript at the start of 9th grade.

- Students who take high school courses while in middle school must complete the full high school standards aligned course. This means they will need to either take a course that is a-g as is, or complete a course outline (for CTE, they will need to take a CTE course with a credentialed CTE teacher). Your HST will monitor the high school course(s) with the same practices as any other high school course.
- High school courses completed in middle school will not be included in the high school GPA.
- Please keep in mind that not all high schools or districts will accept high school credits earned during middle school. Should the student transfer, it is up to the receiving school or district to grant credit.
- Students who are taking math or World Language courses must start them in the fall and take the A portion in the fall and the B portion in the spring.
- If your student is interested in playing sports in college they may want to take NCAA approved courses so that the courses can count towards NCAA requirements. Let your HST know if your student is interested in playing sports in college.
- Students have to meet the state minimum graduation requirements while in grades 9-12. This means that even if they take high school courses in middle school, while in grades 9-12 they have to take:
 - Three years of English
 - Two years of math
 - Two years of science (one life and one physical)
 - Three years of social science (world history, US history, government, and economics)
 - One year of Visual Performing Arts or World Language

*For example, if a student takes Algebra 1 and Geometry in middle school, they will need to take Algebra 2 and PreCalculus in high school to meet the math graduation requirement

Is your student ready?

- For World Language and CTE, students do not need to demonstrate subject matter readiness, but should be ready for a high school level course in general.
- For Algebra 1, your HST will verify that a standards aligned Math 8/Pre-Algebra has been completed. If not, your student will be required to take a proctored readiness exam.

When your middle school student takes a high school course

- Your HST will work with you to create an IGP so you can see how this will impact high school
- The course must be added to your student's MA
- The high school add/drop date will apply. The deadline to add or drop a high school course, or change a high school course's curriculum, is the last day of the first LP of the semester (LP1 or 5)
- If your student starts to struggle in the high school course please contact your HST right away

If you have any questions about this policy, please let your HST know before signing up for the high school course(s).

ACADEMIC EXPECTATIONS

TK-8th Grade

Families choose to enroll at our school for a variety of reasons, but at the cornerstone of each decision is a supportive partnership between the family and their credentialed Homeschool Teacher. Our school provides the

tools and guidance for students to experience a high-quality education by providing access to personalized curriculum and instruction. Students need to be engaged in learning each school day. Families and credentialed Homeschool Teachers work together to provide support for struggling students. Families are required to meet with their Homeschool Teacher, at minimum, once every 20 school days.

High School

All high school students enrolled at our school will discuss and create an Individualized Graduation Plan (IGP) with their Homeschool Teacher, developed to ensure graduation within ~~four~~4 years of starting high school. Short and long term goals will be created based on the needs of each student. A ~~guidence-high school~~ counselor is also assigned to each student and will review the IGP ~~for approval before courses are scheduled each year.~~

The minimum number of credits that should be earned at the end of each semester is listed below:

	Grade 9	Grade 10	Grade 11	Grade 12
Semester 1	25 credits	75 credits	125 credits	175 credits
Semester 2	50 credits	100 credits	150 credits	200 credits

Students and parents should work with their Homeschool Teacher and ~~guidence-high school~~ counselor if they wish to graduate high school early. Students must be enrolled in a minimum of four courses (20 credits) each semester. Students must complete a minimum of 5 courses each semester (25 credits) to remain on track for graduation. Students who fail a course will earn 0 credits for the course and could potentially no longer be “on track” for graduation. Students who become credit deficient should work with their teacher and ~~guidence-high school~~ counselor to adjust the Individualized Graduation Plan. ~~Students are expected to meet with their Homeschool Teacher(s) regularly to ensure adequate progress is made toward completing courses.~~

I CAN STATEMENTS

I Can Statements are family-friendly guides that can be used to help your family and ensure your students are on track for their grade level. All learning objectives for Math, Language Arts, Science and Social Studies are provided, written in family-friendly language. I Can Statements help make grade level learning targets clear for families and they address the standards students of the same grade learn in all public schools.

The school is committed to empowering each student to reach their full potential. Our students are engaged learners capable of deep understanding, creative thinking, and innovative approaches to problem solving. Using the I Can Statements (State Standards), the student interests, talents and learning styles profile as their guide, as well as hands-on experiential learning, field trips, park days, and activities in the local community, credentialed teachers partner with parents to develop unique Personalized Learning Plans for each student.

ASSIGNMENT & WORK RECORDS (AWR)

Assignment & Work Records are a digital checklist created for each student and work parallel to the I Can Statements/Standards. AWR is personalized for each student and is a strategic plan that helps ensure appropriate progress through the standards is achieved.

ACADEMIC INTEGRITY

Our school urges students to conduct themselves ethically and honorably. It is expected that the grade a student earns is based upon work that the student has completed.

By definition, Academic Integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in academic work.

The following behaviors may be considered as acts that do not uphold Academic Integrity:

- Plagiarism
- Talking during a proctored exam
- Copying another student's test/assignment
- Allowing others to copy your work
- Exchanging assignments with other students (either handwritten or computer-generated)
- Using a computer or other means to translate an assignment/part of a World Language assignment to another language
- Using summaries or commentaries (Cliff Notes, Spark Notes) in lieu of reading the assigned materials
- Submitting purchased papers
- Altering a grade (on a computer, on a report card, on an assignment)
- Taking an exam for someone else
- Using bribery/blackmail/threats

Any student known to have acted without academic integrity will be subject to disciplinary action in the following manner:

- **First offense:** For the first offense of academic dishonesty, students will receive an 'unofficial' warning. The goal is to educate students to ensure they have a comprehensive understanding of academic honesty. Students will receive a grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week. The parent/guardian will be notified.
- **Second offense:** For the second offense of academic dishonesty, students will receive a grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week. The parent/guardian will be notified, and students will sign an Academic Integrity contract. The offense will be documented for staff use.
- **Third offense:** For the third offense of academic dishonesty, students will receive a grade of F and/or 0% on the assignment/exam with no option to resubmit. The Homeschool Teacher will also conference with the parent/guardian and school administrator. The offense will be documented for staff use.
- **Fourth offense:** For the fourth offense of academic dishonesty, students will receive a grade of F in the class. The school will also hold another conference, and the student will be placed on Academic Probation for one year. Students placed on Academic Probation may be subject to the following consequences:
 - Copy of cheating referral placed in permanent cumulative file
 - Proctored unit tests and finals by a staff member (HST)
 - Restricted from participating in school activities (field trips, prom, graduation)
 - Ineligible to receive letters of recommendation from staff and faculty

Students may be subject to the suspension and expulsion policy after any further offenses.

REPORT CARDS

Review of Student Work

Families share all of the learning that has occurred during their monthly meetings with their teachers. Teachers work with the family to review and reflect on student learning. ~~For TK-8th grade students, Teachers will use the shared information to determine mastery of standards and match these to the I CAN statements.~~

AWRS - ASSIGNMENT AND WORK RECORDS

Each Learning Period, the homeschool teacher will work with their families to plan assignments based on the California Common Core Standards ~~or high school course assignments~~. After the assignments have been completed by the student, the teacher will grade and record the work done in the Cabrillo Point Academy Student Information System. These records are called AWRs and are ~~created by the HST each learning period and~~ available to the parent ~~on the CPA Parent Portal~~.

REPORT CARDS - TK-8TH

At Cabrillo Point Academy Charter School, students, parents, and teachers work in partnership to design personalized learning plans and goals. The credentialed Homeschool Teacher affirms the learning plan and is guided by the I CAN statements.

Report Cards are required for grades TK-8. Report cards reflect the hard work our students do each semester and are sometimes necessary for other student endeavors such as sports teams, insurance, government verifications, etc. Parents will receive a copy of their child's report card at the end of each semester. A copy of each report card will also be placed in the student's cumulative file.

~~Review of Student Work~~

~~Families share all of the learning that has occurred during Learning Period meetings with their teacher(s). Teachers work with the family to review and reflect on student learning. Teachers will use the shared information to determine mastery of standards and match these to the I Can Statements.~~

It is our school's policy and practice that individual student data is never shared with anyone other than the parent and teacher. The data is used solely to show grade level and school-wide trends for accreditation purposes.

~~AWRS - ASSIGNMENT AND WORK RECORDS~~

~~Each Learning Period, the homeschool teacher will work with their families to plan assignments based on the California Common Core Standards. After the assignments have been completed by the student, the teacher will grade and record the work done in the Cabrillo Point Academy Student Information System. These records are called AWRs and are available to the parent on the CPA Parent Portal.~~

REPORT CARDS - HIGH SCHOOL

All 9th-12th grade students are required to have a report card issued at the conclusion of each semester. Semester report cards will be based on ~~progress made~~ quality of work and work completed in the student's assigned high

school courses.

Students in high school earn letter grades. High school students need to complete requirements and lessons as outlined by their Homeschool Teacher or by the High School Content Teacher ~~as applicable~~.

The chart below shows the grading rubric for ~~high school courses~~ ~~quality of assigned work~~:

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

CONCURRENT, COMMUNITY COLLEGE ENROLLMENT

- Concurrent enrollment means a high school student takes college courses while remaining a full-time high school student
- In order for a high school student to take a college course, they will need to follow the instructions and meet the minimum eligibility requirements for concurrent enrollment as posted on the college's website
- Students must submit completed concurrent enrollment forms to the high school counselor for processing. Blank concurrent enrollment forms will not be approved
- Concurrent enrollment forms must be signed by the high school counselor and may take up to 3-5 business days to complete so please plan ahead
- The student must ensure that the signed concurrent enrollment form is returned to the college in a timely manner
- High School students must remain full-time students in good academic standing. Students must take a **minimum of 15*-20 credits per semester** in high school. (*The college course must be on Master Agreement for students to drop down to 15 credits. See the Process to Enroll below.)
- High School students can take a **maximum total of 11 college credits per semester**
- Students may take core academic or elective courses at the college
- Students should consult with their high school counselor before enrolling in a college course The counselor will advise on college courses and check graduation requirements
- High school credit is only awarded for courses articulated in advance
- High school credit will not be granted for courses taken at colleges/universities with a religious worldview, regardless of course subject
- Courses completed through college/university extension programs are rarely transferrable and generally do not count for high school credit. Contact your student's counselor before signing up
- The high school counselor will take into consideration the student's academic standing and overall GPA when approving a concurrent enrollment. Please ensure that all official transcripts from previous college courses have been sent to the Records Department, **the counseling team cannot sign concurrent**

enrollment forms when there are missing official college transcripts from previous semesters.

CREDIT CONVERSION

- The high school counselor will help students determine how college course(s) will count towards high school graduation requirements. For example:
 - Remedial courses count towards the Elective graduation requirement
 - US History and World History courses must cover a comprehensive timeline. US History courses must at least cover Reconstruction to present day. World History courses must at least cover the 1800s to present day
- We do not determine which college courses are transferrable to 4-year universities. The student's future college will review the college transcript and determine any credit awarded
- Please check the chart below for the college credit to high school credit conversion rate:

Community College Credits	High School Credits
1 credit	2.5 credits
1.5 - 2.5 credits	5 credits
3 or more credits	10 credits

*if a student is awarded less than 1 credit at the community college, the high school will issue the same amount of credit in high school. For example, if a student completes a course worth .5 credits at a community college, the high school will award .5 credits on the high school transcript.

AG approved – means that the community college course meets A-G requirements. Students will need to earn a grade of C or better in order to fulfill an A-G requirement.

- Science courses will need to include a lab component in order to meet the laboratory science A-G requirement
- Non-transferrable math community college courses in elementary algebra, geometry, intermediate algebra or trigonometry, with a grade of C or better, can satisfy one year of the mathematics A-G requirement
- For more information on how community college courses can fulfill A-G requirements, please refer to this guide

CC GPA boost – means that the community college course is academically rigorous (community college courses that are 3 units AND both UC and CSU transferable), and will be granted an extra point in the weighted GPA calculation on the high school transcript. Please keep in mind that while middle school students can take community college courses, this will not affect their high school GPA. The high school GPA is calculated with the classes taken during grades 9 through 12.

PROCESS TO ENROLL

- Family picks a college and fills out the college's concurrent enrollment form (if college has a form).
- Family submits the concurrent enrollment form to their high school counselor.
 - Please note, all California community colleges will provide a concurrent enrollment permission form. Not all private, 4-year, and online colleges will provide a permission form.
 - If the student plans to take a college course in which there is no permission form, please email the high school counselor with the college and course information.
- The high school counselor reviews college course(s) and determines which high school graduation requirements will be fulfilled, how many credits will transfer over to the high school transcript, and whether 'a-g' requirements will be met.
- The high school counselor signs the concurrent enrollment form and returns the form to family with directions for next steps. Some colleges offer electronic forms that don't require a physical signature. In that case, the college will notify the student once the counselor has signed the electronic form.
- If not submitted electronically, the family submits the signed form to the college via email, fax, or in-person to the college's admission office.
- Student follows the college's process to enroll in college course(s).

*Please notice the below steps are not completed for summer courses:

- In order for the college course(s) to be added to the high school transcript and count towards high school graduation requirements, the following steps MUST be completed.
 - Family provides proof of enrollment to the HST and counselor by the high school's add/drop deadline.
 - Family must sign the Master Agreement Addendum.
 - Family must provide work samples for each Learning Period.
 - Once final semester grades are posted, family must submit an official transcript to the Records Department so that the grade can be added to the high school report card. Official transcripts must be sent directly to the high school from the college. Future requests for concurrent enrollment will not be approved if the school is missing the official transcript from the previous semester. The report card will show an "Incomplete" grade until official transcripts are received. Families can order paper or digital official transcripts.

Please send official transcripts to:

Cabrillo Point Academy

Attn: Records - CC Transcripts

4612 Dehesa Road

El Cajon, CA 92019

OR

Please email official digital transcripts to the Records Department:

records@cabrillopontacademy.org

HONORS AND AWARDS

Cabrillo Point Academy recognizes graduates in the following ways:

- Golden State Merit: Students who demonstrate a certain level of mastery are eligible to receive a Golden State Seal on their high school diploma and a gold cord for the graduation ceremony. Students must meet all eligibility criteria in at least 6 subject areas. For more information, see the Golden State merit website
- Seal of Biliteracy: Students who have achieved a high level of literacy and fluency in one or more language(s) in addition to English will receive a California State Seal of Biliteracy on their high school diploma and a light blue cord during graduation. For more information, please visit the California State Seal of Biliteracy website.
- National Honor Society: National Honor Society members in good standing receive a gold and blue cord to wear for graduation

Students may receive one of the following GPA-based awards:

- Valedictorian: The top 5% of the class, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Valedictorians are recognized with a gold medal at graduation
- Salutatorian: The top 5.1-10% of the class, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Salutatorians are recognized with a cord in the school colors at graduation
- Honor Roll: All students with a GPA of 3.5 and above, as calculated with the weighted GPA at the end of fall semester of the student's graduating year. Honor grads are recognized with a white cord at graduation

ATTENDANCE

- Parent/Guardian is responsible for ensuring that their child is actively engaged in learning each school day.
- Monthly Student Learning Log (Attendance Log) must be signed and submitted to your Homeschool Teacher at the end of each learning period month. The Homeschool Teacher will communicate with individual families/students on the collection process of this document.
- The following are acceptable reasons for not logging attendance: Illness and hospitalization not to exceed three school days in a learning period, exclusive of Saturdays and Sundays, in the school year, bereavement, family emergency, and natural disaster. In such cases, the absences would be considered excused. Some instances may require verification, such as a doctor's note, to be provided to your teacher.
- Homeschool Teachers will be knowledgeable of student progress, learning, and engagement in school. This can occur at regularly scheduled meetings, calls, emails, and or other methods.
- If the Homeschool Teacher is unable to obtain knowledge of the progress, learning, and engagement in school, attempts to contact will be documented and a non-compliance letter may be sent. After multiple failed attempts to contact a family, the school may deem that enrollment in the school is not in the best interest of the student and ~~he/she~~ the student may be subject to withdrawal. (Refer to Non-Compliance Policy)

WITHDRAWING YOUR STUDENT

To withdraw your student, please provide your Homeschool Teacher with the following information:

- Last date of attendance in our school
- Name of school or school district your student will be enrolling in
- Reason for withdrawal
- Submit your last attendance log and work sample
 - The last day of documented attendance is the last day of enrollment

Once this information is received your Homeschool Teacher will assist you with the materials return process. All school property must be returned upon withdrawal, with the exception of assistive technology devices required by a student's Individual Education Plan (IEP). In that instance, such materials must be returned to the School when alternative arrangements are made or until two months have elapsed from the date of withdrawal. Families may be billed for any items not returned ~~and student transcripts may be held until all materials are returned.~~

Please Note: Enrichment Certificates for services beyond the student's withdrawal date will be canceled and any services attended/continued, again after the student's withdrawal date, will be at the family's expense.

EDUCATIONAL MATERIALS & RESTITUTION POLICY

This policy supports Cabrillo Point Academy's efforts to remain a sound steward of public funds and ensure students continue to have access to educational materials.

The purpose of the Cabrillo Point Academy Governing Board approving this Educational Materials and Restitution Policy is to accomplish the following:

- Provide an Overview for the Educational Materials and Restitution Policy
- Outline the Procedures for the Restitution Process

OVERVIEW

Students attending Cabrillo Point Academy may receive access to certain school property during the course of the school year, including educational technology and textbooks, and they are responsible for ensuring the educational materials are returned (with reasonable wear and tear). California law states that the parent or guardian of a minor can be held liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed \$10,000.

Cabrillo Point Academy shall seek restitution when a student, among other things, willfully cuts, defaces, or otherwise damages any property, or loses or fails to return property, borrowed or personal belonging to Cabrillo Point Academy. This includes but is not limited to, installing unauthorized software applications, modifying, adding or deleting software or any alteration to the configuration of any and all IT computing devices - such as laptops and other devices.

~~Cabrillo Point Academy, after affording the student due process rights, may withhold the grades, diploma, and official transcripts of a student until the student or parent/guardian pays for the lost or damaged school property (e.g., educational technology, textbooks, etc.). Cabrillo Point Academy may also withhold full privileges of participation in school activities.~~

~~Withholding Grades, Diploma and Transcripts and Transferring Students~~

~~The authority to withhold grades, diploma, or official transcripts applies only to situations where the student, parent or guardian has requested a copy of the student's records. When a student transfers to another K-12 school, the student's permanent record must be sent to the requesting K-12 school. The permanent record, or copy, must be sent even though there may be charges or fees owed by the student, parent, or guardian. In such cases, upon sending the permanent student record to the new (receiving) school, the new school shall be notified of the restitution debt.~~

Once returned, some materials may not be usable in Cabrillo Point Academy's school library. Once materials are returned, library staff will determine if any items are unusable and may mark those materials as consumable. Once marked as consumable, those items may be shared with either the family who is returning them or discarded according to the approved policies.

Procedures

- Cabrillo Point Academy shall use inventory systems that clearly identify the student and type of school property issued to the student.
- Cabrillo Point Academy shall implement a restitution process by which students are afforded the opportunity to return the missing property or pay for the damages. Assuming the student returns the missing property or pays for damages, the debt is discharged and any withheld grades, diploma, or official transcripts of the student shall be released and the full privileges of participation in school activities shall be restored. Parents are responsible to pay out of pocket to return items that are taken out of state.
- Cabrillo Point Academy shall follow the due process procedure listed below that allows the parent/guardian or student an opportunity to review and respond to the imposition of any fees or charges resulting from this policy.
 - Cabrillo Point Academy shall provide the parent/guardian written notice of alleged loss or damage of school property ("Written Notice").
 - The Written Notice will inform families that Cabrillo Point Academy may contact law enforcement and/or refer the debt to a collections agency.
 - If the parent/guardian disagrees with Cabrillo Point Academy's Written Notice, they may appeal the Written Notice in writing to the school. The parent/guardian's appeal should explain why a fee or charge should not be imposed in response to the Written Notice.
 - After reviewing any information provided by the parent/ guardian, the ~~Senior Director~~ Executive Director (or his/her designee) shall decide whether or not ~~to withhold grades, diploma, or official transcripts and/or to~~ impose the fee for damages. The parent/guardian shall be notified in writing of the decision. The written decision of the ~~Senior Director~~ Executive Director is final. There is no appeal beyond the school level.
- Upon receiving notification of Cabrillo Point Academy's decision ("Second Written Notice"), the parent or guardian must address the outstanding obligation payable to Cabrillo Point Academy or return missing property.
- ~~● If the parent/guardian does not respond to the Written Notice or if a parent/guardian loses their appeal, Cabrillo Point Academy may withhold the transcript, diploma, and grades until the debt is resolved. The Second Written Notice shall explain if Cabrillo Point Academy is withholding the transcript, diploma, and grades until the parent/guardian pays or remedies the outstanding debt.~~
- ~~● Upon receiving payment or the unreturned educational materials in satisfactory condition (e.g.,~~

~~reasonable wear and tear), Cabrillo Point Academy shall ensure the debt is discharged. If Cabrillo Point Academy withheld student's grades, diploma, and/or official transcripts, Cabrillo Point Academy shall release grades, diploma, and/or transcripts.~~

- The purpose of this policy is to provide families a reasonable opportunity to return missing educational equipment or pay for damaged and missing school property to avoid Cabrillo Point Academy having to seek a legal recourse. If the Second Written Notice is unsuccessful, Cabrillo Point Academy may consider referring the debt to a collections agency as a last resort.

SPECIAL EDUCATION

School personnel are committed to identifying and serving students who have exceptional needs and are eligible to receive Special Education supports and services. Our commitment is based on the belief that all students shall have access to a high-quality public education.

In cooperation with the El Dorado County Special Education Local Plan Area (SELPA), our school will work to ensure that a Free and Appropriate Public Education (FAPE) is provided to all eligible students with exceptional needs in the student's Least Restrictive Environment (LRE). Specifically, our school will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), and applicable Special Education policies and practices of the SELPA.

COMMON QUESTIONS

Following are the most common questions that the Special Education department receives from families regarding Special Education at our school. Please review and contact the Special Education Team if you would like to discuss these topics further.

What is Special Education?

Special Education is specially designed instruction, support, and services to meet the unique educational needs of individuals with disabilities, which cannot be met in the general education program. It is an integral part of the total public education system, and Special Education services are provided:

- In a way that promotes interaction between students with and without exceptional needs;
- At no cost to families; and
- Include a full range of program options to meet the educational and service needs in the least restrictive environment (LRE). --California Education Code Section 56031

Who should you contact when you believe your child may need additional academic support?

~~When you initially have academic questions or concerns, you should discuss those questions and concerns with your Homeschool Teacher. Your Homeschool teacher will support you with strategies, interventions, and/or accommodations to use with your child as appropriate to address your concerns. Your assigned Homeschool Teacher is the best person to initially discuss any academic questions or concerns with. Your Homeschool Teacher will most likely recommend interventions and/or accommodations for you to use with your child if appropriate.~~

In the event that you and your Homeschool Teacher need additional guidance in supporting your child, you may request a Student Success Team (SST) meeting be conducted. ~~In the event that you and your Homeschool Teacher need additional guidance in supporting your child, you may request for a Student Study Team (SST) meeting be held.~~ This meeting will document the concerns of school staff and families, identify interventions attempted, and possibly recommend additional interventions. Interventions should be attempted for six to eight weeks and a second SST meeting should be held to document the student's response to intervention. ~~Depending on the successful implementation of the intervention, the SST will contact the Assessment Team for additional support or recommendations.~~

How is it determined that a student is eligible to receive Special Education?

Cabrillo Point Academy recommends that students participate in the SST intervention process to determine if a special education evaluation should be completed. Assessments are the basis for Special Education eligibility, placement, and service decisions. The assessments will be done by professionals who have had specialized training and required certification/licensure. General Education, Homeschool Teachers, and parents, who know the students well, play a critical role in understanding a student's academic strengths and struggles and are essential in the process of documenting/identifying areas of needs.

When Cabrillo Point Academy receives a referral for Special Education, the child's legal guardian will be sent an assessment plan that details the types of assessments being proposed. The child will receive a "full and individual initial evaluation" in all areas of suspected disability to determine if the child has a disability and determine the child's educational needs. A full evaluation indicates means that the child shall be assessed in all areas of suspected disability within 60 calendar days of parental consent received by Cabrillo Point Academy via signature on an assessment plan (timelines adjusted for student breaks over five consecutive days).

What is an Individual Education Program (IEP)?

An IEP is a contractual, legal obligation, on the part of Cabrillo Point Academy stating how Cabrillo Point Academy plans to assist a student once they have been determined eligible for Special Education supports and services. The IEP document is written following the determination of a student's need and eligibility for Special Education.

The Individual with Disabilities Education Act (IDEA) requires that an IEP include a "statement of measurable annual goals" which allow the child to be involved in and make progress in the general education curriculum and meet each of the child's other educational needs that result from the child's disability." The IEP team develops the IEP document annually and identifies the child's needs, annual goals, objectives, adaptations, services and placement.

What is the role of the parent in an IEP meeting?

Parents are encouraged to participate in the IEP meeting by providing information input on which appropriate goals, supplementary aids and services, and program accommodations and support used during the instructional day, for as the parent's role as is the primary learning coach. ~~are needed to help the child progress toward attaining progress in general education curriculum and on their IEP goals.~~ Please speak with your Special Education teacher further case manager regarding the structure of IEP meetings and if you have any questions or concerns.

How are Special Education services provided at our independent study school?

Students with IEPs are required to participate in Special Education services as indicated in their IEP documents.

- ~~Specialized Academic Instruction (SAI) is usually~~ All IEP direct and related services are ~~usually~~ delivered in the least restrictive environment. CPA is a non-classroom based charter school where ~~virtually-online~~ instruction is the least restrictive setting ~~and is~~. If a more restrictive setting is required, this would be discussed at an IEP team meeting and would be a data-driven decision.
- Specialized Academic Instruction (SAI) is taught by experienced and credentialed Special Education Teachers. The format of these sessions are determined by the student's IEP team and based on their academic IEP goals.
- Related Special Education services, such as occupational therapy, speech and language therapy, etc. may be provided by qualified School staff or via non-public agencies (NPA) contracted with the school. NPAs have a certification with the California Department of Education to work with school-aged students and they are carefully selected by Cabrillo Point Academy.

Can ~~May~~ a family maintain the same Special Education Non-Public Agency (NPA) Providers/individual therapists if they are enrolled in the same school from year to year?

~~Each NPA oversees the scheduling and availability of their services providers. Our Special Education Department will confirm an NPA's certification with the California Department of Education and establish a contract with that NPA to start services.~~ Cabrillo Point Academy regularly evaluates our students' needs and are continuing our effort to provide the most competent teams to service our students. In order to improve the ability to collaborate more effectively with related service providers, ~~we~~ CPA enters into contracts and issues Individual Services Agreements ~~ISA's~~ to support ~~our~~ students' services with provider agencies ~~and school staff that we determine~~ will appropriately and effectively deliver all special education services. Each NPA oversees the scheduling and availability of their services providers. ~~Cabrillo Point Academy's Special Education Department will confirm an NPA's certification with the California Department of Education and establish a contract with that NPA to start services.~~

Please note: The Special Education Department is happy to work with families, however, we are not able to guarantee that they may maintain the same NPA providers/individual therapists.

Should Special Education Teachers be included in the development of a student's education plan, designed by the Homeschool Teacher?

Whenever possible, it is recommended that a Special Education Teacher be included in the development of a student's education plan, which is designed by the learning coach and Homeschool Teacher. While it is not a requirement, the involvement of the Special Education Teacher provides an opportunity for the team to get a different perspective on how to help support a student's needs, challenges, and strengths.

Shall your Homeschool Teacher collect work samples for students with an IEP?

Cabrillo Point Academy's ~~general education w~~ork ~~s~~ample policy is the same for all students.

Does my Special Education student need to return assistive technology devices when we disenroll from the school?

Yes. On a case-by-case basis, the School may purchase assistive technology devices for use in a child's ~~educational setting home or other setting~~ if the child's IEP team determines that the child ~~requires needs~~ access to those devices in order to receive a FAPE. When a child disenrolls from the School, the School is responsible for providing a Special Education student with the continued use of an assistive technology device, or a comparable device. The continued access to the assistive technology device can be had for up to two months after the student has

disenrolled from the School. If the student is provided an alternative assistive device, or a comparable device from a new school, or upon expiration of the two month period, the student is required to return the assistive technology device to the Cabrillo Point Academy.

PLANNING AMOUNTS

PROGRAM DESCRIPTION

We focus on Personalized Learning, a philosophy that truly puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations. In furtherance of this philosophy and Cabrillo Point Academy's educational mission, families and staff together carefully select educational items and services for students to fit their goals and education plan. The Governing Board of Cabrillo Point Academy adopted Educational Vendor Policies and Procedures to ensure Cabrillo Point Academy funds are budgeted and expended on Cabrillo Point Academy-approved educational items and services.

For the ~~2021-2022~~ ~~2022-2023~~ school year, the Planning Amounts are as follows*:

- Transitional-Kindergarten-8th Grades: ~~\$2,600~~-\$2,900
- 9th-12th Grades: ~~\$2,800~~-\$3,200

**All planning amounts may be adjusted to accommodate changes in the state budget that affect the school budget. Planning amounts are prorated based on period of time enrolled and the date upon which the Master Agreement is signed.*

Key requirements detailed in this policy include:

- The Homeschool Teacher and ~~Senior-Director~~ **Executive Director** (terms defined policy) must approve all requests for educational items or services to ensure they are aligned with the charter petition and student's personalized learning plan.
- The Charter School must approve all educational vendors before they can provide educational items or services to students. **Services will not be approved for students prior to the vendor's official approval date.**
- No family may spend, or obligate Cabrillo Point Academy to spend, any Cabrillo Point Academy monies on educational items and services. Cabrillo Point Academy is responsible for making purchases of approved educational items and services.
- Parents make requests for educational items and services to Cabrillo Point Academy. The ~~Senior-Director~~ **Executive Director** can deny any request for educational items or services in his or her sole discretion for any reason. The Homeschool Teacher and ~~Senior-Director~~ **Executive Director** shall ensure purchased educational items and services meet the following requirements:
 - From approved educational vendors only.
 - Support the requesting student's personalized curriculum and education plan.
 - Must be aligned with State standards, student's course of study, and student's independent study master written agreement.
 - From an educational vendor who is not related to the family requesting the educational items or services and otherwise does not present conflict of interest concerns.
 - **A Vendor, Vendor Location, Enrichment Center, Co-Op, and/or Collective Vendor Location shall**

not serve a School student for more than twelve (12) core academic hours including math, language arts, social studies, science and world language during the school week (Monday to Friday from 8:00 am to 2:30 pm) under the Vendor agreement or any other arrangement (e.g., Student participation in a Vendor program outside of School activities); except for visual and performing arts, CTE pathways, robotics, and physical activities including dance, gymnastics, karate, and other similar activities, as approved by the School.

- Services may not exceed \$350 per calendar month per vendor.
- The Charter School will not approve partial payment for educational services (the cost of services cannot be split between the Charter School and parents).
- The Homeschool Teacher and ~~Senior Director~~ Executive Director must ensure students have access to all necessary “core subject curriculum” – education items/services necessary for the student to complete his/her State standards-aligned course of study – before approving any extracurricular activities or supplemental educational or enrichment items.
- Cabrillo Point Academy establishes a planning amount for students for educational items and services per full school year. Cabrillo Point Academy developed the planning amount to help ensure the school provides educational items and services aligned with its budget and to help ensure fair and equal treatment of students, to the extent consistent with individual needs. This planning amount cannot be transferred to any other student. This planning amount does not carry over from year to year and belongs to the school, not the student.
- All educational items requested through the school’s ordering system are the property of Cabrillo Point Academy. Families must return all educational products upon disenrollment or upon request by the ~~Senior Director~~ Executive Director or Homeschool Teacher. In accordance with applicable law, parents are responsible for replacing lost, stolen, damaged, or otherwise unreturned educational items. Certain items are “consumable”, meaning they are not functional after use (e.g., workbooks). These items can be discarded by families after use.
- Students must attend regular learning period meetings with their Homeschool Teacher to discuss progress, turn in quality work samples, and complete their Student Activity Logs (Attendance Logs) in order to make requests for extracurricular educational activities (e.g., non-core curriculum items) through the school’s ordering system.

**The Technology Acceptable Use Acknowledgement must be signed in order to receive the technology equipment. All families receive this form through email at the beginning of the year.*

HOW TO REQUEST SERVICES/PRODUCTS

- Visit the school’s ordering system to request educational services and products.
- Services may only be requested through approved educational service vendors.
 - Services will only be approved after the official approval date of a new vendor.
 - Vendors that are out of compliance will not be available for services.
- The first time a family uses an educational vendor for service, they will need to sign and submit a waiver form.
- If services are approved by the Homeschool Teacher, an Enrichment Certificate will be created and sent via email to the parent. Parents can also access Enrichment Certificates through the school’s ordering system. Students cannot receive educational services without an Enrichment Certificate, and backdated services will ~~may~~ not be approved.

- Families will present the Enrichment Certificate to the educational vendor. Services must not begin prior to providing the educational vendor with an Enrichment Certificate.
- Each educational vendor will invoice the charter school for the approved educational services approved on the certificate. **Parents or Guardians should not submit invoices on behalf of vendors.**
- The school pays educational vendors directly. Parents must not pay educational vendors for student services as we cannot provide payment/reimbursement to families.
- Technology devices can be requested from an approved list through the school's ordering system. Please reach out to techhelp@cabrillopointheademy.org with any questions.
- The Technology Acceptable Use Acknowledgement must be signed in order to receive approved technology equipment. All families receive this form through email at the beginning of the year.

HOW TO REQUEST A NEW EDUCATIONAL SERVICE VENDOR

If you would like to suggest a new educational service vendor, **please complete this form ~~we have a form you can submit here~~**: [Suggest a Vendor](#). This can only be filled out by the parent or the teacher. Please include as much information as possible, including a contact person and email address to reach the vendor. Typically, we have the most success when the family or teacher reaches out to the potential vendor first. **~~Letting them know that your child's lessons or classes could be covered with planning amounts and could bring more students their way can spark interest.~~**

Once the Vendor Support **Department Team** receives the survey response, they will verify if we can move forward with the newly suggested educational vendor. If eligible, the vendor will receive an email requesting additional information and eventually the documents that need to be completed and returned for approval.

Once the vendor has completed the onboarding process, they will be listed as an approved vendor in our school's ordering system. **Only then, the vendor will be available for families to request services. Services are still subject to approval and may not be backdated (prior to the vendor's approval date or prior to the request date).**

If your vendor suggestion has been declined, the Vendor Support **Department Team** is unable to disclose **to families, teachers, or vendors** the reason(s) a vendor may be ineligible **~~to families, teachers, and vendors.~~**

Cabrillo Point Academy is responsible for approving Educational Service Vendors and requests for educational services to ensure such services align with the charter, state law, school budget, and a student's course of study. Cabrillo Point Academy may approve or reject educational vendors and parent/student requests for educational services from vendors in its sole discretion. Vendor requirements include, but are not necessarily limited to:

- Educational services must be non-sectarian and non-discriminatory. Vendors are required to execute the Charter School's Vendor Agreement as part of providing educational services to students. The Charter School may terminate Vendor agreements and partnerships in its sole discretion based on the needs of the school.
- Vendor must not be affiliated with a private school. Vendor must not be, or appear to be, a private school offering services through a part-time program (e.g., afterschool programs) **~~or a parent-organized group (also known as "co-op").~~**
- Vendors must follow all applicable health and safety guidelines provided by both the State and County authorities and any health and safety requirements set forth by the Charter School to ensure student safety. This includes any guidelines related to COVID-19.

- Services must be available to any/all students and should not have tryouts, auditions, testing requirements, etc. to access the services.
- Vendor must have a current and functioning website that outlines services.
- Vendor must not require any additional out-of-pocket expenses for families in order to participate in services.

FIELD TRIPS & EVENTS

We believe in inspiring our community and learning through educational experiences through school-organized field trips and events. All field trips and events are optional and require Homeschool Teacher approval based on the student's educational plans. **Specific information about field trip policies (e.g., chaperones, late arrivals, cancellations) can be found on the Field Trips and Events site within the Homeschool Hub.**

Student Supervision

Students are required to be accompanied by a parent and/or designated guardian for all school-organized field trips. Parents and/or guardians are responsible for ensuring the safety and behavior of their students.

Liability

All families will be required to sign a liability waiver releasing Cabrillo Point Academy from any and all liability or costs associated with or arising from their participation in each field trip.

How to Request School-Organized Field Trips & Events

All school-organized field trips and events are booked through the Field Trips & Events System (FTE). Families will log into the FTE site to search for available field trips and submit their field trip requests to their Homeschool Teacher for approval.

TECHNOLOGY TEAM

Requesting educational technology can be overwhelming. The Tech Team helps simplify the process by providing a curated list of qualified devices, items, and software. All items offered meet internal standards of quality, performance, value, availability, and support. These items can be obtained as part of a student's Planning Amount as it aligns with his/her learning plan.

Some technology items (e.g. computers, laptops, tablets and printers) require specific configurations, must meet certain standards or be purchased through select suppliers, channels, or agreements.

Tech Costs

These items can be requested through the school's ordering system and the Charter School may grant the request using Planning Amount funds from a student's Planning Amount. Most devices offered by the Tech Team are business-class devices and are not found in local retail stores. The cost of devices includes taxes (e.g. sales tax) and fees (e.g. shipping, CA e-waste disposal) are also included in the amounts you see deducted from a Planning Amount.

Cabrillo Point Academy's provision of educational technology may include software and device licenses, school compliance features, management services, enhanced warranties and damage protection, solid state drives (SSD),

protective cases, asset tagging and inventory, packaging materials, shipping both ways, and lifetime support for the device. These items are factored into the Planning Amount fund cost of educational technology items.

The following limits have been placed for tech devices assigned to students and families:

- 1 computer per student
- 1 tablet per student
- 1 printer per student

Please note: Cabrillo Point Academy is not obligated to grant any parent request for educational technology, as the school must ensure any such request aligns and supports a student's course of study.

How to Make a Request

Parents/guardians can make requests for educational technology through the school's ordering system, and can be requested in the same fashion as other enrichment items. For a read-only catalog of current offerings, you may visit the [Tech Catalog](https://sites.google.com/cabrillopointacademy.org/techcatalog) (<https://sites.google.com/cabrillopointacademy.org/techcatalog>). ~~[Tech Catalog](https://techhelp.charter.academy/help/en-us/7/4)~~ (~~<https://techhelp.charter.academy/help/en-us/7/4>~~).

Tech Center Returns

All Tech items are the property of Cabrillo Point Academy and returns should be submitted to the Tech Team. Please contact us at techhelp@cabrillopontacademy.org for detailed directions on how to return items.

Cabrillo Point Academy does not sell any enrichment/technology items to families.

Please retain any boxes that technology items were shipped in, so that materials can be returned using the same boxes. This will help avoid damage upon the items return to the school. For Tech Team assistance or questions, please email techhelp@cabrillopontacademy.org or call ~~619-782-6464~~ ~~619-749-1928~~ and choose Option ~~35~~.

All items purchased using Planning Amount funds ~~is-are~~ Cabrillo Point Academy's property and must be returned to Cabrillo Point Academy. Refunds/credit for devices purchased through Planning Amounts may be given at the discretion of Cabrillo Point Academy. Worn, misused, or damaged items may not qualify for refund/credit.

To return an item for full or partial credit to a student's Planning Amount, the following minimum requirements must be met:

- 100% Credit: For a Tech Order to be eligible for a full refund/credit:
 - Refund request is initiated within 30 days of receiving the device by submitting a ticket
 - Device must not be damaged and must be in the same condition as when it was received
 - Devices must be returned with all accessories
- 50% Credit: Partial credit of 50% may be given within 30 to 90 days of when the Tech Order was originally processed. After 90 days, no credit will be given. The device must be returned to Cabrillo Point Academy and evaluated by a member of the IT Department before being issued a credit. Worn, abused, misused, or damaged items may or may not qualify for credit.

Notwithstanding anything to the contrary herein, the ~~Senior Director~~ Executive Director and/or designee retains sole discretion to determine whether a credit is applicable to a student's Planning Amount and the amount of

such credit.

Return Process for Students

Upon withdrawal, students are required to immediately return all school-owned devices. The IT Department will evaluate the device to determine if there are any damages. If damages are beyond normal wear and tear, **potential out-of-pocket applicable** charges may be applied.

To return an item for any reason, please:

- Coordinate the return of the school issued tech device with your HST (Home School Teacher).
- Request a UPS shipping label from the Tech Department. **The Charter School is not able to provide shipping labels for any return from outside the state of California.**
- Please pack the tech device(s) appropriately and drop off at a UPS shipping location.
- Link to instructions: **"How to pack tech devices for return shipping."**

Once returned, the item will be evaluated. A credit or replacement will be issued, if eligible. If an item is not returned within the allotted time, the Educational Materials and Restitution Policy will apply.

Requests to Transfer Devices

Withdrawing or graduating students may not "transfer devices" amongst enrolled family members without express permission from the ~~Senior Director~~ **Executive Director**. Students must comply with the following guidelines to request a device transfer:

- Parent/guardian requesting to transfer their child's device must inform their assigned teacher.
- The school will only consider transfer requests between currently enrolled siblings.
- The receiving sibling must not already have a device in the same category as the device being transferred.
- Any and all damages to the device will be the responsibility of the transferee.
- No credits will be made to the previous student's account.
- If the device was purchased within the same school year as the proposed transfer, the following charges to Planning Amounts will apply based on the IT Department's review:
 - If the date of the transfer request is within 90 days of the original purchase date of the device, 100% original device price will be charged to the receiving student's Planning Amount.
 - If the date of the transfer request is after 90 days but before 180 days of the original purchase date, 50% original device price will be charged to **the** receiving student's Planning Amount to more accurately reflect the cost of the educational technology.
- If the device was purchased in a previous school year and the student whose device is being transferred remained enrolled the entire year, the device may be transferred to the sibling at no charge.
- A helpdesk ticket must be submitted requesting to transfer a device to another student. Details must include the current student's name, assigned teacher, technology serial and asset number, and name of the sibling.

Hotspots

All school-issued hotspots are to be used for educational purposes only. Video streaming, gaming, and other forms of non-educational related entertainment is not allowed. Data service on hotspot devices is provided for the

school year in which it is ordered in the school's ordering system and will be shut off after the last day of school.

A new order for data service will be required the following school year in order to reactivate the hotspot data service for that new school year.

PARENT-STUDENT INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY

It is Cabrillo Point Academy's mission to empower students with access to technology, information, and digital resources while fostering safe, responsible, and ethical learning environments.

We are committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of school devices, networks, accounts, and other resources must adhere to Cabrillo Point Academy policies. Users are expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of the school. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)

To the extent practical, minor students' online access to inappropriate materials and materials harmful to minors is restricted. To the extent practical, steps shall be taken to promote the safety and security of users of Cabrillo Point Academy's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

DEFINITIONS

- School, Organization, and or We – CPA and its subsidiaries, programs, and divisions
- TD - Technology Department
- You, Your, and or I - The parent/guardian, student, and signer of this Acceptable Use of Technology Policy
- Resources - Devices, systems, services or networks owned, operated or issued by the school
- User - Any person(s) accessing or utilizing school resources that is not a resource operator
- AUP - Parent/Student Information Technology Acceptable Use Policy

USER RESPONSIBILITIES

Access to school technology, resources, and support is a privilege that offers a wealth of educational benefits. To maintain these privileges, all users must agree to, learn about, and comply with all information within this Acceptable Use Policy (AUP) document.

- You agree to learn about and comply with all the information outlined in this AUP document.
- Persons to whom items are assigned are expected to exercise reasonable care to protect those items

against damage, loss and theft. “Reasonable care” is defined as:

- Never leaving items unattended
- Never lending, giving or releasing items to a person other than an authorized school employee, such as a Tech Team member
- Never removing protective accessories or features (e.g., cases, bumpers)
- Keeping items away from dangerous conditions (e.g., liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
- Maintaining student supervision by parent/guardian during access and usage
- You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
- Parents/guardians are expected to provide supervision and monitor device/Internet access and usage.
- You are expected to make a reasonable effort to protect your passwords, information and data.
- You must safeguard internal safety and security policies, such as authentication methods and password conventions.
- You are obligated to notify TD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event TD has not contacted you to do so.
- Items, devices and resources issued by the school are school property and must be returned or relinquished to the school upon request.

ACCEPTABLE USE OF CPA RESOURCES BY USERS

- All school-issued accounts are intended solely for use by the person authorized to use the account.
- When sharing or exposing personal information or data online, extreme caution should be exercised.
- Any information or communication accessible via any school network should be assumed as private property. The school reserves the right to verify whether specific uses of school technology or networks are consistent with this acceptable use policy.
- The school is bound by certain licensing agreements. Users are expected to comply with those agreements.
- Educational and instructional use as related to the school only.

UNACCEPTABLE USE OF SCHOOL RESOURCES

- All commercial or for-profit usage is prohibited.
- The access, use or transmission of objectionable material (e.g., materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.
- Violation of any local, state or federal laws as well as School, board or administrative policies are prohibited. Example: Federal copyright laws ([Title 17](#), USC)
- Any attempt to circumvent CPA security measures, content filters or access restricted resources is prohibited.
- All malicious and nefarious activities are prohibited. Examples include (1) unauthorized trespassing or infiltration of a network or device, (2) the intentional distribution of malware, (3) any attempt to deny a remote service. Malicious actors may also be in violation of *California’s unauthorized computer access law, Penal Code 502(c) PC*.

- The intentional collection, mining or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
- Publicly advertising internal authentication methods and/or password conventions.
- Impersonation of any user other than yourself is prohibited.
- Unauthorized falsification or modification of any school records is prohibited.
- The collection or transmission of personal information (e.g., home address, phone number, personal email) which may be useful to identify an individual without written consent is prohibited.
- Political lobbying or advertising is prohibited.
- Unauthorized maintenance, service, repairs, or upgrades are prohibited. School-owned or operated resources must be maintained by TD or authorized third parties.

DAMAGE CAUSED BY CARELESSNESS

Students are expected to exercise reasonable care to protect school-owned devices to prevent damage. Damage caused by carelessness is not considered “Accidental Damage.” Device damage resulting from carelessness will be assessed by the IT Department. Examples of student carelessness would be: iPad (pens) that are noticeably damaged, latches that hold the lid closed being pulled out of the computer case, sticky devices from liquid spills, broken LCD screens that result from shutting the lid with objects still in the keyboard, and the continual loss of keys from the keyboard. When asked how the damage occurred, the answer “I don’t know”, or “it was fine when I put it in my bag” will be considered damage caused by carelessness. *Habitual damage is considered abuse of school property.*

EXPECTATION OF PRIVACY

For email, networks, systems and other resources owned or operated by the school, users should have no expectation of privacy. The school reserves the right to manage and monitor all aspects of its own resources. The following are examples of actions which may be performed for reasons deemed legitimate by the school:

- Obtain emails, messages and their attachments transmitted to or through school-owned or operated email systems
- Monitor an individual's use of school-owned resources
- Locate or track the location of a school-owned resource
- Confiscate, search, disable or wipe any school-owned device, item or their contents/data Personal devices are private. The TD does not and will not access personal devices.

CYBERBULLYING

Cyberbullying is the use of technology resources to willfully harm either a person or persons through electronic systems (e.g. texts, photos, videos, messages, and social media). Examples of this behavior include but are not limited to:

- Transmitting false, cruel, hateful or embarrassing information or media targeting others
- Creating posts or websites that have stories, cartoons, pictures, or jokes ridiculing others
- Unauthorized access to any resource (e.g., social media, email) for purposes of downloading or transmitting vicious or embarrassing materials

- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and transmitting that information or media to others
- Posting a student picture without their permission.
- The use of derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical, or mental health.

STUDENT DEPARTURE

- Upon student departure (e.g. withdrawal, graduation, or expulsion) from Cabrillo Point Academy, all issued items must be returned upon disenrollment. Please contact your Homeschool Teacher to make arrangements to return items to the school.
- For information regarding technology returns, please review our *Technology Agreement* or contact techhelp@cabrillopointacademy.org

CONTACT INFORMATION

Technology Department

- Phone: ~~619-782-6464~~ ~~619-749-1928~~ and choose Option ~~35~~.
- Email: techhelp@cabrillopointacademy.org

DISCLAIMER & ACKNOWLEDGEMENTS

- Cabrillo Point Academy reserves the right to modify its policies at any time.
- All items, devices, and resources issued by Cabrillo Point Academy are school property. School property must be returned or relinquished to the school upon request or departure from the school.
- Cabrillo Point Academy reserves the right to issue penalties (e.g. denial of access to resources) or seek legal remedies in response to non-compliance.
- Access to school technology, resources and support is a privilege, not a right. These privileges are offered at the discretion of the school.
- Cabrillo Point Academy will not be held liable for the information or data retrieved, stored, or transmitted by means of the school-owned or operated resources, devices, networks, or systems.
- Users should not have an expectation of privacy in the use of school resources, email, systems, or networks.
- Illegal activities performed using school devices, networks, and systems may be reported to the proper authorities when discovered.
- Cabrillo Point Academy will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays, or non-deliveries.
- School issued property reported as lost, missing or stolen may be remotely tracked, located and/or disabled at the discretion of the school.
- Cabrillo Point Academy may confiscate and search any school technology in the event of a policy breach.
- Cabrillo Point Academy is not in any way an Internet Service Provider.
- Internet hotspots will only be active during the student calendar and deactivated during the summer recess. Charges for hotspots are annually recurring.

- Tech devices do have an end of service date. While the school and tech department prefer to keep tech devices in circulation, Cabrillo Point Academy and the Tech Dept reserve the right to declare a tech device as End Of Service and request it be returned. The typical end of service span for a tech device is 3 years.

USER AGREEMENT

I have read, understand, and will abide by the above PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY while using any school technology and other electronic resources issued, owned or operated by the school. I also give permission to collect verifiable personal information from my child (under 13 years of age) to the extent required to comply with the Children's Online Privacy Protection Act (COPPA). I further understand that any violation of the policies above are considered unethical and in some cases may constitute a criminal offense. Should I violate any of the policies outlined in this agreement, I understand my access to any school resource may be limited or revoked, and disciplinary and or legal action may be taken.

BY SIGNING THE PARENT/STUDENT HANDBOOK SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT SECTION, PARENT(S)/GUARDIAN(S) & STUDENT AGREE THEY HAVE READ, UNDERSTOOD, AND ACCEPT THE TERMS WITHIN THIS PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY.

TRAVEL PLAN

- A Travel Plan is needed for any travel longer than 2 weeks (10 school days).
- Request and receive approval for a travel plan from your teacher 2 weeks (10 school days) prior to any extended family travel.
- During travel time student must be attending school and parent/guardian and/or Learning Coach must be available by phone and/or internet for communication.
- Student cannot be on vacation or extended travel longer than two months per semester (61 consecutive days or 61 cumulative days throughout the semester), or they will be deemed to have lost California residency and therefore will be withdrawn.

NON-COMPLIANCE POLICY

Homeschool Teachers partner with families to educate students enrolled in our school. The partnership is effective if students and parents/guardians are actively participating in our program and meeting enrollment requirements.

Indications that a student is not actively participating in our program include:

- Non-attendance
- Missing or refusing to schedule meetings
- Unable to contact
- Not meeting enrollment requirements
- Not submitting requested work samples and attendance logs
- Failure to show the body of work
- Not participating in one or more assigned benchmark tests
- Failure to fulfill approved Travel Plan

In these instances, the school may

- Contact the family by phone and email requesting resolution within two school days.
- Two school days later, if there is not a satisfactory resolution, the Homeschool Teacher will attempt to contact the family again by phone, email, and a letter of non-compliance will be sent **electronically** to the **email** address on file. The letter will request a resolution within five school days.
- If the issue is resolved, the parent/guardian and teacher will confer to review expectations and create a plan to maintain compliance.
- If the issue is not resolved, the Homeschool Teacher will attempt to contact the family again by phone, email, and a second letter of non-compliance will be sent **electronically** to the **email** address on file. The letter will request a resolution within five school days. In addition, an Administrative Conference Call will be scheduled to be held no sooner than six days of the date the letter was sent.
- It may be deemed, at that time, that independent study is not the best educational placement for the student and the student may be withdrawn.

WORK SAMPLES

To meet California Independent Study Guidelines, **teachers are required to evaluate the student's body of work and collect work samples by the end of each learning period. ~~Work Samples will be required and collected at the end of each Learning Period.~~** Students are required to submit work samples as requested by their Homeschool Teacher to demonstrate and document student learning. Failure to provide work samples may jeopardize your child's enrollment status at the school.

Acceptable Work Sample Criteria

- Original or scanned PDF version
- Demonstrates neat and organized work
- Demonstrates a good reflection of your child's learning and abilities
- Includes student's name **written by the student** and date in the top right-hand corner
- The sample needs to be completed and dated within the collection Learning Period
- Must be non-sectarian (non-religious)
- Photographs must include a summary from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them.

Non-Compliant Work Samples Include

- Missing student first and last name
- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated not within the Learning Period
- A photograph which does not include the student's summary of the project/concept
- Incomplete worksheets or work

Please contact your student's Homeschool Teacher or Case Manager for IEP accommodations and/or modifications applicable to work sample requirements.

TESTING & ASSESSMENT

Assessment data is critical to Cabrillo Point Academy. Essentially, assessments are one indicator of student learning. Using assessment data is not only a healthy thing to do internally as a school community, but also a required part of the WASC accreditation process and the charter renewal process.

WASC accreditation shows that a school has met and is maintaining a high level of standards. Furthermore, having WASC accreditation validates the integrity of the school's program for transfer students and transcripts for university acceptance. Many of our families put great value on WASC accreditation. In order to receive WASC accreditation, a school must go through a rigorous process of describing, demonstrating, and evaluating its instructional program through a school-wide action plan.

It is a wonderful accomplishment for a school to be accredited, but the work is not finished. Maintaining accreditation is an ongoing cycle of managing change and improvement through regular assessment, planning, implementing, monitoring and reassessing.

Assessment data is also an important piece in our charter renewal process. All charter schools are authorized by a sponsoring school district. The authorizer is granting permission to the petitioning organization to make their own independent decisions and operate their own school. In return, the charter school needs to demonstrate compliance with the essential terms of the charter, which include Ed Code, student achievement, governance, reporting requirements, etc. Cabrillo Point Academy must remain in good standing with each authorizer. Without authorization, we have no charter! Authorizers gauge compliance and achievement with assessment data. Scores at the individual student level are never shared, and privacy of student names is maintained according to federal laws that protect students.

It is very important to Cabrillo Point Academy that all students participate in school-wide assessment. We do our very best to listen to the needs of parents and students. We hope this year there are positive changes for you and your child with the different assessments.

STATE STANDARDIZED TESTS – CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

As students of a public charter school, our students participate in the following state standardized tests:

- Grades 3 – 8 and 11: Smarter Balanced Assessment Consortium (SBAC)
- Grades 5, 8, and one time in High School during the year of their last science course: California Standards Test for Science (CAST)
- Grades 5, 7 and 9: Physical Fitness Test (PFT)
- ELPAC: English Language Proficiency Assessments for California (English Learners only)

Participation rates are critical to the success of our school. A public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school receives an academic performance penalty by the state of California.

Parents have the ability to opt out their children from participating in the CAASPP in accordance with Education Code section 60615. If a parent/student opts out of participating in CAASPP, Cabrillo Point Academy requires participation in an alternative local assessment to be administered by the school. This alternative assessment is

selected by Cabrillo Point Academy and administers at the school's office. This is not a state mandated alternative assessment.

School staff administers all state standardized tests at facilities located within driving distance of your home. A testing schedule will be provided to you from your teacher. Individual student performance results on statewide achievement testing are available to parents that would like a copy through our Parent Portal.

Often our families have questions or concerns about the ~~CAASPP SBAC/CAST~~ assessments. We want our families to feel informed about assessments so they are prepared and feel more comfortable partaking. We also ask that you work closely with your teacher so your student can be assigned any designated supports that would help them during their testing session.

ELPAC: TESTING FOR ENGLISH LANGUAGE LEARNERS

California state law requires that the English Language Proficiency Assessments for California (ELPAC) be given each year to English Learners. The ELPAC is a test that measures how well a student can listen, speak, read, and write in English. The purpose of ELPAC is to ensure all students receive adequate support to succeed.

New students that have declared another language besides English on their home language survey must be assessed. This includes TK students. Students that have been previously designated as English Learners at another public school (even if it was years ago) must be tested by law every year until they reach a level of proficiency and are reclassified. At that point, they will no longer need to take the test.

INTERNAL DIAGNOSTIC: STAR 360

Cabrillo Point Academy believes that ongoing assessments will help to inform instructional practices. The Star 360 is not designed to find flaws, but rather to build strength and skills necessary to become successful in the student's educational career.

We chose Star 360 because of its adaptive ~~and non-adaptive~~ nature and the diagnostic tool pinpoints students' needs down to the sub-skill level. Star 360 provides data-driven insights and support for successful implementation of standards. Cabrillo Point Academy will provide the parents with the results of Star 360, so the parent and teacher can work together to create a personalized learning plan for each student.

Assessments allow our teachers to monitor student growth and performance. The questions will automatically change the level of difficulty, thus "adaptive," based on student response patterns. ~~The non-adaptive paper and pencil version of Star 360 will allow students to show mastery in standards over the course of the year and we can still measure growth and use these assessments to drive our instruction.~~

Star 360 Testing will ~~be assigned occur~~ up to three times a year ~~during the school's assigned test administration windows, once in the fall, winter, and spring of each year.~~

COVID-19

As a non-classroom-based independent study school, Cabrillo Point Academy's academic model is in line with Distance Learning Guidance provided by the California Department of Education. Cabrillo Point Academy continues to provide homeschooling families with a variety of curriculum delivery options, including online

instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. Families select the combination of systems that best suit student learning needs and interests. We ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples.

RECORDS DEPARTMENT

The Records Department supports families by maintaining student records and will process requests for various documents such as work permits, enrollment verification, report cards, and transcripts.

Document Requested	Expected Time of Processing
Work Permit	2-3 Business Days
Enrollment Verification	2-3 Business Days
Copies of Grades & Official/Unofficial Transcripts	3-5 Business Days
Copies of CUME (Student Records)	3-5 Business Days

WORK PERMITS

To be eligible for a work permit, students must have earned a weighted GPA of 2.5 or above in their most recent semester. Students must also be in compliance with all attendance requirements. There are two types of work permits: Entertainment and Non-Entertainment

Entertainment Work Permits

- Entertainment work permits are obtained from the entertainment industry employer, filled out, and sent to records@cabrillopointacademy.org

Non-Entertainment Work Permits

- Non-Entertainment work permits are different. Before the Records Department can fill out a regular work permit, the employer needs to provide the student a **B1-1** permit (think of this as the permit to attain a permit). This is important because it tells our department where the student wishes to work. Once the **B1-1** permit is sent to records@cabrillopointacademy.org, one of our Records specialists will fill it out and provide a **B1-4** at the same time. The **B1-4** is the actual permit.

~~CONCURRENT, COMMUNITY COLLEGE ENROLLMENT~~

- ~~● Concurrent enrollment means a high school student takes college courses while remaining a full-time high school student.~~
- ~~● High School students must remain full-time high school students in good academic standing. Students must take a minimum of 15* 20 credits per semester in high school. (*College course must be on Master Agreement for students to drop down to 15 credits)~~
- ~~● High School students can take a maximum total of 11 college credits per semester.~~
- ~~● Students may take core academic or elective courses at the college.~~
- ~~● Students should consult with their high school counselor before enrolling in a college course. The counselor will advise on college courses and check graduation requirements.~~
- ~~● Please send any community college forms to your student's high school counselor for signatures. Please note, concurrent enrollment application forms may take 3-5 business days to process.~~
- ~~● Not all 4 year, private, and online colleges will require permission forms for high school students. Please make sure to check in with your high school counselor before signing up for a college course.~~
- ~~● The high school counselor will take into consideration the student's academic standing and overall GPA when approving a concurrent enrollment. Please ensure that all official transcripts from previous college courses have been sent to the Records Department, the counseling team cannot sign concurrent enrollment forms when there are missing transcripts from previous semesters~~

TITLE 1

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

- Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications. If you would like this information, please contact the Title 1 Coordinator at (619) 749-1974.

EDUCATIONAL RECORDS

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by Cabrillo Point Academy. Such information includes but is not limited to:

- Date and place of birth, parent and/or guardian's address, and where the parties may be contacted for emergency purposes;

- Grades, test scores, courses taken, academic specializations and school activities;
- Special education records;
- Disciplinary records;
- Medical and health records;
- Attendance records and records of past schools attended;
- Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that, as of January 1, 2017, Cabrillo Point Academy shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

Cabrillo Point Academy shall not use any school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin. An education record does not include any of the following:

- Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another person except a temporary substitute for the maker of the record;
- Records maintained by a law enforcement unit of Cabrillo Point Academy that were created by that law enforcement unit for the purpose of law enforcement;
- Records relating to a Cabrillo Point Academy employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Cabrillo Point Academy.
- Records that only contain information about an individual after he or she is no longer a student at Cabrillo Point Academy.
- Grades on peer-graded papers before they are collected and recorded by a teacher.

Parents and eligible students that they have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent;
- File with the Department of Education a complaint concerning alleged failures by Cabrillo Point Academy to comply with the requirements of FERPA and its promulgated regulations.
- Request that Cabrillo Point Academy not release student names, addresses and telephone listings to

military recruiters or institutions of higher education without prior written parental consent.

STUDENT MENTAL & PHYSICAL HEALTH

The school is committed to protecting the health and well-being of all Cabrillo Point Academy students, including vulnerable youth populations, by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.

Cabrillo Point Academy recognizes that:

- Physical, behavioral, and emotional health is an integral component of a student's educational outcome
- Suicide is a leading cause of death among young people
- The school has an ethical responsibility to take a proactive approach in preventing deaths by suicide
- The school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development. In recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, Cabrillo Point Academy has adopted a policy, which corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

SUICIDE PREVENTION POLICY

The school's Suicide Prevention Policy can be found on the school website ~~under in the~~ **About section, under School Board and Board Policies** ~~Boards and Board Policies~~.

With the intention of creating a safe and nurturing educational entity that minimizes suicidal ideation in students, we also recognize our duty to protect the health, safety, and welfare of our students, and aim to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide. These safeguards include ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Because the emotional wellness of students greatly impacts learning, motivation, and educational success, the current policy shall be paired with other policies that support the emotional and behavioral wellness of students.

Cabrillo Point Academy's policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind." In an attempt to reduce suicidal behavior and its impact on students and families, Cabrillo Point Academy has developed strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for parents/guardians, caregivers, students, and school personnel who regularly interact with students or serve in

a position to recognize the risk factors and warning signs of suicide.

SUICIDE AWARENESS INFORMATION

Warning Signs of Suicide

It is vital to suicide prevention that individuals are equipped to recognize the warning signs of someone who is seriously contemplating suicide. Behaviors that may mean a person is at *immediate* risk for suicide and thus prompt you to take action right away include:

- Talking or writing about wanting to die or to kill one's self and/making specific threats
- Looking for a way to kill one's self, such as a new or sudden interest in buying a gun
- Talking about feeling hopeless or like there's no point in living or carrying on
- Unusual or unexpected visits or calls to family and friends to say "goodbye" as if they will not be seen again or giving away favorite possessions
- Increased use/abuse of alcohol or drugs
- Withdrawing from social contact
- Intense mood swings
- Feeling trapped, hopeless, or helpless about a situation
- Changing normal routines including eating and sleeping patterns
- Doing risky or self-destructive things
- Personality changes or being severely anxious or agitated when experiencing the warning signs above.

The above behaviors do not necessarily indicate suicidal ideation in and of themselves. However, when combined with other factors (like a recent, painful loss or public moment of humiliation), they should take on a new sense of urgency to intervene with help.

Crisis Hotline Information

If you feel you or someone else is in imminent danger (e.g., has access to a gun, is on a rooftop, or in other unsafe conditions), a call should be made immediately to 911. If you need to talk or help working through a problem, use the resources below.

Phone Numbers

- California Youth Crisis Line: 1(800) 843-5200
- HELPLine: 1(951) 686-HELP (4357)
- National Suicide Hotline: 1(800) SUICIDE (784-2433)
- Teen Line: 1(800) 852-8336
- Teen Hotline: 1(714) NEWTEEN (639-8336)
- Trevor Lifeline for lesbian, gay, bisexual, transgender & questioning youth: 1(866) 488-7386

Text Numbers

- Crisis Text Hotline for when you don't feel like talking - Text LISTEN to 741-741
- Suicide prevention lifeline Text TALK to 199-273

Websites

- Trevor Project <https://suicidepreventionlifeline.org/>
- Coalition for youth crisis line <https://calyouth.org/cycl/>
- Teen Line: teenline.org/youth
- Know the signs <http://www.suicideispreventable.org/>

HARASSMENT

It is school policy to prohibit harassment by any means, including but not limited to: sexual, physical, verbal, written, electronic, mental, emotional and visual harassment, intimidation, bullying, and cyberbullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall educational environment, and disrupt the operation of school.

Harassment for any reason including, but not limited to: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is a violation of both state and federal law. Verified harassers may face loss of computer or other special privileges, suspension, or expulsion. Any disciplinary action will be determined by the school administrators and board of directors. In addition, when any kind of threat is communicated or when a hate crime is committed, the administration will report such crimes to local law enforcement officials. Harassers may also be subject to civil and criminal liability for any such unlawful behavior.

Cabrillo Point Academy will take measures against harassment. This includes any act that takes place on or immediately adjacent to the location of any school event, at any school-sponsored activity, on school-provided transportation, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interfere with the rights of students to be secure.

In situations in which electronic or cyberbullying originates from a non-school computer, but is brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be so severely disruptive of the educational process that it markedly interrupts or severely impedes the student learning.

It is important to understand that jokes, stories, cartoons, nicknames, the sending or posting of inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

If you feel you have been a victim of harassment or are being bullied, inform your Homeschool Teacher or school administrator immediately. Keeping quiet or ignoring the problem will not make it go away. The teacher or school administrator will document the events, contact the appropriate parties, and appropriate steps will be taken.

EXPULSION & SUSPENSION

Definition of Expulsion

Expulsion shall be defined as permanent dismissal from CPA, without re-enrollment privileges, and must be approved by the CPA Charter Board or their authorized designee.

Definition of Suspension

Suspensions shall be defined as a temporary leave of absence from CPA that may occur at the discretion of the individual CPA Homeschool Teacher, Regional Administrator, or the CPA Charter Board.

Grounds for Suspension and Expulsion

A student may be subject to suspension and/or expulsion when it is determined that ~~the students he/she~~, while on or within view of the **Educational** Vendor Locations, at a school sponsored activity/field trip, or online.

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell
- beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to: cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. In no event shall any pupil in kindergarten or any of grades 1 to 12 be recommended for expulsion for any of these acts. In no event shall any pupil in kindergarten or any of grades 1 to 8 be suspended for any of the acts specified above relating to disrupting school activities and defiance.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm unless, in the case of possession of any object of this type, the student had obtained written permission

to possess the item from a certificated school employee, Charter School's Board of Directors, or designee(s)'s concurrence.

- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code 243.4.
 - Harassed, threatened, or intimidated a student who is a witness or complaining witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - Made terrorist threats against school officials, students, and/or school property.
 - For students in grades 4 to 12, committed sexual harassment as defined in Education Code 212.5.
 - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5.
 - Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section.
 - Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activities/field trips or school attendance.
 - Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network internet website, including, but not limited to:

- a) Posting to or creating a burn page. “Burn page” means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
 - b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this sub clause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iv. Notwithstanding paragraph (A) and subparagraph (i), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.
- 3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

Note: Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

The above list is not exhaustive and depending upon the offense, a student may be suspended or recommended for expulsion for misconduct not specified above.

SUSPENSION & EXPULSION FOR STUDENTS WITH DISABILITIES

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to general education students. All the procedural safeguards established by Charter School policies and regulations shall be observed in considering the suspension or expulsion of students with disabilities. In the

case of a suspension or an expulsion of a student identified as having special education needs, CPA shall comply with federal and state law.

DUE PROCESS STATEMENT

Cabrillo Point Academy shall provide for the fair treatment of students facing suspension and expulsion by affording them due-process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in school policy, regulation, or law.

In all cases, school disciplinary policies shall afford students due process. To this end, the school board shall develop rules and regulations governing the procedures by which students may be suspended or expelled.

In the event of an expulsion, a student will be entitled to written notice of the grounds for their proposed removal and will be given a full due-process hearing in regard to the proposed expulsion. Parent(s)/guardian(s) will also be given written notice in advance of said hearing so that they may attend. The school will maintain a record of the notice and of the hearing. The student will also be entitled to appeal a decision to expel said student, pursuant to the appeal procedures established by the school board.

GRIEVANCE POLICY AND PROCEDURE

Cabrillo Point Academy is committed to achieving student/family satisfaction. The following procedure was developed to ensure that student, family and staff grievances are addressed fairly by the appropriate persons in a timely manner. Discrimination against students/families on the basis of ethnicity, sex, ancestry, physical or mental disability, race, color, gender, national origin, sexual orientation or religion is prohibited.

The parent/guardian will address in writing any concern or grievance initially with the student's Homeschool Teacher and supervisor. Both Homeschool Teacher and supervisor will respond within ten school days. If the concern or grievance is not resolved, the parent/guardian may, within ten school days, request a meeting with school leadership to discuss the concern or grievance. Cabrillo Point Academy leadership will investigate and respond within 10 school days. A written email and letter will be sent to the family that will address the concern and outcome.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Notification of Rights under FERPA for Elementary and Secondary Schools

FERPA affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.
Parents or eligible students should submit to the school ~~Senior Director~~ **Executive Director** [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student

believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write to the school ~~Senior Director~~ **Executive Director** [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If Cabrillo Point Academy decides not to amend the record as requested by the parent or eligible student, Cabrillo Point Academy will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to provide written consent before Cabrillo Point Academy discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Cabrillo Point Academy as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, Cabrillo Point Academy discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [Note: FERPA requires a school to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Cabrillo Point Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

TITLE 1 PART A

PARENT AND FAMILY ENGAGEMENT POLICY

Learning and Educational Agencies and schools receiving federal funding are required to implement a parent and family engagement policy under federal law. See 20 U.S.C. § 6318. The purpose of the Cabrillo Point Academy's Governing Board approving this Parent and Family Engagement Policy is to accomplish the following:

- Identify the purpose of the policy and define "parent"
- Outline parents and family member involvement in drafting of the School Plan
- Establish the ways the School will provide for coordination, technical assistance, and other supports

- Establish the annual meeting content and timeline
- Outline the content, delivery method, and other details of the Notice to parents
- Establish ways parents will participate in the planning, review and improvement of Title I Programs
- Establish the ways in which the School will build capacity for parent involvement
- List and describe how the School will coordinate with other programs
- Establish the annual evaluation process for the policy
- Establish the School-Parent Compact
- Establish the means to involve parents of Limited English Proficient Student, Disabled
- Parents, and Parents of Migratory Children
- Establish the notices that will be provided to parents of participating students
- Ensure that information and materials are provided in ways, so they are accessible to all

Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the Cabrillo Point Academy (the "School") has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for students. Within this policy, the word "parent" is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc. This policy will be incorporated into the School's plan pursuant to federal law and submitted to the California Department of Education with the School's Consolidated Application.

Involvement in Drafting the School Plan

Parents and family members of participating children will be involved in the development of the School plan required by federal law. On an annual basis, the School will submit the School plan to the Governing Board for review and suggested changes after holding a parent meeting and before the plan is submitted to the California Department of Education ("CDE") with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the School plan and submit comments.

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

Coordination, Technical Assistance, and Other Support

The School will ensure the coordination, technical assistance and other support necessary to planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance in the following ways:

- The School will distribute 95% of the funds reserved pursuant to federal law (20 U.S.C. §6318(a)(3)(A)) to the school for parent involvement activities.
- The School (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.
- The School will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

Annual Meeting

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold two additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

Notice

Within 60 days of the beginning of school, the School will send through electronic methods a notice to all parents containing, but not limited to, the following information:

- Information about Title I, Part A programs.
- An explanation of the requirements of Title I, Part A programs.
- A description of the parent rights for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy and the schoolwide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards.
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent and Family Engagement Policy and a feedback process for parents to comment on its content.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy and the school-wide program plan, the School will involve parents of participating students as follows:

- The School will conduct two of Family Learning Nights each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy and the school-wide program plan. These meetings will be held at flexible times.
- Parents not attending the Family Learning Nights will be contacted to encourage participation and inform them of future Family Learning Nights.
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy and the school- wide program plan and recommend any changes.

- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 60 days.
- If the school-wide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan.

Building Capacity for Involvement

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

In order to ensure effective parental involvement and support a partnership among the School, parents, and the community to improve student academic achievement, the School will provide the following programs to assist parents in understanding the challenging State academic standards, State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The School will include one of parent on its board of directors as non-voting members.
- The School will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the School to discuss how parents can work with educators to improve their child's academic achievement.
- The School will hold one Family Math and Science Event and one Family Literacy Event to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

Helping Parents to Work with their Children

In an effort to foster parental involvement, the School will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- The School will hold quarterly classes for parents and students to learn how to use computers and the internet in accordance with the School's internet use policy. The
- training will enable parents to access their children's schoolwork, communicate with teachers, and review information posted about the School.
- The School will provide parents with access to literacy programs that bond families around reading and using the public library.
- The School will provide quarterly seminars on parenting skills and parent child communication.

Education on Parent Involvement

The School will annually educate teachers and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work

with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials, and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the School, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the School and what types of parental involvement programs in which parents would most likely participate.

Coordination with Other Programs

The School shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The School will coordinate and integrate parent involvement programs and activities with these programs as follows:

- Requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children.
- developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

Annual Evaluation

The School, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under federal law. The School will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The School will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

School-Parent Compact

At the beginning of each school year, the School will enter into School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The School ~~with~~**will** seek out input from parents to annually evaluate the effectiveness of the School- Parent Compact and provide feedback and suggestions for revision.

Involvement of Parents of Limited English Proficient Students, Disabled Parents, and Parents of Migratory Children

The School shall implement an effective means of outreach to parents and family members of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the School will do the following:

- The School will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The School will provide language translators at parent meetings to the extent practicable.
- The School will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's administrative staff will visit the classes to interact with the parents.

The School will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the School will do the following:

- If any parent needs a disability-related modification or accommodation, including auxiliary aids or services, to participate, they need only contact the School at least 72 hours before the scheduled event so every reasonable effort can be made to provide the accommodation.

Notices

In accordance with federal law, the School will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card
- A notice regarding the parent's right to request information regarding the following:
 - Professional qualifications of the student's teacher(s);
 - The level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments and timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
 - Information regarding any State or School policy regarding student participation in any assessments mandated by federal law and by the State and School, which shall include a policy, procedure or parental right to opt the child out of such assessment, where applicable.
- The notice regarding language instruction programs.
- Any other notices required by law.

Miscellaneous

The School shall ensure that all information related to School and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents

can understand.

The School will provide other reasonable support for parental involvement activities as requested by parents.

PARENT NOTIFICATION OF TEACHER QUALIFICATIONS

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

- Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact Human Resources at hrhelp@cabrillopointacademy.org.

PARENT-SCHOOL COMPACT

The Cabrillo Point Academy, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the Parent-School Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

As a school, staff at Cabrillo Point Academy will

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards as follows:
 - Provide a positive atmosphere for learning, including models of respectful behavior and positive attitudes toward work.
 - Provide multiple alternative modes of instruction so that students have a clear understanding of concepts.
 - Supply clear evaluations of student progress to students and parents/guardians, including timely feedback to students about their school work.
 - Reinforce the partnership between parent/guardian, student, and staff by providing strategies to assist learning at home.
 - Provide training and workshops, as appropriate, for teachers and parents/guardians.
 - Provide a process that includes students, parent/guardians, and school staff for ongoing planning, reviewing, and improving school activities and programs.
 - Convene an annual meeting to explain our Title 1 program and inform families annually of opportunities to participate in it.
 - Seek parent input related to our Title 1 program, including but not limited to our School Site Council.
- Provide ongoing communication between parents/guardians and teachers as follows:
 - Access to schedule a meeting with a teacher to discuss an individual student's achievement.
 - Family Learning Events will be held once in the fall and again in the spring.
 - The school will support families of students having academic or behavioral problems when these problems are in danger of affecting a student's academic achievement.
- Provide parents with frequent reports on their child's progress:
 - High school students will receive a progress report twice per year and all students will receive a report card at the end of each semester
 - Teachers will meet, a minimum of every 20 school days, with families to discuss the student's academic progress and achievement.

Parent/Guardian Responsibilities

We, as parents/guardians, will support our child's learning in the following ways:

- Monitoring my child/teen's school attendance
- Supporting the school discipline codes
- Communicating with teachers and staff whenever I have a concern Making every effort to attend school

events such as DELAC meetings, LP meetings, Annual Title I meetings, Parent workshops, and other parent engagement events.

- Making sure that assignments and schoolwork are completed
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school.
- Participating in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Serving to the extent possible on parent advisory committee

Student responsibilities

As a student, I will:

- Show respect and cooperate with all individuals at school
- Follow school rules
- Be prepared and engaged in daily academic activities
- Complete all assignments to the best of my ability and on time
- Respecting the rights of others to learn without disruption
- Asking for help when I do not understand

By signing this agreement, I acknowledge that I have read and understand the preceding pages that outline the policies and rules of Cabrillo Point Academy. I also acknowledge that I have discussed this information with my child.

Student Name (Print)

Student Signature

Date

Parent/Guardian Name (Print)

Parent/Guardian Signature

Date

SIGNATURE OF RECEIPT & ACKNOWLEDGEMENT

By signing, you are agreeing to the policies and procedures of the Parent Student Handbook including, but not limited to:

- Registration Requirements
- Academic Expectations
- Report Cards & Grading
- Attendance
- Non-Compliance
- Work Samples
- Technology Usage
- Testing & Assessments
- Behavioral Expectations
- Zoom Acceptable Use Policy
- Planning Amounts & Learning Plans
- Academic Integrity
- Field Trip Guidelines
- COPPA Permissions

Student Name (Print)

Student Signature

Date

Parent/Guardian Name (Print)

Parent/Guardian Signature

Date

PARENT/GUARDIAN PUBLICITY AUTHORIZATION AND RELEASE

Dear Parent/Guardian:

Our school requests your permission to reproduce through printed, audio, visual, or electronic means activities in which your pupil has participated in his/her/education program. Your authorization will enable us to use specially prepared materials to (1) train teachers and/or (2) increase public awareness and promote continuation and improvement of education programs through the use of mass media, displays, brochures, websites, etc.

Student Full Name: _____

Student DOB: _____

Parent/Guardian Name: _____

Parent/Guardian Email: _____

- I, as a parent or guardian, of the above named pupil fully authorize and grant Cabrillo Point Academy and its authorized representatives, the right to print, photograph, record, and edit as desired, the biographical information, name, image, likeness, and/or voice of the above named pupil on audio, video, film, slide, or any other electronic and printed formats, currently developed, (known as "Recordings"), for the purposes stated or related to the above.
- I understand and agree that use of such Recordings will be without any compensation to the pupil or the pupil's parent or guardian.
- I understand and agree that Cabrillo Point Academy and/or its authorized representatives shall have the exclusive right, title, and interest, including copyright, in the Recordings.
- I understand and agree that Cabrillo Point Academy and/or its authorized representatives shall have the unlimited right to sue the Recordings for any purposes stated or related to the above.
- I hereby release and hold harmless the Cabrillo Point Academy and its authorized representatives from any and all actions, claims, damages, costs, or expenses, including attorney's fees, brought by the pupil and/or parent or guardian which relate to or arise out of any use of these Recordings as specified above.

Do you agree to accept the provisions of this release?

YES: _____

NO: _____

SIGNATURE: _____

My signature shows that I have read and understood the release, and verifies my selection of the question above

DATE: _____



Cabrillo Point Academy

Compensation Policy

2022-2023

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COMPENSATION POLICY

DEDICATION TO NON-DISCRIMINATION

It is the policy of Cabrillo Point 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 Cabrillo Point Academy. Pay increases are not granted automatically each year; therefore, neither past nor future compensation can be calculated, assumed, or predicted on the basis of this schedule or any information contained herein. Compensation of any employee may also be adjusted at any time based on operational needs of the School.
- The Executive Director shall recommend compensation for all School staff, consistent with the budget approved by the School Board. An employee's regular compensation is paid on a semi-monthly basis in accordance with the School's payroll practices and policies.
- The School reserves the right to change, suspend, revoke, terminate, or supersede provisions of this compensation schedule at any time. To the extent any of provisions herein differ from the terms of an employee's employment agreement, the terms of the agreement shall prevail.

COMPENSATION PHILOSOPHY

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

We Offer

- Comprehensive compensation packages for all staff, including base salary and benefits. Certain employees may be eligible for bonuses and stipends, as set forth herein.
- A dynamic culture and vibrant community of colleagues united by shared dedication to students, a commitment to innovation, and a strong growth mindset.
- Unique career pathways, growth and development opportunities, and leadership roles that encourage staff to challenge themselves.
- Equitable compensation, regardless of gender, race/ethnicity, national origin, sexual orientation, age, religion, disability or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.
- A transparent and clearly communicated compensation system, so that staff understand what factors may determine individual compensation and how and when potential changes to compensation will be affected.

We Recognize and Reward

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

For Teachers

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

MEDICAL OPT-OUT STIPEND

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

CERTIFICATED COMPENSATION

Certificated Definition

For the purpose of this policy, certificated is defined as any position that requires a certificate and/or

credential as defined by the California Teaching Commission (CTC).

Teacher Definition

For purposes of this schedule, a Teacher is defined as a person who has a valid credential or certificate that allows them to teach a specific subject matter or special education.

Salary Placement Guidelines

Upon hire, each employee's salary placement will be calculated based on the YEAR an employee fits, and in accordance to the professional and teaching experience gathered in previous years in the institutions outlined in this manual and on other factors such as prior performance (which includes a rehired employee).

The starting salary of a new employee may exceed the salary of a current employee in the same position based on the new employee's years of experience.

Creditable Years of Experience

- The School has the option to grant one (1) YEAR for each one (1) year of approved creditable teaching or professional experience up to 5 (five) years with placement on year 5 (five).
- An additional year may be granted for teachers who have school-desired experience in what the school determines to be "hard-to-staff" positions.
- One year of creditable professional or teaching experience will be granted for full-time employment, which is employment for 100% of an institution's normal work schedule during the school year.
- A partial year of creditable professional or teaching experience can be granted for up to a year of part-time employment, which is less than 100% of an institution's normal work schedule during the school year.
- Creditable professional or teaching experience may be earned in:
 - California and US public, charter, and private elementary and secondary schools
 - Accredited foreign public, charter, and private elementary and secondary schools
 - California, US, and foreign accredited universities and colleges
 - Non-public special education contract schools for special education teachers
 - Other regionally accredited educational institutions
- Creditable teaching experience is experience as a teacher in one of the institutions outlined above.
- Other relevant professional experience may be considered by the Executive Director or designee.

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

Credential/Certification

- Teachers holding a valid and active credential (i.e., preliminary, clear, lifetime) California teaching certificate at the time of hiring/rehiring will generally be compensated in accordance with the applicable teacher Salary Schedule (B Basis, C Basis or Special Education) for certificated teachers.
- The School may hire teachers with a bachelor's degree who do not hold a clear teaching credential. Staff holding an alternative certification (intern, emergency, or preliminary credential) are rated on the same salary teacher schedule as certificated teachers.
- A teacher is eligible to advance to the proper Salary Schedule level once they meet the requirement for that specific Salary Schedule Level and Group based on their creditable years of service and post bachelor's degree units, if applicable. Course work is creditable for row placement and advancement if it is a course taken for credit at an accredited institution, reasonably related to the employee's assignment or future assignment, and posted as semester, quarter, or trimester units on an official transcript in the institution's graduate course number series.
- 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 15, any advancement on the Salary Schedule and increase in pay will be effective beginning the first pay period following October 15. The teacher will not be paid at the higher rate of compensation during the periods between August 15 and October 31. The teacher would receive the advancement starting the next pay period of November 1-15.
- For teachers with less than 98 units, the maximum number of years of service that can be accumulated is 10 years. To add additional years of service, teachers must obtain 98 or more units. The year in which 98 or more units is achieved, the teacher will finish out that year as year 10. They will then advance in years of service the preceding school years as outlined on the Salary Schedule.

Advanced Degree/Certificate Stipends

- Certificated staff who hold a Doctoral degree are entitled to additional compensation of \$3,000 stipend in addition to their current annual salary on the Salary Schedule.
- The stipend is not included in your annual salary and may be processed separately from regular

earnings.

- National Board Certificate (NBC) holders are entitled to a \$3,000 stipend in addition to current annual salary on the Salary Schedule.
- Proof of National Board Certificate (NBC) and Doctoral Degrees must be submitted by October 31 in order for stipend to be paid for that year. Any submission after October 31 will result in stipend for the following year.
- The stipends will be paid as set forth in the Stipend Chart below.

Signing Bonus

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

- Signing bonuses may be offered to teachers certified in an area of critical concern as defined by the School, to promote diversity, or to address specific concerns at the school.
- The Executive Director shall designate the individuals authorized to receive the signing bonus.
- The signing bonus must be approved by the Board.
- To qualify for a signing bonus, the teacher must:
 - Be certified in the field they are hired to teach.
 - Teach in that field of the bonus.

Supplemental Duty Stipends

- Stipends are assigned and approved by the Executive Director or his/her designee at the beginning of the school year or semester or as otherwise noted in the chart below.
- Staff who perform the Supplemental duties outlined in the chart below are eligible to receive the corresponding stipends as indicated and only if assigned/awarded to the staff member by the Executive Director or his/her designee. The number of stipends awarded under each category and/or the periods of service during the school year are at the sole discretion of the Executive Director or his/her designee.
- Supplemental duty stipends are authorized for the specific year assigned and are not renewed for the future years unless specifically authorized for those years. This means additional duties such as Student Support Coordinator, SPED Lead Teacher, etc. are assigned on a year-by-year basis and are not guaranteed responsibilities that carry over from year to year.
- Supplemental pay will cease when there is no need for the duty, the employee becomes ineligible 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 through June

according to the teacher work calendar.

- The Executive Director has been delegated authority to change the stipend amounts and add or change stipends based on the need of the school throughout the year in line with the board adopted budget.

Voluntary Transfer to Lower Role Placement or Teaching position

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

Additional Supplement Bonus (“Supplement”)

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

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

PART-TIME TEACHERS

For All Part-Time Teachers

- Part-time/Full-time Status: Compensation for part-time teachers will be ~~\$30.00~~ \$31.00 per hour. Estimated hours for part-time teachers each week includes a maximum of 10 hours per week for approved non- instructional activities (recruiting, planning, grading, parent conferences, etc.) and one (1) additional hour per week per enrolled student. Part-time teachers are pre-approved for the hours according to the chart 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 chart 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 year of experience is a fraction of a whole, it will be rounded up.
 - Example: 3.5 YEARS will be rounded to 4.0 YEARS of experience.
- Rehired employee's years of experience in the same or higher salary placements will be treated as equivalent experience.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- The Executive Director shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board.

Role/Salary Placements

All positions are classified according to the corresponding role and/or salary placements based on the required set of skills, education, effort, and responsibility of the job assignment as indicated in the specific job description. All positions may be reclassified as necessary by the Executive Director or designee. Some hard-to-staff positions may be compensated out of the Pay Scale as approved by the Executive Director.

Advancements on Pay Scale

An advancement on the Pay Scale is the placement of an employee from a position in a lower salary placement to a position in a higher salary placement and will be determined on the same basis and factors articulated herein.

Lateral Transfer

A lateral transfer is the movement of an employee from one position to another within the same salary placement. The employee may continue to progress in the same salary placement as experience in the position is accumulated. Prior experience will not be re-evaluated for purposes of placement or advancement in the new salary placement.

Partial Assignments

In cases where a classified employee has been given multiple assignments (e.g. a SPED coordinator with partial ESL duties), the employee will be placed on the Pay Scale (or salary placement) with the higher

salary.

Reassignments

- Employees approved to voluntarily transfer to a position in a lower placement on the Pay Scale, if applicable, will be placed in the new salary placement, and the salary will be calculated as it is in the new placement or Pay Scale.
- When an employee is reassigned for any reason to a position in a lower salary placement, the employee's salary will be lowered during the next payroll cycle, or when determined by the Executive Director to avoid disruption so long as it is not earlier than the next payroll period.

Rehires

- A former employee who returns to a position similar to the role held prior to separation will be placed on the Pay Scale as follows:
 - The converted grade and step of individuals who separated employment will be identified for appropriate entry placement on the Pay Scale.
 - All applicable work experience earned outside of Cabrillo Point Academy, subsequent to separation, may be identified and used for credit as equivalent experience in accordance with the creditable years of service as described herein.

Experience – Non-Exempt Employees

- Each non-exempt employee will be placed on the Pay Scale based on their years of relevant experience. Although non-exempt employees may be paid a monthly salary (paid on a semi-monthly basis), all non-exempt salaried employees will be paid for all hours worked and are eligible for overtime in accordance with applicable law. Employees should receive approval from their supervisor before working overtime.
- The evaluation of prior experience will be made by the Executive Director or his/her designee. The following criteria, among others, may be considered in evaluation of prior experience:
 - The number of days worked in a year must be at least 180 days as a full-time employee
 - The percentage of days worked
 - Position held
 - Type of the organization and accreditation
- Experience including secretarial, clerical, teaching, professional, and substitute experience may be credited.
- Each year of experience may be 1 YEAR in the Pay Scale.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on their years of experience.
- Experience may be earned in other districts or other companies.
- The Executive Director or his or her designee may adjust a rehired non-exempt employee's placement on the Pay Scale as appropriate based on the employee's accumulated relevant

experience following the employee's separation from the School, which may result in a higher or lower placement on the scale than the employee would have otherwise been placed had the employee been continuously employed. Adjustments to an employee's salary may be made in any subsequent school year.

Additional Supplement Bonus ("Supplement")

The Executive Director may recommend a Supplement for classified staff members as set forth in this section.

- An Executive Director, in his or her sole discretion, shall determine what duties shall be Supplemented based upon the operational needs of the school.
- A Supplement is not automatic and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A Supplement will be paid to the employee in accordance with the chart provided by the School at the time of Supplement award.
- The Supplemental award shall not exceed \$35,000 or 50% of annual salary.
- All Supplements awarded are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous Supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the classified staff members' regular salary.
- Classified staff member's Supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the classified staff member and the Executive Director prior to performing the Supplemental duties.
- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage and Enrollment Milestones.
- To qualify for an extended duty Supplement, the following criteria must be met as requested and assigned by the Executive Director:
 - The Executive Director must first agree with the classified staff member on the terms.
 - The Supplemental work must be separate from the normal job responsibilities.
 - The work must be completed or in the progress of being completed.

APPENDICIES

A. STIPEND CHART

B. SALARY SCHEDULES AND PAY SCALES

C. PART-TIME TEACHER HOURLY SCHEDULE

Cabrillo Point Academy
July 1, 2022 – 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.	28
Career Technical Education (CTE)	\$5,000	Paid to CTE credentialed teachers who applied and received the position to be on the team.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A
CHYA	\$2,500	Assigned Position: Paid to a certificated teacher to provide office hours and instruction/support with CHYA curriculum.	Eligibility is earned after service has been completed from start date to end date.	Paid as a lump sum after completion of the work.	28
Counselor - Pupil Personnel Services (PPS) Extra Duties	\$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
Counselor Extra Section	\$450 per week for each section of counseling coverage.	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.	N/A

Cabrillo Point Academy
July 1, 2022 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Doctoral Degree	\$3,000	Provided to certificated staff who hold a doctorate degree.	For current employees who obtain the certification before October 31 of the current school year.	Paid in 2 installments in December and in March. The total stipend amount will only be paid to current employees.	N/A
ELD Teacher	\$20,000	Assigned Position: Paid to credentialed teacher who applied and received the position to facilitate designated ELD instruction for EL students.	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid bimonthly over 10 months; August – May. Will be prorated based on period of service during the school year.	24
Elementary Explorers on Course Lead Teacher	\$23,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to coordinate Mission 2 Learn classes.	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	24
Elementary Explorers on Course Teacher	\$20,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to teach Mission 2 Learn classes.	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	24
Explorers Teacher Sub	\$30.00/\$31.00 with a total of 2 hours expected	Assigned Position: Paid to a designated HST who volunteered and received the position.	Eligibility starts upon covering an Explorers class as a substitute.	Paid the following paycheck after work and hours are submitted.	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

Cabrillo Point Academy
July 1, 2022 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Extra Student	\$100/month/ student over required roster limit	If the Executive Director assigns additional students to the employee's full-time load, the employee will receive \$100/month per student.	Becomes eligible once their rosters surpass required roster limits.	Paid bimonthly over the course of the student days of attendance. Will be prorated based on period of service during the school year.	N/A
High School Academic Support Coordinator	\$12,000	Assigned Position: Paid to a credentialed teacher who applied and received the position to be a lead for the team.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 12 months; July - June. Will be not prorated. It is a set amount regardless of when hired for the position.	28
Highly Qualified Teacher Extra Course	\$450/pay period for each section of Edgenuity coverage and \$670/pay period for each section of ChoicePlus Academy coverage	Provided to single subject credentialed teachers who teach additional coursework beyond a full load in ChoicePlus Academy or Edgenuity programs.	Eligibility starts at the beginning of the school year and once the teaching begins.	Paid bimonthly over 10 months of the student calendar.	N/A
Highly Qualified Teacher Summer School	\$30.00 / \$31.00 hour	Provided to single subject credentialed teachers who teach additional coursework for high school summer school courses.	Eligibility starts at the beginning of June.	Paid bimonthly over 2 months; June - July. Will be prorated based on period of service during the school year.	N/A
Induction Coach	\$500/ teacher/ semester	Paid to credentialed teachers who work with teachers who are working toward clearing their credential.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid bimonthly over 10 months; August - May. Will be prorated based on period of service during the school year.	N/A

Cabrillo Point Academy
July 1, 2022 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
Intervention Support Coordinator	\$20,000	Assigned Position: Paid to certificated teachers who facilitate direct instruction classes for students who are identified for tier 1, 2, and 3 intervention.	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid bimonthly over 10 months; August – May. Will be prorated based on period of service during the school year.	24
Lead Community Coordinator	\$12,000	Assigned Position: Paid to a certificated teacher who facilitates regular events for the Community Connections program.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 12 months; July – June. Will be prorated based on period of service during the school year.	18
Library Team Lead	\$650 per month (\$7,800 for 12 months)	This position is open to current CPA Library Specialists.	Eligibility begins immediately.	Paid \$325 bimonthly over 12 months; July - June.	N/A
Math Adventures Teacher	\$5,000	Assigned Position: Paid to a designated HST who applied and received the position to facilitate online instruction and regular events for the Math Adventures 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
Medical Benefit Opt-Out	\$3,000	Provided to teachers staff who opt out of medical benefit coverage.	Eligibility starts at the beginning of the school year.	\$125 paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.	N/A
Mileage	\$1,250 per semester/ \$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

Cabrillo Point Academy
July 1, 2022 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
MOU Coordinator	\$8,400	Assigned Position: Paid to designated director to provide support for all employees that are on the shared staff MOU.	Eligibility starts at the beginning of the school year paid July-June.	Paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.	N/A
National Board Certification (NBC)	\$3,000	Provided to teachers who have been awarded the National Board Certification.	For current employees who obtain the certification before October 31 of the current school year.	Paid in 2 installments in December and in March. The total stipend amount will only be paid to current employees.	N/A
National Honor Society Advisor	\$2,500	Assigned Position: Paid to a certificated teacher who serves as an advisor to NHS students and oversees the functions of the honor society.	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
National Junior Honor Society Advisor	\$2,500	Assigned Position: Paid to a certificated teacher who serves as an advisor to NJHS students and oversees the functions of the honor society.	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
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 Presenter	\$500	Assigned Position: Paid to a credentialed teacher who develops and delivers an approved professional development topic.	Eligibility is earned after service has been completed from start date to end date.	Paid in lump sum after the completion of the work.	N/A

Cabrillo Point Academy
July 1, 2022 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
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 Extra Student	Mild/Moderate \$150/month per extra student. Moderate/ Severe or Moderate/ Severe Transition \$400/month per extra student	If the Special Education Director assigns additional students to the employee's full-time caseload, the employee will receive \$150/month per student in the Mild/Moderate program, \$400/month per student in the Moderate/Severe program or M/S transition program.	Eligibility starts once rosters surpass required roster limits (which may be retroactive to the start of the 2021-2022 school year).	Paid bimonthly over 10 months; August - May.	N/A
SPED 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 Lead Program Specialist	\$3,000	Assigned Position: Serves as an administrative designee, authority in compliance, and supports teachers and other Program Specialists in the field of special education.	Eligibility starts at the beginning of the school year.	Paid bimonthly over 12 months; July – June. Will be prorated based on period of service during the school year.	N/A
Staff Development Coordinator	\$8,500	Assigned Position: Paid to a designated HST who applied and received the position to train Homeschool Teachers in best practices through training, collaboration and professional development.	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid bimonthly over 12 months; July - June. Will be prorated based on period of service during the school year.	18

Cabrillo Point Academy
July 1, 2022 – Stipend Chart

Stipend	Amount	Description	Eligibility Start	Method of Payment	Base Number of Students
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

**Cabrillo Point Academy
Administrator and Director
July 1, 2022 – Salary Schedule**

Year	Administrator	Director Level 1	Director Level 2	Director Level 3	Assistant Director
1	\$67,000	\$95,800	\$118,500	\$154,500	\$113,300
2	\$69,000	\$98,400	\$121,500	\$158,100	\$116,100
3	\$71,100	\$100,900	\$124,600	\$162,200	\$119,000
4	\$73,100	\$103,000	\$127,700	\$165,800	\$122,100
5	\$75,200	\$105,600	\$130,800	\$170,000	\$125,100
6	\$77,300	\$108,200	\$133,900	\$174,100	\$128,200
7	\$79,800	\$111,200	\$137,000	\$178,700	\$131,300
8	\$82,400	\$113,800	\$141,100	\$182,300	\$134,400
9	\$85,000	\$115,400	\$144,200	\$185,900	\$139,100
10	\$87,600	\$118,500	\$147,800	\$189,500	\$141,100
11	\$90,100	\$121,000	\$151,400	\$193,100	---
12	\$92,700	\$124,600	\$155,500	\$196,700	---
13	\$95,300	\$127,700	\$159,100	\$200,300	---
14	\$98,400	\$130,800	\$163,300	\$203,900	---
15	\$100,900	\$133,900	\$167,400	\$206,000	---

Director Level 1	Director Level 2	Director Level 3
Director of School Support	Director of HR Development	Director of Special Education
Director of Testing	Director of IT	Assistant Senior Director
Director of Accounting	Director of Technology Systems	
Director of Student Support	Director of High School	
Director of Compliance	Director of Accountability	
Director of Achievement & Accr.		
Director of Enrichment		
Director of ChoicePlus Academy		
Director of Edgenuity		
Director of Vendors		

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

*Annualized salary includes 228 work days. The 228 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

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

Cabrillo Point Academy
Certificated Support
July 1, 2022 – Salary Schedule

PROGRAM SPECIALIST

Year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Salary	\$87,000	\$89,200	\$91,400	\$93,700	\$96,100	\$98,500	\$100,900	\$103,500	\$106,000	\$108,700	\$111,400	\$114,200	\$117,100	\$120,000	\$123,000

SCHOOL PSYCHOLOGIST

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$85,200	\$88,300	\$92,800	\$97,400	\$102,300	\$107,400

SPEECH/LANGUAGE PATHOLOGIST

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$77,900	\$82,000	\$86,300	\$90,900	\$95,600	\$100,400

NURSE

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$74,100	\$77,800	\$81,200	\$85,300	\$89,600	\$94,100

OCCUPATIONAL THERAPIST & MENTAL HEALTH THERAPIST/SOCIAL WORKER

Step	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	\$74,300	\$78,100	\$82,300	\$86,600	\$91,200	\$95,900

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

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

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

Cabrillo Point Academy
July 1, 2022 – Classified Pay Scales

Classified Pay Scale – 191

Pay Scale Group	A	B	C	D	E	F	G	H	I	J	K	L
Spec L1	\$15.78	\$16.16	\$16.54	\$17.05	\$17.55	\$18.18	\$18.69	\$19.19	\$20.46	\$21.68	\$22.35	\$22.64
Spec L2	\$18.94	\$19.45	\$20.08	\$20.58	\$21.09	\$21.72	\$22.35	\$22.98	\$23.60	\$24.24	\$30.26	\$25.76

New classified team members will be placed on this pay schedule based on:

- Experience in their field of expertise
- Education level, Degrees or Certificates
- Comparable Industry Standard Compensation

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

Classified Pay Scale – 228

Pay Scale Group	A	B	C	D	E	F	G	H	I	J	K	L
Spec L1	\$15.78	\$16.16	\$16.54	\$17.05	\$17.55	\$18.18	\$18.69	\$19.19	\$20.46	\$21.68	\$22.35	\$22.64
Spec L2	\$18.94	\$19.45	\$20.08	\$20.58	\$21.09	\$21.72	\$22.35	\$22.98	\$23.60	\$24.24	\$25.00	\$25.76
Spec L3	\$20.20	\$20.84	\$21.47	\$22.10	\$22.73	\$23.42	\$24.12	\$24.88	\$25.63	\$26.39	\$27.05	\$27.58
Spec L4/Executive Assistant	\$25.25	\$26.01	\$26.77	\$27.65	\$28.41	\$29.30	\$30.18	\$31.06	\$31.95	\$32.83	\$33.46	\$34.14

New classified team members will be placed on this pay schedule based on:

- Experience in their field of expertise
- Education level, Degrees or Certificates
- Comparable Industry Standard Compensation

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

Cabrillo Point Academy
Counselor
July 1, 2022 – Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$61,600**	\$61,600**	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700
B (+ 14 points)	\$61,600**	\$61,600**	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$67,500
C (+ 28 points)	\$61,700	\$ 61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$66,800	\$70,100
D (+ 42 points)	\$61,700	\$ 61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$66,000	\$69,300	\$72,800
E (+ 56 points)	\$61,700	\$ 61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$65,100	\$69,500	\$71,800	\$75,400
F (+ 70 points)	\$61,700	\$ 61,700	\$61,700	\$61,700	\$61,700	\$64,200	\$67,400	\$70,800	\$74,300	\$78,100
G (+ 84 points)	\$61,700	\$ 61,700	\$61,700	\$61,700	\$63,200	\$66,400	\$69,700	\$73,200	\$76,800	\$80,700
H (+ 98 points)	\$61,700	\$ 61,700	\$61,700	\$62,200	\$65,300	\$68,500	\$72,000	\$75,600	\$79,400	\$83,400

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$86,000	\$88,600	\$91,300	\$93,900

H15	H20	H25	H30
\$96,600	\$99,200	\$101,900	\$104,000

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

*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

** Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

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

**Cabrillo Point Academy
Highly Qualified Teacher (HQT)
July 1, 2022 – Salary Schedule**

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$61,600**	\$61,600**	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700
B (+ 14 points)	\$61,600**	\$61,600**	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$67,500
C (+ 28 points)	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$66,800	\$70,100
D (+ 42 points)	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$66,000	\$69,300	\$72,800
E (+ 56 points)	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$65,100	\$69,500	\$71,800	\$75,400
F (+ 70 points)	\$61,700	\$61,700	\$61,700	\$61,700	\$61,700	\$64,200	\$67,400	\$70,800	\$74,300	\$78,100
G (+ 84 points)	\$61,700	\$61,700	\$61,700	\$61,700	\$63,200	\$66,400	\$69,700	\$73,200	\$76,800	\$80,700
H (+ 98 points)	\$61,700	\$61,700	\$61,700	\$62,200	\$65,300	\$68,500	\$72,000	\$75,600	\$79,400	\$83,400

Additional Pay Scale Levels

	11	12	13	14
(continued)				
H (+ 98 points)	\$86,000	\$88,600	\$91,300	\$93,900

H15	H20	H25	H30
\$96,600	\$99,200	\$101,900	\$104,000

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

*Annualized salary includes 191 work days. The 191 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

** Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

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

Cabrillo Point Academy
Homeschool Teacher (HST) – Middle and High School
July 1, 2022 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$71,900**	\$71,900**	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900
B (+ 14 points)	\$71,900**	\$71,900**	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$74,300
C (+ 28 points)	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$73,600	\$76,900
D (+ 42 points)	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$72,800	\$76,100	\$79,600
E (+ 56 points)	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$72,800	\$76,300	\$78,600	\$82,200
F (+ 70 points)	\$71,900	\$71,900	\$71,900	\$71,900	\$71,900	\$72,000	\$74,200	\$77,600	\$81,100	\$84,900
G (+ 84 points)	\$71,900	\$71,900	\$71,900	\$71,900	\$72,000	\$74,200	\$76,500	\$80,000	\$83,600	\$87,500
H (+ 98 points)	\$71,900	\$71,900	\$71,900	\$72,000	\$74,200	\$76,300	\$78,800	\$82,400	\$86,200	\$90,100

Additional Pay Scale Levels

	11	12	13	14
(continued)				
H (+ 98 points)	\$92,800	\$95,400	\$98,100	\$100,700

H15	H20	H25	H30
\$103,400	\$106,000	\$108,700	\$110,800

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

*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

**Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

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

****Must maintain 28 students.

**Cabrillo Point Academy
Homeschool Teacher (HST)
July 1, 2022 – Salary Schedule**

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$61,600**	\$61,600**	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600
B (+ 14 points)	\$61,600**	\$61,600**	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$64,000
C (+ 28 points)	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$63,300	\$66,600
D (+ 42 points)	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$62,500	\$65,800	\$69,300
E (+ 56 points)	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$62,500	\$66,000	\$68,300	\$71,900
F (+ 70 points)	\$61,600	\$61,600	\$61,600	\$61,600	\$61,600	\$61,700	\$63,900	\$67,300	\$70,800	\$74,600
G (+ 84 points)	\$61,600	\$61,600	\$61,600	\$61,600	\$61,700	\$63,900	\$66,200	\$69,700	\$73,300	\$77,200
H (+ 98 points)	\$61,600	\$61,600	\$61,600	\$61,700	\$63,900	\$66,000	\$68,500	\$72,100	\$75,900	\$79,800

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$82,500	\$85,100	\$87,800	\$90,400

H15	H20	H25	H30
\$93,100	\$95,700	\$98,400	\$100,500

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

*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

** Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

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

Cabrillo Point Academy
Intervention Support Teacher/English Language Development Teacher
July 1, 2022-2023 – Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$81,600**	\$81,600**	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600
B (+ 14 points)	\$81,600**	\$81,600**	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$84,000
C (+ 28 points)	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$83,300	\$86,600
D (+ 42 points)	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$82,500	\$85,800	\$89,300
E (+ 56 points)	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$82,500	\$86,000	\$88,300	\$91,900
F (+ 70 points)	\$81,600	\$81,600	\$81,600	\$81,600	\$81,600	\$81,700	\$83,900	\$87,300	\$90,800	\$94,600
G (+ 84 points)	\$81,600	\$81,600	\$81,600	\$81,600	\$81,700	\$83,900	\$86,200	\$89,700	\$93,300	\$97,200
H (+ 98 points)	\$81,600	\$81,600	\$81,600	\$81,700	\$83,900	\$86,000	\$88,500	\$92,100	\$95,900	\$99,800

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$102,500	\$105,100	\$107,800	\$110,400

H15	H20	H25	H30
\$113,100	\$115,700	\$118,400	\$120,500

*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.
 **Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.
 ***Must maintain a roster of 24 students.
 ***Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school board.

Cabrillo Point Academy
Regional Coordinator – Middle and High School
July 1, 2022 – Salary Schedule

Year	1	2	3	4	5	6	7	8	9
Salary	\$97,300	\$99,500	\$101,700	\$104,000	\$106,400	\$108,800	\$111,200	\$113,800	\$116,300

Regional Coordinators must hold a minimum of 10 students.

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

**Annualized salary includes 206 work days, and team members may need to work additional days beyond the work calendar.

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

Cabrillo Point Academy
Regional Coordinator
July 1, 2022 – Salary Schedule

Year	1	2	3	4	5	6	7	8	9
Salary	\$87,000	\$89,200	\$91,400	\$93,700	\$96,100	\$98,500	\$100,900	\$103,500	\$106,000

Regional Coordinators must hold a minimum of 16 students.

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

**Annualized salary includes 206 work days, and team members may need to work additional days beyond the work calendar.

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

**Cabrillo Point Academy
Special Education (SPED) Teacher
July 1, 2022 – Salary Schedule**

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$63,400**	\$63,400**	\$63,400	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200
B (+ 14 points)	\$63,400**	\$64,000**	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$71,700
C (+ 28 points)	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$71,000	\$74,700
D (+ 42 points)	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$70,100	\$73,800	\$77,700
E (+ 56 points)	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$65,200	\$69,100	\$74,000	\$76,600	\$80,600
F (+ 70 points)	\$65,200	\$65,200	\$65,200	\$65,20	\$65,200	\$68,100	\$71,700	\$75,500	\$79,400	\$83,600
G (+ 84 points)	\$65,200	\$65,200	\$65,200	\$65,200	\$67,000	\$70,500	\$74,200	\$78,100	\$82,200	\$86,600
H (+ 98 points)	\$65,200	\$65,200	\$65,200	\$65,800	\$69,200	\$72,900	\$76,800	\$80,800	\$85,100	\$89,500

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$92,500	\$95,500	\$98,400	\$101,400

H15	H20	H25	H30
\$104,300	\$107,300	\$110,300	\$112,600

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

*Annualized salary includes 191 work days. The 191 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

**Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

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

Cabrillo Point Academy
Staff Development Coordinator
July 1, 2022 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$71,600**	\$71,600**	\$71,600	\$71,600	\$71,600	\$71,600	\$71,600	\$71,600	\$71,600	\$71,600
B (+ 14 points)	\$71,600**	\$71,600**	\$71,600	\$71,600	\$71,600	\$71,600	\$71,600	\$71,600	\$71,600	\$74,000
C (+ 28 points)	\$71,600	\$71,600	\$71,600	\$71,600	\$71,600	\$71,600	\$71,600	\$71,600	\$73,300	\$76,600
D (+ 42 points)	\$71,600	\$71,600	\$71,600	\$71,600	\$71,600	\$71,600	\$71,600	\$72,500	\$75,800	\$79,300
E (+ 56 points)	\$71,600	\$71,600	\$71,600	\$71,600	\$71,600	\$71,600	\$72,500	\$76,000	\$78,300	\$81,900
F (+ 70 points)	\$71,600	\$71,600	\$71,600	\$71,600	\$71,600	\$71,700	\$73,900	\$77,300	\$80,800	\$84,600
G (+ 84 points)	\$71,600	\$71,600	\$71,600	\$71,600	\$71,700	\$73,900	\$76,200	\$79,700	\$83,300	\$87,200
H (+ 98 points)	\$71,600	\$71,600	\$71,600	\$71,700	\$73,900	\$76,000	\$78,500	\$82,100	\$85,900	\$89,800

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$92,500	\$95,100	\$97,800	\$100,400

H15	H20	H25	H30
\$103,100	\$105,700	\$108,400	\$110,500

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

*Annualized salary includes 198 work days. The 198 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 18 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.

Cabrillo Point Academy
Student Support Coordinator and 504 Coordinator
July 1, 2022 – Salary Schedule

PAY SCALE GROUP

PAY SCALE LEVEL

Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$77,000**	\$77,000**	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000
B (+ 14 points)	\$77,000**	\$77,000**	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$79,400
C (+ 28 points)	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$78,800	\$82,100
D (+ 42 points)	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$78,000	\$81,300	\$84,700
E (+ 56 points)	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$78,000	\$81,400	\$83,800	\$87,400
F (+ 70 points)	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000	\$77,100	\$79,400	\$82,800	\$86,300	\$90,000
G (+ 84 points)	\$77,000	\$77,000	\$77,000	\$77,000	\$77,100	\$79,400	\$81,700	\$85,100	\$88,800	\$92,700
H (+ 98 points)	\$77,000	\$77,000	\$77,000	\$77,100	\$79,400	\$81,400	\$83,900	\$87,500	\$91,300	\$95,300

Additional Pay Scale Levels

	11	12	13	14
(continued)				
H (+ 98 points)	\$97,900	\$100,600	\$103,200	\$105,900

H15	H20	H25	H30
\$108,500	\$111,200	\$113,800	\$115,900

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

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

**Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

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

Cabrillo Point Academy
Technology Department
July 1, 2022 – Classified Pay Scales

Job Title		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
IT Tech (ITT) or Order Fulfillment Specialist (OFS)	Hourly	\$20.60	\$21.22	\$21.86	\$22.51	\$23.19	\$23.81	\$24.46	\$25.10	\$25.75	\$26.40	\$27.05	\$27.69	\$28.34	\$28.98	\$29.63	\$30.27
	Annual																
IT Tech II or Order Fulfillment Specialist 2 or IT Administrative Assistant (ITAA)	Hourly	\$22.66	\$23.34	\$24.04	\$24.76	\$25.50	\$26.19	\$26.90	\$27.61	\$28.33	\$29.04	\$29.75	\$30.46	\$31.17	\$31.88	\$32.59	\$33.30
	Annual																
IT Support Specialist (ITSS)	Hourly	\$24.72	\$25.46	\$26.22	\$27.02	\$27.82	\$28.57	\$29.36	\$30.13	\$30.90	\$31.67	\$32.46	\$33.23	\$34.00	\$34.78	\$35.56	\$36.33
	Annual																
IT Support Specialist II or Tech Coordinator (TC) or IT Provisioning Manager	Hourly	\$26.78	\$27.58	\$28.41	\$29.26	\$30.14	\$30.95	\$31.80	\$32.64	\$33.48	\$34.32	\$35.15	\$36.00	\$36.83	\$37.69	\$38.51	\$39.38
	Annual																
IT Support Specialist III or Data Analyst Tech Coordinator 2 or DevOps Engineer 1 (DO1)	Hourly	\$28.84	\$29.71	\$30.60	\$31.52	\$32.46	\$33.34	\$34.25	\$35.14	\$36.05	\$36.96	\$37.88	\$38.75	\$39.66	\$40.58	\$41.49	\$42.40
	Annual																
IT Administrator (ITA) or DevOps Engineer 2 (DO2)	Hourly	\$32.96	\$33.95	\$34.97	\$36.02	\$37.10	\$38.08	\$39.13	\$40.19	\$41.20	\$42.26	\$43.26	\$44.28	\$45.33	\$46.39	\$47.40	\$48.46
	Annual																
IT Manager (ITM)	Hourly	\$39.23	\$40.29	\$41.35	\$42.36	\$43.41	\$44.47	\$45.53	\$46.59	\$47.64	\$48.65	\$49.71					
	Annual												\$105,600.00	\$108,200.00	\$111,200.00	\$113,800.00	\$115,400.00

New classified team members will be placed on this pay schedule based on:

- Experience in their field of expertise
- Education level, Degrees or Certificates
- Comparable Industry Standard Compensation

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

Cabrillo Point Academy
Part-Time Homeschool Teacher (HST)
July 1, 2022 – Hourly Schedule

Number of Regularly Enrolled Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Number of Approved Hours Per Week	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29

Part-Time Highly Qualified Teacher (HQT)
July 1, 2022 – Hourly Schedule

Number of Sections Covered	1	2	3	4
Number of Approved Hours Per Week	15	20	25	30

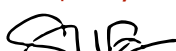
Please Note:

- No more than your max approved hours should be worked in one calendar week without prior approval.
- No more than 8 hours can be worked in one day.
- Any time over 5 hours in a day must include scheduled lunch.
- No hours may be worked on Holidays.
- No hours are approved over school breaks: (ex. Thanksgiving Break, Winter Break, Presidents' Break, Spring Break)

Customer ID	Invoice number	Internal purchase order ID(s)	Date
14440-0001	CD1444022167688	OSP051822CPA	May 24, 2022



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

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

Bill to:
Cabrillo Point Academy
4612 Dehesa Rd.
El Cajon, CA 92019-2922

Sold to:
Cabrillo Point Academy
4612 Dehesa Rd.
El Cajon, CA 92019-2922

Payment terms:
On receipt

Pay directly in Marketplace

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

Other payment options

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

Pay by check

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

Pay by ACH or wire

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

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

Subtotal: \$200,000.00 USD

Tax amount: \$0.00 USD

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

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



INVOICE

Invoice #: 6432

Invoice Date 4/6/2022

Amount Due: \$107,826.00
Bill To:

Cabrillo Point Academy
13915 Danielson St. # 103
Poway, CA 92064

Pay To: Global Teletherapy
1777 Reisterstown Rd
Suit 165R
Baltimore MD 21208
888-511-9395
Emma@globalteletherapy.com

Monthly Service Charges

Monthly Service Charges:

Amount	Description
\$75,757.50	Speech: Monthly Therapy Charges
\$0.00	Speech: Monthly Assessment Charges
\$19,240.00	OT: Monthly Therapy Charges
\$0.00	OT: Monthly Assessment Charges
\$11,960.00	MH: Monthly Therapy Charges
\$0.00	MH: Monthly Assessment Charges
\$106,957.50	Total Monthly Charges
\$576.00	Total Hourly Charges
\$292.50	Adjustment
\$107,826.00	Total Charges

Code String	SUM of Amount
6546-3903-3110-5102	\$11,960.00
6500-3903-3150-5102	\$76,626.00
6500-3903-3122-5102	\$19,240.00
	0
Grand Total	\$107,826.00

Monthly Service Breakdown:

#	Description
1069	Speech Total Services (76.19%) - \$81,495.06
924	Speech Actual Sessions (86.44%) - \$70,441.00
145	Speech No Shows (13.56%) - \$11,054.05
0	Speech Assessments (0.00%) - \$0.00
159	OT Total Services (11.33%) - \$12,121.34
134	OT Actual Sessions (84.28%) - \$10,215.47
25	OT No Shows (15.72%) - \$1,905.87
0	OT Assessments (0.00%) - \$0.00
175	Mental Health Total Services (12.47%) - \$13,341.10
107	Mental Health Actual Sessions (61.14%) - \$8,157.13
68	Mental Health No Shows (38.86%) - \$5,183.97
0	Mental Health Assessments (0.00%) - \$0.00
2806	

Hourly Service Breakdown:

Amount	Description
\$576.00	Speech Direct Therapy
\$576.00	



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

Please remit payment to:
 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 No.

B15142797

Invoice date 4/27/2022
 Customer number 1126490
 Sales order S55526507

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

Cabrillo Point Academy
 13915 Danielson Street
 Suite 200
 Poway, CA 92064
 USA

Ship To

Cabrillo Point Academy - IT Department
 13915 Danielson St.
 Suite 100
 Poway, CA 92064
 USA
 attn: CPA -IT Department

Ship Date	Salesperson	Purchase Order	Ship Via	FOB	Terms
4/27/2022	Eric Discepolo/Ent-SLED	LCAP030922CPA	FEDEX GROUND	FOB DEST	NET 30

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

Quote: 21688152

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

CharterSAFE

BE SAFE • FEEL SAFE

INVOICE

Invoice Date: May 26, 2022

Account Number: 17845

INSURED: **Cabrillo Point Academy**

CONTACT: Jenna Lorge

ADDRESS: 13915 Danielson St. #200
Poway, CA 92064

Member Contribution for Policy Year 2022-2023

Combined Member Contribution	\$655,182.00
COVID-19 Rebate	\$26,207.00
Total Member Contribution	\$628,975.00

(Choose one option)	Amount	Use ACH	Due Date
<input type="checkbox"/> Payment in Full	\$628,975.00	<input type="checkbox"/>	Due Now

☐ **Installment Plan:**

Deposit (25%)	\$137,588.00	<input type="checkbox"/>	Due Now
Monthly Installment	\$54,599.00	<input type="checkbox"/>	August 01, 2022

9 installments due the 1st of every month

ACH PAYMENT OPTION!

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

Please Remit All Payments To:

CharterSAFE
P.O. Box 969
Weimar, CA 95736

Questions/Comments:

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

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