



PACIFIC VIEW CHARTER SCHOOL

A California Public School and Nonprofit 501 (c) (3) Corporation

3670 Ocean Ranch Blvd., Oceanside, CA 92056

22695 Alessandro Blvd., Moreno Valley, CA 92533

Phone # (760) 757-0161

Phone # (951) 697-1990

Board of Trustees' Meeting Agenda

Tuesday, June 20, 2023

2:00pm

1.0 Call to Order/Roll Call

2.0 Approval of Agenda

Action

Recommended Action:

That the Board approve the agenda for the Regular Board Meeting of March 21, 2023, as presented.

3.0 Pledge of Allegiance

4.0 Public Comment

Members of the public will be given the opportunity to address the Board during the meeting. Individual comments will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be for six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board Meeting.

5.0 Introductions

6.0 Executive Director's Report

Information

7.0 Consent Calendar

Action

These agenda items are considered routine and will be approved in one action without discussion. If a Board Trustee requests that an item be removed from the consent calendar or a citizen wishes to speak to an item, the item will be considered under Action Items.

7.1 [Meeting Minutes from May 16, 2023](#)

7.2 [Integrated Pest Management Plan](#)

7.3 [Fundraising Donation](#)

8.0 Action/Discussion Items

Business and Financial

- 8.1 [Board Warrant Listing May 1-31](#) Action
Information Summary
Warrants and Automated Clearing House (ACH) payments are issued in accordance with approved budget and/or contracts.
Responsible Party
Director of Business and Operations Fox will discuss the Board Warrant Listing.
Recommended Action:
That the Board approve the warrants and Automated Clearing House (ACH) payments issued from May 1-31, 2023.
- 8.2 [Proposed 2023/24 Budget](#) Action
Information Summary
Proposed School Budget for 2023/24 school year
Responsible Party
Director of Business and Operations Fox will discuss the budget.
Recommended Action:
That the Board approve the 2023/24 School Budget

Administrative

- 8.3 [2023-2024 LCAP](#) Action
Annual required LEA LCAP
Responsible Party
Executive Director Gorence will discuss the 23/24 LCAP
Recommended Action:
That the Board approves the LCAP
- 8.4 [Local Indicators](#) Action
Required Local Indicators for the California School Dashboard
Responsible Party
Executive Director Gorence will discuss the Local Indicators
Recommended Action:
That the Board approve the Local Indicators as presented
- 8.5 **School Policies** Action
Revisions, Deletions and additions to school policies
New Policies:
[Student Policy # 23: Foster Youth](#)
[Student Policy #24: Harassment, Discrimination, Intimidation](#)
[Student Policy #25: Immigration Enforcement](#)
[Student Policy #26: Regulations for Smartphone Use](#)
[Student Policy# 27: Campus Search and Seizure](#)
[Personnel Policy #5: Assignment of Teachers in Transitional Kindergarten](#)

Amend Policies:
[Student Policy #9 Plagiarism](#)
[Student Policy #20 Technology Acceptable Use](#)
[Student Policy#22: Homeless Education](#)
[Safety Policy #4: Tobacco/Nicotine Free Policy](#)

Retire Policy:
[Student Policy #11: Sexual Harassment](#)

Responsible Party

Executive Director Gorence will review the policy updates

Recommended Action:

That the Board approve changes to the school policies

Personnel

8.6 Department Chair Stipend Job Description Action

Information/Summary

New Position for the school

Responsible Party

Human Resources and Business Services Coordinator Bentley will discuss the new job description

Recommended Action:

That the Board approve the job description as presented

8.7 TOSA Job Description Action

Information/Summary

New Position for the school

Responsible Party

Human Resources and Business Services Coordinator Bentley will discuss the new job description

Recommended Action:

That the Board approve the job description as presented

8.8 Salary Schedules Action

Information/Summary

2023-2024 Salary Schedules reflecting:

- Schoolwide Board Approved 3% Salary Increase
- Department Head Stipend - Certificated Salary Schedule Supervisory Teacher 9-12
- TOSA position added to HS and TK-8 Salary Schedules

Responsible Party

Human Resources and Business Services Coordinator Bentley will discuss the new job description

Recommended Action:

That the Board approve the 23-24 Salary Schedules as presented

8.9 Hard to Fill Bonus Agreement Action

Information/Summary

2023-2024 Salary Schedules reflecting:

- Schoolwide Board Approved 3% Salary Increase
- Department Head Stipend - Certificated Salary Schedule Supervisory Teacher 9-12
- TOSA position added to HS and TK-8 Salary Schedules

Responsible Party

Human Resources and Business Services Coordinator Bentley will discuss the new job description

Recommended Action:

That the Board approve the 23-24 Salary Schedules as presented

Curriculum

8.10 Exit Course Action

Information/Summary

Revisions to the Exit Course Description

Responsible Party

Director of Curriculum Cohen will discuss the proposed changes

Recommended Action:

That the Board approve the course description as presented

9.0 Public Comment on Closed Session

10.0 Closed Session

10.1 Public Employee Performance Evaluation

Govt. Code 54957: Executive Director Performance Evaluation

Action

11.0 Board/Staff Discussion

12.0 Adjournment/Next Meeting

The next regularly scheduled meeting of the Board of Trustees will be held Tuesday, July 18, 2023 at 2:00pm

7.1



PACIFIC VIEW CHARTER SCHOOL

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3670 Ocean Ranch Blvd., Oceanside, CA 92056

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Phone # (760) 757-0161

Phone # (951) 697-1990

Board of Trustees' Meeting Minutes

Tuesday, May 16, 2023

2:00pm

1.0 Call to Order/Roll Call

Meeting was called to order at 2:00

Present were: Julie Walley, Ricardo Sanchez, Kathi Cohen

Absent were: Jon Walters

2.0 Approval of Agenda

Action

Motion to approve the agenda was made by Julie Walley

Seconded Motion: Kathi Cohen

Ayes: Julie Walley, Ricardo Sanchez, Kathi Cohen

Noes:

Abstain:

Absent: Jon Walters

3.0 Pledge of Allegiance

Pledge of Allegiance was led by: Kathi Cohen

4.0 Public Comment

Public Comments: None

5.0 Introductions

Introductions were made and included: Erin Gorence, Greg Cohen, Kira Fox, Geoff Weeks,

Diane Gibson, Linda Moore, Stephanie Whitehouse (Charterwise), Lori Bentley

6.0 Executive Director's Report

Information

7.0 Consent Calendar

These agenda items are considered routine and will be approved in one action without discussion. If a Board Trustee requests that an item be removed from the consent calendar or a citizen wishes to speak to an item, the item will be considered under Action Items.

7.1 Meeting Minutes from April 18, 2023

Action

Motion to approve the meeting minutes was made by Julie

Seconded Motion: Ricardo

Ayes: Julie Walley, Ricardo Sanchez, Kathi Cohen

Noes:

Abstain:

Absent: Jon Walters

8.0 Action/Discussion Items

Business and Financial

8.1 Charterwise Service Agreement

Action

Motion to approve the agreement was made by Kathi

Seconded Motion: Julie

Ayes: Julie Walley, Ricardo Sanchez, Kathi Cohen

Noes:

Abstain:

Absent: Jon Walters

8.2 Board Warrant Listing April 1-30

Action

Motion to approve the warrants was made by Ricardo

Seconded Motion: Kathi

Ayes: Julie Walley, Ricardo Sanchez, Kathi Cohen

Noes:

Abstain:

Absent: Jon Walters

8.3 2023-24 Special Education Master Contracts

Motion to approve the contracts was made by Julie

Seconded Motion: Ricardo

Ayes: Julie Walley, Ricardo Sanchez, Kathi Cohen

Noes:

Abstain:

Absent: Jon Walters

Administration

8.4 2023-2024 LCAP Public Hearing

Information

Public Hearing Regarding the Proposed Goals, Metrics, Services and Actions for
PVCs 2023-24 LCAP

Public hearing opened at 2:15

Public hearing closed at 2:21

Hearing Comments: None

Personnel

8.5 Supervisory Teacher Job Descriptions

Action

Motion to approve the job descriptions was made by Julie

Seconded Motion: Ricardo

Ayes: Julie Walley, Ricardo Sanchez, Kathi Cohen

Noes:

Abstain:

Absent: Jon Walters

8.6 Instructional Aide Bonus Resolution

Action

Motion to approve the resolution was made by Ricardo

Seconded Motion: Julie

Ayes: Julie Walley, Ricardo Sanchez, Kathi Cohen

Noes:

Abstain:

Absent: Jon Walters

Curriculum

8.7

Edgenuity Spanish 2A/2B Credit Recovery

Action

Motion to approve the courses was made by Ricardo

Seconded Motion: Julie

Ayes: Julie Walley, Ricardo Sanchez, Kathi Cohen

Noes:

Abstain:

Absent: Jon Walters

9.0 Closed Session Public Comment

Public Comments: None

10.0 Closed Session

Action

10.1 Proposed 23/24 Salary Increase

(Gov. Code 549.756) Negotiator: Erin Gorence

Closed Session begins at: 2:41 pm

Motion to approve the salary increase was made by Ricardo

Seconded Motion: Julie

Ayes: Julie Walley, Ricardo Sanchez, Kathi Cohen

Noes:

Abstain:

Absent: Jon Walters

11.0 Report Out to Public Action Taken in closed Session

Public Session Reconvenes at: 3:11

Action Taken in closed session: Board approved the 3% salary increase for all staff for the 23/24 school year

12.0 Board/Staff Discussion

Notes: None

13.0 Adjournment/Next Meeting

The next regularly scheduled meeting of the Board of Trustees will be held Tuesday, June 20, 2023 at 2:00pm

Meeting Adjourned at: 3:13

7.2

2023/24
PACIFIC VIEW CHARTER SCHOOL
Integrated Pest Management Plan

IPM Coordinator / School Designee:
South County Pest Control, Inc.
27475 Ynez Road, Temecula, CA 92591
(951) 676-5577

Hired Pest Control Applicator: South County Pest Control

The school's IPM consists of quarterly treatment for the control of General Pest Control. Spot treatments may occur in the event of an unexpected infestation.

School Sites:

Pacific View Charter School Oceanside – 3670-82 Ocean Ranch Blvd., Oceanside, CA 92056
Pacific View Charter School Moreno Valley – 22695 Alessandro Blvd., Moreno Valley, CA 92553

PESTICIDES EXPECTED TO BE USED:

- Essentria C3 – Manufacturer Envinvio
EPA: N/A
- Tempo SC Ultra Insecticide – Bayer
EPA 432-1363
- Selontra Rodent Bait – Manufacturer BASF Corporation
EPA 7969-382
- Maxforce Quantum Ant Bait – Manufacturer Bayer
EPA 30513

This plan is reviewed and updated annually in June.

7.3

PACIFIC VIEW CHARTER SCHOOL

Board of Trustees Meeting

Acceptance of Items Donated to Pacific View Charter School

Background Information

The following items have been donated to the School. In accordance with the School's Fiscal Policy-G Fundraising, Grant Solicitation and Donation Recognition this donation is being presented for acceptance by the Board of Trustees on behalf of the School.

Donor	Description/Conditions Restrictions/Compliance Requirements	Value
Gabriella Liem	Candy Gram matching donation	\$86.00
	TOTAL VALUE	\$86.00

The staff is recommending the Board accept this donation on behalf of the school.

8.1

Pacific View Charter
June 2023 Board Meeting
May 2023 Warrant Listing

Warrant ID	Name	Payment Date	Total Warrant Amount	Description	Fund	Invoice Fund Amount	Purchase Order #
010973	Reliable Translations Inc.	5/1/2023	\$ 294.00	SPED RELIABLE TRANSLATIONS	6200	\$ 147.00	0000001602
010973	Reliable Translations Inc.	5/1/2023	\$ 294.00	SPED RELIABLE TRANSLATIONS	6200	\$ 147.00	0000001602
010974	Pediatric Therapy Services, LLC	5/1/2023	\$ 4,335.00	SP STEPPING STONE	6200	\$ 4,335.00	0000001703
010975	Intersection R & M Services, Inc	5/1/2023	\$ 886.02	Handyman Services - Oceanside	6200	\$ 886.02	0000001577
010976	AIR CRAFTS HEATING & AC INC.	5/1/2023	\$ 2,450.00	HVAC - PM ServiceS	6200	\$ 2,450.00	0000001526
010977	OFFICE DEPOT	5/1/2023	\$ 604.77	GenEd CUR OFFICE DEPOT STUDENT SUPPLIES	6200	\$ 190.10	0000001604
010977	OFFICE DEPOT	5/1/2023	\$ 604.77	Oceanside- Admin Office Supplies	6200	\$ 19.45	0000001573
010977	OFFICE DEPOT	5/1/2023	\$ 604.77	SPED OFFICE DEPOT INSTRUCTIONAL SUPPLIES	6200	\$ 47.53	0000001598
010977	OFFICE DEPOT	5/1/2023	\$ 604.77	Oceanside- Admin Office supplies	6200	\$ 347.69	0000001573
010978	SCHOOL PATHWAYS HOLDINGS, LLC	5/1/2023	\$ 11,155.93	GenEd SCHOOL PATHWAYS	6200	\$ 7,767.23	0000001627
010978	SCHOOL PATHWAYS HOLDINGS, LLC	5/1/2023	\$ 11,155.93	Cal Pads, Online Registration	6200	\$ 3,388.70	0000001581
14012288	Interquest Group, Inc	5/1/2023	\$ 700.00	Campus- Search Dogs Oceanside	6200	\$ 700.00	0000001590
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	Student Supplies	6200	\$ 48.63	0000001716
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	SPED Instructional Supplies	6200	\$ 12.18	0000001711
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	OSIDE - Janitorial Supplies	6200	\$ 738.88	0000001712
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	MV - Janitorial Supplies	6200	\$ 149.52	0000001712
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	Oceanside- Costco Admin supplies	6200	\$ 10.73	0000001713
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	Student Nutrition	6200	\$ 2,137.19	0000001714
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	SPED Child Nutrition	6200	\$ 1,108.85	0000001715
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	Ad Riverside Mall	6200	\$ 3,442.50	0000001749
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	CCSA - Conference Travel expense	6200	\$ 1,606.52	0000001753
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	Leaseweb	6200	\$ 1.00	0000001717
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	Osido Postage Supplies	6200	\$ 49.98	0000001777
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	Student Nutrition	6200	\$ 2,298.13	0000001807
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	Osido - Student Postage	6200	\$ 204.00	0000001777
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	Postage - Direct Post Office Postage	6200	\$ 43.25	0000001755
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	GenEd INSTRUCTIONAL SUPPLIES	6200	\$ 992.36	0000001768
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	Osido - Admin postage	6200	\$ 69.00	0000001777
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	Osido SpEd Postage	6200	\$ 27.00	0000001777
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	Student Fit & Fun Day Expenses	6200	\$ 523.28	0000001779
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	Window Decal - School Vehicle	6200	\$ 271.55	0000001780
14012289	U.S. Bank	5/1/2023	\$ 13,834.43	Refreshments - NCTAY Meeting	6200	\$ 99.88	0000001786
14012290	Joseph V Ignacio	5/1/2023	\$ 489.38	DJ Services - Dance	6200	\$ 489.38	0000001806
14012291	EASTERN MUNICIPAL WATER DIST	5/1/2023	\$ 282.29	Water Utility - Moreno Valley	6200	\$ 282.29	0000001521
14012292	MISSION FEDERAL CREDIT UNION	5/1/2023	\$ 896.97	Attorney YMC- Trainings	6200	\$ 225.00	0000001570
14012292	MISSION FEDERAL CREDIT UNION	5/1/2023	\$ 896.97	Postage Supplies	6200	\$ 126.43	0000001804
14012292	MISSION FEDERAL CREDIT UNION	5/1/2023	\$ 896.97	Website Hosting - Leaseweb	6200	\$ 88.52	0000001799
14012292	MISSION FEDERAL CREDIT UNION	5/1/2023	\$ 896.97	SPED MFCU INSTRUCTIONAL SUPPLIES	6200	\$ 54.82	0000001597

Pacific View Charter
June 2023 Board Meeting
May 2023 Warrant Listing

Warrant ID	Name	Payment Date	Total Warrant Amount	Description	Fund	Invoice Fund Amount	Purchase Order #
14012292	MISSION FEDERAL CREDIT UNION	5/1/2023	\$ 896.97	GEN ED MISSION FED INSTR SUPPLIES	6200	\$ 402.20	0000001579
14012293	MORENO VALLEY UTILITY	5/1/2023	\$ 1,227.21	Electrical Utility - Moreno Valley	6200	\$ 1,227.21	0000001522
14012294	Cintas Fire Protection	5/1/2023	\$ 399.00	MV FIRE SPRINKLER SYSTEM	6200	\$ 399.00	0000001608
011071	CDW GOVERNMENT, INC.	5/3/2023	\$ 1,272.98	PRINTERS CDW	6200	\$ 1,272.98	0000001787
14013911	NWEA	5/4/2023	\$ 275.00	NWEA OVERFLOW TESTS	6200	\$ 275.00	0000001808
14013912	Veruca Inc	5/4/2023	\$ 141.38	Hot Spots for Student Computer	6200	\$ 141.38	0000001764
14013913	Energo Electric LLC	5/4/2023	\$ 350.00	Emergency Exit Sign & LED Lights	6200	\$ 350.00	0000001812
14013914	KONICA MINOLTA BUS. SOLUTIONS	5/4/2023	\$ 928.06	Student Fee- Copier- 75%	6200	\$ 202.59	0000001549
14013914	KONICA MINOLTA BUS. SOLUTIONS	5/4/2023	\$ 928.06	Admin Fee: Copier	6200	\$ 67.54	0000001549
14013914	KONICA MINOLTA BUS. SOLUTIONS	5/4/2023	\$ 928.06	LEASE- Student Fee	6200	\$ 559.24	0000001549
14013914	KONICA MINOLTA BUS. SOLUTIONS	5/4/2023	\$ 928.06	LEASE: Admin Fee	6200	\$ 98.69	0000001549
14013915	NATIONAL BENEFIT SERVICES, LLC	5/4/2023	\$ 75.00	Administrative Fees for Employee Benefit	6200	\$ 75.00	0000001572
14013916	RONALD LARRY HOLDEN	5/4/2023	\$ 2,600.00	Janitorial Services - Moreno Valley	6200	\$ 2,600.00	0000001520
011195	Pediatric Therapy Services, LLC	5/8/2023	\$ 2,040.00	Special Education Services - Contracted	6200	\$ 2,040.00	0000001703
011196	Intersection R & M Services, Inc	5/8/2023	\$ 760.00	Handyman Services - Oceanside	6200	\$ 760.00	0000001577
011197	CDW GOVERNMENT, INC.	5/8/2023	\$ 4,609.24	74 Radio Batteries - replacement warrant	6200	\$ 4,609.24	
011198	JAN-PRO OF SAN DIEGO	5/8/2023	\$ 3,799.00	Janitorial Services - Oceanside	6200	\$ 3,799.00	0000001527
14015119	Specialized Therapy Services, Inc	5/8/2023	\$ 6,615.53	SPED ERMS SPECIALIZED THERAPY	6200	\$ 3,396.25	0000001672
14015119	Specialized Therapy Services, Inc	5/8/2023	\$ 6,615.53	SPED SPECIALIZED THERAPY SERVICES	6200	\$ 3,219.28	0000001691
14015120	Academic Church & Choir Gown Mtg. Co.	5/8/2023	\$ 2,429.29	HS GRADUATION CAP & GOWNS	6200	\$ 2,429.29	0000001790
14015121	HopSkipDrive, INC	5/8/2023	\$ 717.03	SPED Student Transportation	6200	\$ 717.03	0000001733
14015122	Yessenia Arroyo	5/8/2023	\$ 74.00	Employee Reimbursement - Fingerprints	6200	\$ 74.00	
14015123	SAN DIEGO GAS & ELECTRIC	5/8/2023	\$ 3,441.92	Electrical Utilities - Oceanside	6200	\$ 3,441.92	0000001523
011265	Reliable Translations Inc.	5/10/2023	\$ 147.00	SPED RELIABLE TRANSLATIONS	6200	\$ 147.00	0000001602
14016981	EMCOR Services Mesa Energy	5/11/2023	\$ 3,221.75	HVAC PM & Repairs Moreno Valley	6200	\$ 3,221.75	0000001533
14016982	California Center for the Arts, Escondido	5/11/2023	\$ 4,861.80	HIGH SCHOOL GRADUATION VENUE	6200	\$ 4,861.80	0000001650
14016983	City of Vista	5/11/2023	\$ 230.00	Sports Field Rentals	6200	\$ 230.00	0000001814
14016984	ADT SECURITY SERVICES	5/11/2023	\$ 71.63	ADT MV SECURITY SYSTEM	6200	\$ 71.63	0000001610
14016985	Bray Outdoor Ads	5/11/2023	\$ 8,250.00	Busback Ad Oceanside/Vista	6200	\$ 8,250.00	0000001794
14016986	SPARKLETTS & SIERRA SPRINGS	5/11/2023	\$ 257.65	Bottled Water Service - Both Campuses	6200	\$ 22.31	0000001530
14016986	SPARKLETTS & SIERRA SPRINGS	5/11/2023	\$ 257.65	Bottled Water Service - Both Campuses	6200	\$ 235.34	0000001530
14016987	YOUNG, MINNEY & CORR, LLP	5/11/2023	\$ 1,280.00	Legal Services	6200	\$ 1,280.00	0000001554
14016988	V TECHNOLOGY SOLUTION	5/11/2023	\$ 743.75	NETWORK MAINTENANCE V-TECH	6200	\$ 743.75	0000001614
011393	NANPOR SECURITY SERVICES	5/15/2023	\$ 4,919.67	Security Guard - Oceanside	6200	\$ 2,589.30	0000001538
011393	NANPOR SECURITY SERVICES	5/15/2023	\$ 4,919.67	Security Guard - Oceanside	6200	\$ 2,330.37	0000001538
011394	OFFICE DEPOT	5/15/2023	\$ 93.98	Oceanside- Admin Office supplies	6200	\$ 93.98	0000001573
14018017	Cordata Shredding	5/15/2023	\$ 139.19	Moreno Valley Shred Bin	6200	\$ 83.32	0000001545
14018017	Cordata Shredding	5/15/2023	\$ 139.19	Oceanside Shred Bin	6200	\$ 55.87	0000001545

Pacific View Charter
June 2023 Board Meeting
May 2023 Warrant Listing

Warrant ID	Name	Payment Date	Total Warrant Amount	Description	Fund	Invoice Fund Amount	Purchase Order #
14018018	Joceline Wehbe Ghawi	5/15/2023	\$ 18.00	Employee Reimbursement TB Test	6200	\$ 18.00	
14018019	Teachers on Reserve	5/15/2023	\$ 997.04	Teachers Subs	6200	\$ 997.04	0000001692
14018020	BAY ALARM	5/15/2023	\$ 420.00	Monitoring Fees 2024 expenses	6200	\$ 140.00	
14018020	BAY ALARM	5/15/2023	\$ 420.00	Alarm Monitoring Oceanside	6200	\$ 20.00	0000001607
14018020	BAY ALARM	5/15/2023	\$ 420.00	Security Alarm Monitoring	6200	\$ 260.00	0000001607
14018021	Bray Outdoor Ads	5/15/2023	\$ 4,400.00	Digital Billboard Moreno Valley	6200	\$ 4,400.00	0000001817
14018022	AT&T MOBILITY	5/15/2023	\$ 494.45	Cell Phone Service	6200	\$ 494.45	0000001542
14018023	COX BUSINESS SERVICES	5/15/2023	\$ 473.85	Student- Internet & Phone Services	6200	\$ 284.31	0000001544
14018023	COX BUSINESS SERVICES	5/15/2023	\$ 473.85	SPED- Student Internet & Phone services	6200	\$ 94.77	0000001544
14018023	COX BUSINESS SERVICES	5/15/2023	\$ 473.85	Admin- Internet & Phone Services	6200	\$ 94.77	0000001544
14018024	DECORATIVE SERVICES	5/15/2023	\$ 3,426.11	CHROMEBOOK BAGS	6200	\$ 3,426.11	0000001783
14018025	EXPRESS SERVICES, INC.	5/15/2023	\$ 2,354.59	2 Temps for Registration	6200	\$ 2,354.59	0000001816
14018026	VCC OCEAN RANCH CONDO. ASSOC.	5/15/2023	\$ 6,164.00	Property Association Fees - Oceanside	6200	\$ 6,164.00	0000001534
011499	Total Education Solutions	5/17/2023	\$ 115.00	GEN TES THERAPY	6200	\$ 115.00	0000001632
011500	Reliable Translations Inc.	5/17/2023	\$ 294.00	SPED RELIABLE TRANSLATIONS	6200	\$ 147.00	0000001602
011500	Reliable Translations Inc.	5/17/2023	\$ 294.00	SPED RELIABLE TRANSLATIONS	6200	\$ 147.00	0000001602
011501	PACIFIC VIEW CHARTER SCHOOL	5/17/2023	\$ 12,355.89	Mortgage Payment- Moreno Valley	6200	\$ 9,884.71	0000001548
011501	PACIFIC VIEW CHARTER SCHOOL	5/17/2023	\$ 12,355.89	Mortgage Payment- Moreno Valley	6200	\$ 2,471.18	0000001548
011502	WASTE MANAGEMENT	5/17/2023	\$ 216.16	Trash Services - Moreno Valley	6200	\$ 216.16	0000001524
14019754	EXPRESS SERVICES, INC.	5/18/2023	\$ 4,435.20	2 Temps for Registration	6200	\$ 2,217.60	0000001816
14019754	EXPRESS SERVICES, INC.	5/18/2023	\$ 4,435.20	2 Temps for Registration	6200	\$ 2,217.60	0000001816
011629	Reliable Translations Inc.	5/22/2023	\$ 147.00	SPED RELIABLE TRANSLATIONS	6200	\$ 147.00	0000001602
14020898	Francis De Castro	5/22/2023	\$ 609.28	Employee Reimbursement - Mileage	6200	\$ 609.28	
14020899	San Diego & Imperial County Schools FBC	5/22/2023	\$ 98.29	Employee Paid COBRA Payment	6200	\$ 98.29	
14020900	City of Vista	5/22/2023	\$ 222.00	Sports Field Rentals	6200	\$ 222.00	0000001814
14020901	Whisper Tennis	5/22/2023	\$ 1,000.00	Speaker Fee - High School Graduation	6200	\$ 1,000.00	
14020902	COX BUSINESS SERVICES	5/22/2023	\$ 281.16	VIDEO SECURITY Oceanside	6200	\$ 281.16	0000001612
14020903	OCEANSIDE UNIFIED SCHOOL DISTRICT	5/22/2023	\$ 429.00	HS GRADUATION PROGRAMS	6200	\$ 24.00	0000001789
14020903	OCEANSIDE UNIFIED SCHOOL DISTRICT	5/22/2023	\$ 429.00	HS GRADUATION PROGRAMS	6200	\$ 405.00	0000001789
14020904	PALOMAR FAMILY COUNSELING	5/22/2023	\$ 8,424.00	GenEd PALOMAR FAMILY COUNSELING	6200	\$ 5,736.00	0000001669
14020904	PALOMAR FAMILY COUNSELING	5/22/2023	\$ 8,424.00	GenEd PALOMAR FAMILY COUNSELING	6200	\$ 2,688.00	0000001669
011691	Pediatric Therapy Services, LLC	5/24/2023	\$ 3,230.00	SP STEPPING STONE	6200	\$ 3,230.00	0000001703
011692	SOUTH COUNTY PEST CONTROL, INC	5/24/2023	\$ 90.00	Pest Control - Both Campuses	6200	\$ 90.00	0000001532
011693	PACIFIC VIEW CHARTER SCHOOL	5/24/2023	\$ 18,130.94	Mortgage Payment- Oceanside	6200	\$ 2,719.64	0000001547
011693	PACIFIC VIEW CHARTER SCHOOL	5/24/2023	\$ 18,130.94	Mortgage Payment- Oceanside	6200	\$ 15,411.30	0000001547
14022524	Nuvia Castaneda	5/25/2023	\$ 79.64	Employee Reimbursement - Mileage	6200	\$ 79.64	
14022525	Shaniqwa Hemmings	5/25/2023	\$ 79.64	Employee Reimbursement - Mileage	6200	\$ 79.64	
14022526	Maria Castellanos	5/25/2023	\$ 79.64	Employee Reimbursement - Mileage	6200	\$ 79.64	

Pacific View Charter
June 2023 Board Meeting
May 2023 Warrant Listing

Warrant ID	Name	Payment Date	Total Warrant Amount	Description	Fund	Invoice Fund Amount	Purchase Order #
14022527	EASTERN MUNICIPAL WATER DIST	5/25/2023	\$ 255.65	Water Utility - Moreno Valley	6200	\$ 255.65	0000001521
14022528	EXPRESS SERVICES, INC.	5/25/2023	\$ 2,162.16	2 Temps for Registration	6200	\$ 2,162.16	0000001816
011789	MV MEDICAL CTR MASTER ASSOC	5/30/2023	\$ 1,343.00	Property Association Fees - Moreno Valley	6200	\$ 1,343.00	0000001535
011790	OFFICE DEPOT	5/30/2023	\$ 458.26	Oceanside- Admin Office supplies	6200	\$ 216.80	0000001573
011790	OFFICE DEPOT	5/30/2023	\$ 458.26	SPED OFFICE DEPOT INSTRUCTIONAL SUPPLIES	6200	\$ 33.23	0000001598
011790	OFFICE DEPOT	5/30/2023	\$ 458.26	GenEd Curriculum OFFICE DEPOT STUDENT SUPPLIES	6200	\$ 132.95	0000001604
011790	OFFICE DEPOT	5/30/2023	\$ 458.26	ERGO Supplies - Staff	6200	\$ 32.30	0000001515
011790	OFFICE DEPOT	5/30/2023	\$ 458.26	MV- Admin Office Supplies	6200	\$ 6.45	0000001573
011790	OFFICE DEPOT	5/30/2023	\$ 458.26	SPED OFFICE DEPOT INSTRUCTIONAL SUPPLIES	6200	\$ 7.30	0000001598
011790	OFFICE DEPOT	5/30/2023	\$ 458.26	GenEd Curriculum OFFICE DEPOT STUDENT SUPPLIES	6200	\$ 29.23	0000001604
14023744	Helen K. Stamatelatos	5/30/2023	\$ 538.75	GRADUATION STAGE FLOWERS	6200	\$ 538.75	0000001818
14023745	HAROLD D HAMERNIK	5/30/2023	\$ 6,000.00	Website theme update	6200	\$ 6,000.00	0000001784
14023746	HERFF JONES, INC	5/30/2023	\$ 652.38	HS GRAD DIPLOMA PAPER	6200	\$ 652.38	0000001800
14023747	FRONTIER	5/30/2023	\$ 487.71	Admin-Phone & Internet Services	6200	\$ 97.75	0000001546
14023747	FRONTIER	5/30/2023	\$ 487.71	Student- Phone & Internet Services	6200	\$ 292.63	0000001546
14023747	FRONTIER	5/30/2023	\$ 487.71	SPED-Student Phone & Internet Services	6200	\$ 97.33	0000001546

8.2

PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING

June 21, 2023

2032-24 WORKING/ADOPTED BUDGET

Pacific View Charter School
2023/24
Proposed/Adopted Budget
Financial Summary – June1,2023

Legislation outlined in Education Code Section 47604.33 requires Charter Schools to report their financial statements four times a year to their Sponsoring District, County Office of Education, and the California Department of Education. The financial reporting includes Budget Adoption, First Interim, Second Interim and Unaudited Actuals. The enclosed financial reports provide an update and detail of the School's 2022/23 financial status, Proposed/Adopted 2023/24 Budget and projections for two subsequent fiscal years. The 2023/24 Budget will require the Board's review and action.

The Proposed/Adopted 2023/24 Budget includes the following items:

- ✓ 2023/24 Proposed/Adopted Multi-year Projection and Assumptions
- ✓ 2023/24 Proposed/Adopted LCFF Spreadsheets
- ✓ 2023/24 School Services of California Dart Board
- ✓ 2023/24 Proposed/Adopted Charter School Certification

California Department of Education has created an LCFF calculator. LCFF base funding, supplemental and concentration grants are calculated using CDE's model. SSC Dartboard reflects the per student formula. PVCS has projected conservative enrollment for the current and two following school years. Enrollment and other financial data will be updated at First Interim.

	K-3	4-6	7-8	9-12
LCFF Base Grants	\$9,166	\$9,304	\$9,580	\$11,102
Supplemental Grants	20%	20%	20%	20%
Concentration Grants	50%	50%	50%	50%

Proposed/Adopted Budget Enrollment and Average Daily Attendance (A.D.A.)

	2023/24	2024/25	2025/26
Enrollment	663	693	723
A.D.A.	777.77	793.33	809.20
A.D.A. Ratio	1.17	1.14	1.12

Pacific View Charter School
2023/24
Proposed/Adopted Budget
Financial Summary – June1,2023

The enclosed reports provide updated, detailed financial information for our 2023/24 budget and projections for the subsequent two fiscal years. Following are the major highlights of the 2023/24 budget which form the foundation for the Executive Director's Goals and the School's Mission.

1. Identify and support unduplicated count students
2. Provide Chromebooks and hotspots for homeless and students that do not have internet access
3. ELD Curriculum for onsite and virtual students
4. Growth holding for 4 teachers
5. Palomar Counseling- Student Counseling
6. Placement in Interventions
7. Staffing and curriculum to improve reading schoolwide
8. Special Education teacher and 2 Classified Support
9. Translations/services
10. Expand College & Career Presentations
11. Increase in Mental Health Supports for Moreno Valley through Telehealth and Care Solace
12. Support for Credit Deficient Students
13. Increase College & Career Readiness for Graduates
14. Mandated compliance with AB1871- Nutritionally Adequate Meals for students- Hot Meal Service
15. Equipment to accommodate Hot Meals

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2024-2026 Proposed/Adopted Budget**

ENTERPRISE FUND		2022-2023 Estimated Actuals Budget	2023-24 Proposed Adopted Budget	2024-25 Projected Budget	2025-26 Projected Budget
A. REVENUES					
1) Revenue Limit Sources	8010-8099	10,071,273	11,484,863	12,201,592	12,894,877
2) Other Federal Revenues	8100-8299	177,370	0	0	0
3) Other State Revenues	8300-8599	2,234,645	2,034,643	1,378,581	901,581
4) Other Local Revenues	8600-8799	763,915	10,000	10,000	10,000
5) TOTAL REVENUES		13,247,203	13,529,506	13,590,173	13,806,458
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	4,211,822	4,807,700	4,951,931	5,100,489
2) Classified Salaries	2000-2999	1,390,976	1,523,819	1,569,534	1,616,620
3) Employee Fringes	3000-3999	2,906,721	2,821,247	2,928,547	3,026,103
4) Books, Supplies, Non-Capital Equip	4000-4999	540,340	665,046	684,997	705,547
5) Services, Other Operating Exp	5000-5999	2,458,009	2,203,211	2,269,307	2,337,387
7) Other Outgo	7100-7299	0	0	0	0
8) Direct Support/Indirect Costs	7300-7399	0	0	0	0
9) TOTAL EXPENDITURES		11,507,868	12,021,023	12,404,316	12,786,146
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES & USES		1,739,335	1,508,483	1,185,857	1,020,312
D. Other Financing Sources/Uses					
E. Net Increase(Decrease) in Fund Balance		1,739,335	1,508,483	1,185,857	1,020,312
F. FUND BALANCE, RESERVES					
1) Fund 62/62-01 Beginning Balance/July 1		6,560,279	8,299,614	9,808,097	10,993,953
2) Ending Balance		8,299,614	9,808,097	10,993,953	12,014,266
Components of Fund Balance					
Restricted for Econ Uncert.		345,236	360,631	372,129	383,584
Restricted for Special Purposes		7,954,378	9,447,466	10,621,824	11,630,681
Undesignated		0	0	0	0
Total Components of Fund Balance		8,299,614	9,808,097	10,993,953	12,014,266

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2024-2026 Proposed/Adopted Budget**

		2022-2023 Estimated Actuals	2023-24 Proposed Adopted	2024-25 Projected Budget	2025-26 Projected Budget
Designated for Economic Uncertainty		345,236	360,631	372,129	383,584
	TOTAL	345,236	360,631	372,129	383,584
Revolving Cash Reserve		200	700	700	700
Deferred Maintenance Reserve		50,000	50,000	50,000	50,000
Facilities/Architect		50,000	50,000	50,000	50,000
Facilities Reserve		217,000	217,000	217,000	217,000
Land/Bldg/Deprec/Growth		7,211,145	8,803,733	9,978,091	10,986,948
Long Term Debt Reserve (Building)		217,571	217,571	217,571	217,571
Long Term Debt Reserve (Automobile)		8,462	8,462	8,462	8,462
STRS/PERS Unfunded Liability		200,000	100,000	100,000	100,000
	TOTAL	7,954,378	9,447,466	10,621,824	11,630,681
Undesignated	9790-000	0	0	(0)	0
	TOTAL	0	0	(0)	0
TOTAL RESERVES		8,299,614	9,808,097	10,993,953	12,014,265

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2024-2026 Proposed/Adopted Budget**

	2023-24 PROJECTED	2024-25 PROJECTED	2025-26 PROJECTED
<u>REVENUE</u>			
1. COLA	8.22%	3.94%	3.29%
2. LOTTERY	\$170.00	\$170.00	\$170.00
3. ENROLLMENT ESTIMATES			
Totals	663	693	723
4. ENROLLMENT INCREASE(DECREASE)	30	30	30
5. REVENUE LIMIT ADA	777.77	793.33	809.20
<u>EXPENDITURES</u>			
1. FRINGE BENEFIT RATES			
STRS State Teachers Retirement System	19.10%	19.10%	19.10%
PERS Public Employee Retirement System	26.68%	27.70%	28.30%
Social Security	6.20%	6.20%	6.20%
Medicare	1.45%	1.45%	1.45%
SUI State Unemployment Insurance/ 09/10 .30%	0.85%	0.85%	0.85%
Workers Compensation	2.06%	2.06%	2.06%
Health Insurance cost per year	\$ 1,076,766	\$ 1,166,321	\$ 1,201,310
Books and Supplies/Other Operating Services	5%	3%	3%

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2024-2026 Proposed/Adopted Budget**

REVENUES	2023-24	2024-25	2025-26
<i>Total Student Enrollment</i>	663	693	723
<i>Total Student ADA</i>	777.77	793.33	809.20
<i>Student ADA- Grade K-3</i>	29.01	29.59	30.18
<i>Student ADA- Grade 4-6</i>	33.31	33.98	34.66
<i>Student ADA-Grade 7-8</i>	92.10	93.94	95.82
<i>Student ADA-Grade 9-12</i>	623.35	635.82	648.54
<i>Revenue Limit Sources</i>			
0000-000 8011 LCFF Base Funding	3,051,229	3,422,213	3,789,196
0000-000-8011-001 LCFF Base Funding Prior Year	0		0
0000-500-8011 Supplemental & Concentration Grants	2,192,940	2,350,198	2,516,247
0000-500-8011-001 Supplemental & Concentratio Grants PY	0	0	0
1400-000-8012 Education Protection Account	2,803,373	2,991,860	3,152,113
1400-000-8012-001 Education Protection Account Prior Year	0	0	0
0000-000-8096 In lieu of Property Taxes-Included in Prin Appor	3,437,321	3,437,321	3,437,321
0000-000-8096-001 In lieu of Property Tax Prior Year	0	0	0
TOTALS	11,484,863	12,201,592	12,894,877
<i>Other State Revenues</i>			
0000-000-8550 Mandated Block Grant	36,721	25,000	25,000
1100-000-8560 State Lottery - CY Unrestricted	117,871	117,871	117,871
1100-000-8560-001 State Lottery - Prior Year Unrestricted	0	0	0
6300-000-8560 State Lottery - CY Restricted	47,004	47,004	47,004
6500-5001-0000-8792 Special Education	709,706	709,706	709,706
Various-8590 Star Testing Revenue	2,000	2,000	2,000
6762-000-8590 Arts, Music, Prof Dev, Ins Material 25/26	302,135	132,000	
6266-000-8590 Educator Effectiveness Grant 25/26	63,479	25,000	
7810-000-8590 Ethnic Studies	11,147		
7435-000-8590 Learning Recovery Block Grant 27/28	744,580	320,000	
TOTALS	2,034,643	1,378,581	901,581
<i>Other Local Revenues</i>			
0000-000-8660 Interest	8,000	8,000	8,000
0000-000-8699 All other local revenue	2,000	2,000	2,000
TOTALS	10,000	10,000	10,000
TOTAL REVENUE	\$13,529,506	\$13,590,173	\$13,806,458

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2024-2026 Proposed/Adopted Budget**

EXPENDITURES		2023-24	2024-25	2025-26
<i>Certificated Salaries</i>				
1000-1999		4,807,700	4,951,931	5,100,489
Teacher Salaries				
Admin Salaries				
<i>Classified Salaries</i>				
2000-2999		1,523,819	1,569,534	1,616,620
Support staff & office salaries				
Admin Salaries				
<i>Employee Fringes</i>				
3111/3211 STRS		899,945	945,819	974,193
3212 PERS		415,610	434,761	457,503
3311/3312 Social Security		97,287	97,311	100,230
3321/3322 Medicare		91,807	94,561	97,398
3401/3402 Health & Welfare Benefits		1,132,350	1,166,321	1,201,310
3501/3502 Unemployment Insurance		53,818	55,433	57,096
3601/3602 Workman's Compensation Ins.		130,430	134,342	138,372
TOTALS		2,821,247	2,928,547	3,026,103
<i>Books and Supplies</i>				
4000-4999		665,046	684,997	705,547
<i>Services, Other Operating Expense</i>				
5000-5999		2,203,211	2,269,307	2,337,387
conferences, mileage, dues & memberships, insurance, gas & electricity, irrigation, trash, pest control, contracted cleaning services, leases, maintenance agreements, grounds & repairs, equipment leases, bank expenses, contracted services, bottled water, employment services, security services, charter buses, software licensing, print shop services, SDCOE systems, oversight fee, payroll services, legal expenses, advertising, telephones & cell phones, postage, internet costs				
<i>Other Outgo</i>		0	0	0
<i>Direct Support/Indirect Costs</i>		0	0	0
TOTAL EXPENDITURES		\$12,021,023	\$12,404,316	\$12,786,146

Pacific View Charter (3731221) - 2023-24 Proposed Working Adopted						6/30/2023					
						2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
SUMMARY OF FUNDING											
General Assumptions											
COLA & Augmentation						13.26%	8.22%	3.94%	3.29%	3.19%	3.16%
Base Grant Proration Factor						0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor						0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
LCFF Entitlement											
Base Grant						\$8,214,293	\$9,067,499	\$9,613,032	\$10,127,960	\$10,659,714	\$11,216,774
Grade Span Adjustment						203,720	224,424	238,362	250,670	264,065	277,903
Supplemental Grant						1,201,755	1,351,603	1,458,203	1,576,514	1,701,270	1,826,735
Concentration Grant						762,208	841,337	891,995	939,733	989,095	1,040,786
Add-ons: Targeted Instructional Improvement Block Grant						-	-	-	-	-	-
Add-ons: Home-to-School Transportation						-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program						-	-	-	-	-	-
Add-ons: Transitional Kindergarten						-	-	-	-	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid						\$10,381,976	\$11,484,863	\$12,201,592	\$12,894,877	\$13,614,144	\$14,362,198
Miscellaneous Adjustments						-	-	-	-	-	-
Economic Recovery Target						-	-	-	-	-	-
Additional State Aid						-	-	-	-	-	-
Total LCFF Entitlement						10,381,976	11,484,863	12,201,592	12,894,877	13,614,144	14,362,198
LCFF Entitlement Per ADA						\$	13,615 \$	14,765 \$	15,935 \$	16,494 \$	17,059 \$
Components of LCFF By Object Code											
State Aid (Object Code 8011)						\$ 4,728,371	\$ 5,244,169	\$ 5,772,411	\$ 6,305,443	\$ 6,859,119	\$ 7,433,872
EPA (for LCFF Calculation - Resource 1400 / Object Code 8012)						\$ 2,406,735	\$ 2,803,373	\$ 2,991,860	\$ 3,152,113	\$ 3,317,704	\$ 3,491,005
<i>Local Revenue Sources:</i>											
Property Taxes (Object 8021 to 8089)						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)						\$ 3,246,870	\$ 3,437,321	\$ 3,437,321	\$ 3,437,321	\$ 3,437,321	\$ 3,437,321
<i>Property Taxes net of In-Lieu</i>						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL FUNDING						10,381,976	11,484,863	12,201,592	12,894,877	13,614,144	14,362,198
Basic Aid Status						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes						\$ (2,406,735)	\$ (2,803,373)	\$ (2,991,860)	\$ (3,152,113)	\$ (3,317,704)	\$ (3,491,005)
EPA in Excess to LCFF Funding						\$ 2,406,735	\$ 2,803,373	\$ 2,991,860	\$ 3,152,113	\$ 3,317,704	\$ 3,491,005
Total LCFF Entitlement						10,381,976	11,484,863	12,201,592	12,894,877	13,614,144	14,362,198

SSC School District and Charter School Financial Projection Dartboard 2023-24 May Revision

This version of School Services of California Inc. (SSC) Financial Projection Dartboard is based on the Governor's 2023-24 May Revision. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and other planning factors. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS					
Factor	2022-23	2023-24 ¹	2024-25	2025-26	2026-27
Department of Finance Statutory COLA	6.56%	8.22%	3.94%	3.29%	3.19%
Planning COLA	6.56%	8.22%	3.94%	3.29%	3.19%

LCFF GRADE SPAN FACTORS FOR 2023-24				
Entitlement Factors per ADA*	TK-3	4-6	7-8	9-12
2022-23 Base Grants	\$9,166	\$9,304	\$9,580	\$11,102
Statutory COLA of 8.22%	\$753	\$765	\$787	\$913
2023-24 Base Grants	\$9,919	\$10,069	\$10,367	\$12,015
Grade Span Adjustment Factors	10.4%	—	—	2.6%
Grade Span Adjustment Amounts	\$1,032	—	—	\$312
2023-24 Adjusted Base Grants ²	\$10,951	\$10,069	\$10,367	\$12,327
Transitional Kindergarten (TK) Add-On ³	\$3,044	—	—	—

*Average daily attendance (ADA)

OTHER PLANNING FACTORS						
Factors		2022-23	2023-24	2024-25	2025-26	2026-27
California CPI		5.71%	3.54%	3.02%	2.64%	2.89%
California Lottery	Unrestricted per ADA	\$170	\$170	\$170	\$170	\$170
	Restricted per ADA	\$67	\$67	\$67	\$67	\$67
Mandate Block Grant (District)	Grades K-8 per ADA	\$34.94	\$37.81	\$39.30	\$40.59	\$41.88
	Grades 9-12 per ADA	\$67.31	\$72.84	\$75.71	\$78.20	\$80.69
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$18.34	\$19.85	\$20.63	\$21.31	\$21.99
	Grades 9-12 per ADA	\$50.98	\$55.17	\$57.34	\$59.23	\$61.12
Interest Rate for Ten-Year Treasuries		3.65%	3.13%	2.81%	2.90%	3.00%
CalSTRS Employer Rate ⁴		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate ⁴		25.37%	26.68%	27.70%	28.30%	28.70%
Unemployment Insurance Rate ⁵		0.50%	0.05%	0.05%	0.05%	0.05%
Minimum Wage ⁶		\$15.50	\$16.00	\$16.50	\$16.90	\$17.30

STATE MINIMUM RESERVE REQUIREMENTS FOR 2023-24	
Reserve Requirement	District ADA Range
The greater of 5% or \$80,000	0 to 300
The greater of 4% or \$80,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and higher

¹Applies to Special Education, Child Nutrition, State Preschool, Foster Youth, Mandate Block Grant, Adult Education, Adults in Correctional Facilities Program, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education.

²Additional funding is provided for students who are designated as eligible for free or reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 65% for each eligible student beyond the 55% identification rate threshold.

³Funding is based on TK ADA only and is in addition to the adjusted base grant amount. Further, the funding is adjusted by statutory COLA each year.

⁴California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) rates in 2023-24 are final, and the subsequent years' rates are subject to change based on determination by the respective governing boards.

⁵Unemployment rate in 2023-24 is final based on determination by the Employment Development Department and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2).

⁶Minimum wage rates are effective January 1 of the respective year.

Pacific View Charter School
Working Adopted Budget
Charter Number 247
CDE Number 37-73569
Fiscal Year 2023/2024
Charter School Certification

2023/2024 Working Adopted Budget is hereby submitted to the chartering authority and the County Superintendent of Schools.

Signed: _____
Charter School Official

Date: _____

Printed Name: Erin Gorence, Executive Director

For additional information on the Working Adopted Budget Report, please contact:

Kira Fox
760-757-0161
kfox@pacificview.org

8.3

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific View Charter School

CDS Code: 37735693731221

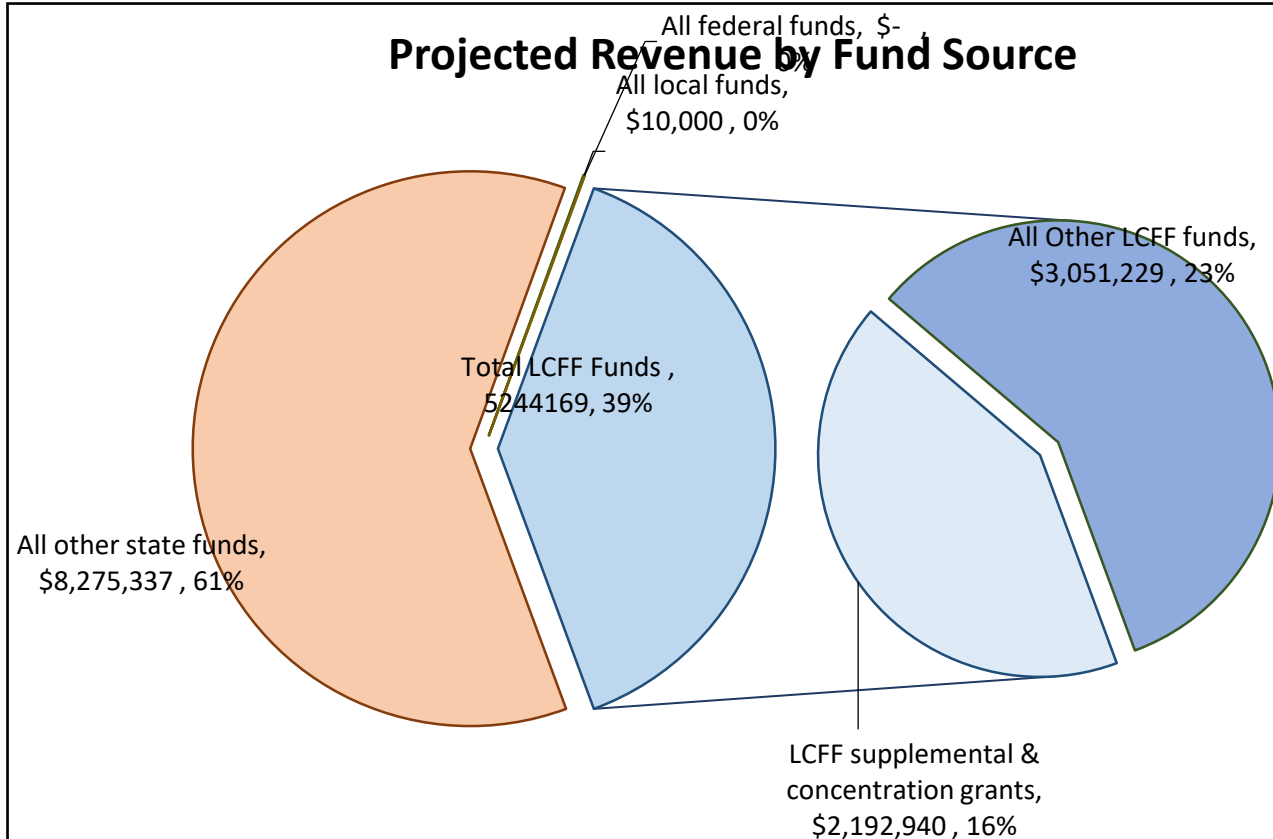
School Year: 2023-2024

LEA contact information: Erin Gorence 760-757-0161 egorence@pacificview.org

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

Budget Overview for the 2023-2024 School Year

Projected Revenue by Fund Source

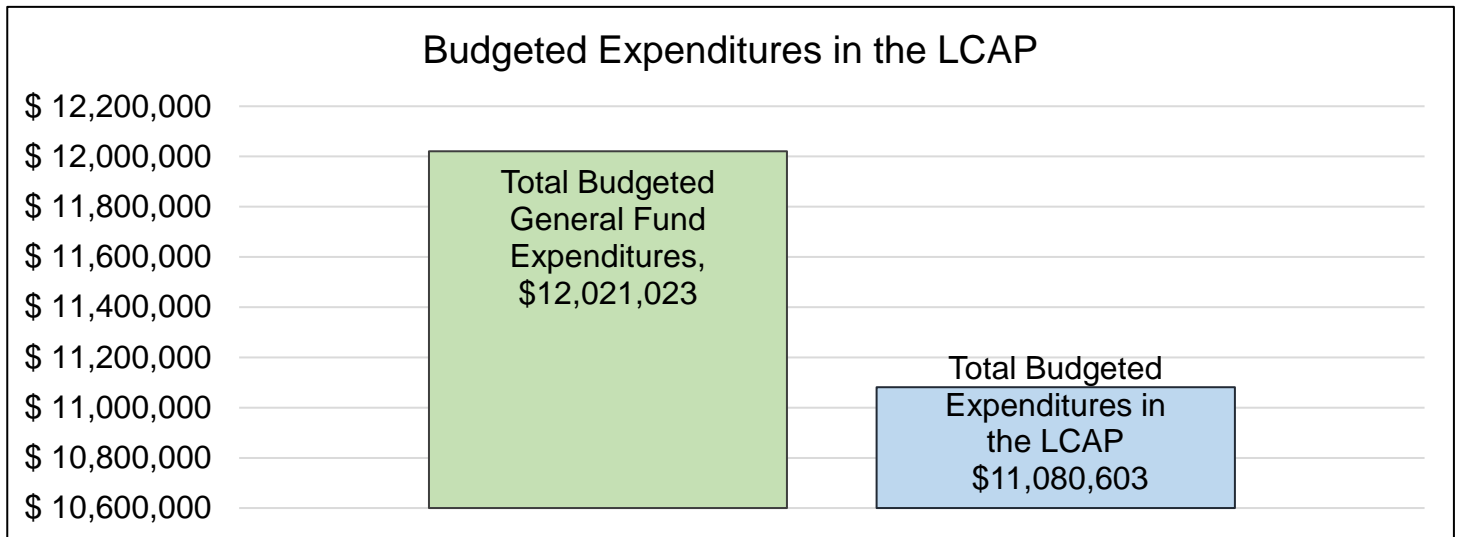


This chart shows the total general purpose revenue Pacific View Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific View Charter School is \$13,529,506.00, of which \$5,244,169.00 is Local Control Funding Formula (LCFF), \$8,275,337.00 is other state funds, \$10,000.00 is local funds, and \$[Enter dollar amount] is federal funds. Of the \$5,244,169.00 in LCFF Funds, \$2,192,940.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Pacific View Charter School plans to spend for 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pacific View Charter School plans to spend \$12,021,023.00 for the 2023-2024 school year. Of that amount, \$11,080,602.54 is tied to actions/services in the LCAP and \$940,420.46 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

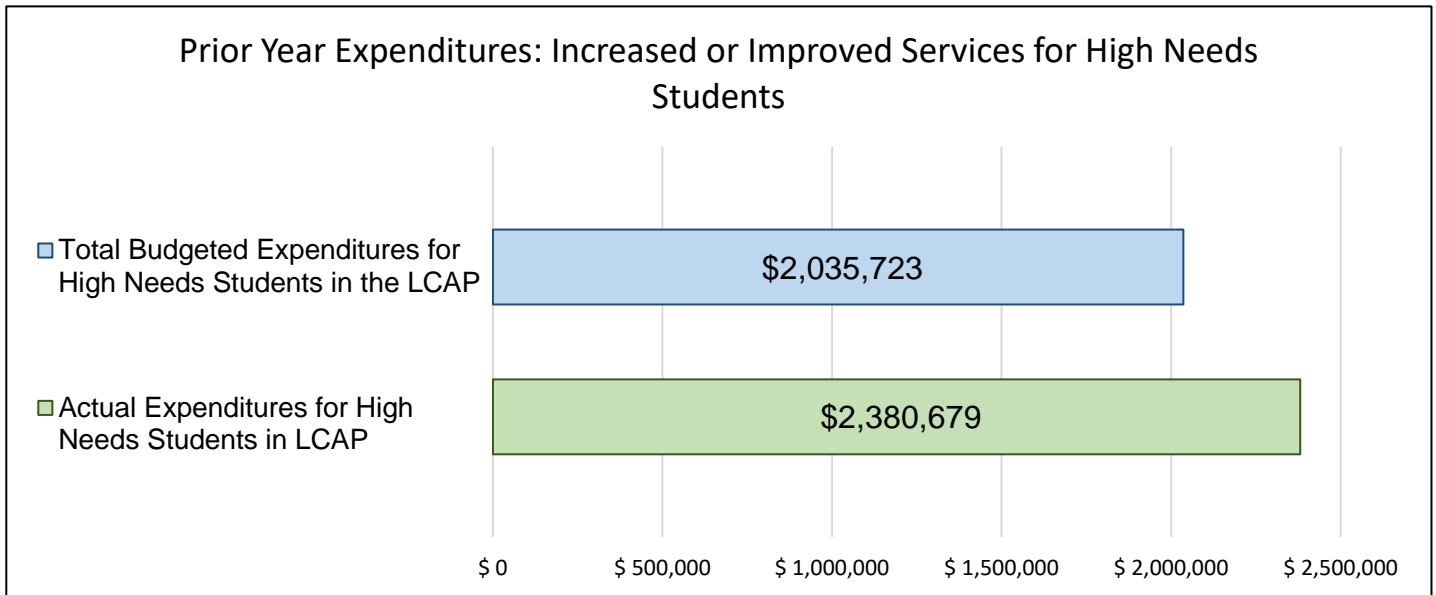
1. Special Education salaries and/or expenditures that do not indirectly or directly benefit all students.
2. Facilities update that do not indirectly or directly benefit all students.
3. Marketing expenditures that do not benefit current students directly

Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, Pacific View Charter School is projecting it will receive \$2,192,940.00 based on the enrollment of foster youth, English learner, and low-income students. Pacific View Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific View Charter School plans to spend \$3,297,871.00 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 2022-2023



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

The text description of the above chart is as follows: In 2022-2023, Pacific View Charter School's LCAP budgeted \$2,035,723.00 for planned actions to increase or improve services for high needs students. Pacific View Charter School actually spent \$2,380,679.00 for actions to increase or improve services for high needs students in 2022-2023.

Local Control and Accountability Plan 2023-2024

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific View Charter	Erin Gorence, Executive Director	egorence@pacificview.org . 760-757-0161

Plan Summary 2023-24

General Information

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

Pacific View Charter School is a direct-funded TK-12 WASC-accredited charter school situated in Oceanside and Moreno Valley serving approximately 1500 students each year. Students have access to an independent study – homeschool format using a blended personalized learning model, which combines classroom time with independent learning.

Pacific View Charter School (PVC) opened its doors to the community in August 1999 serving grades K-12 and is authorized through Oceanside Unified School District (OUSD). In 2008 PVC moved to its current facility, which was then purchased in 2010 and is situated in Oceanside, California. In August 2015, PVC opened an additional site in Moreno Valley, with the capacity of serving a total of 250 students in grades TK-12, through a non-classroom based Learning Center. The students who come to Pacific View are those seeking an alternative to the traditional school setting. High School students choose PVC predominantly in their 11th or 12th grade year and are credit deficient in need of a more personalized approach and attention to their specific learning needs. PVC serves the community by giving at-risk students an educational program that meets their social, emotional and academic needs and allows them to remain in school until graduation, which may go beyond four years. Pacific View is recognized by the California Department of Education as having Dashboard Alternative School Status, due to the unique population of high needs students it serves. Families in the TK8 program choose PVC for the smaller school environment, blended personalized learning model, or homeschool format, and the flexibility provided by the program. PVC supports its TK-8 students by providing a robust educational program through a variety of approaches including extra intervention periods during the school day as well as the introduction of character building and growth mindset programs to build school connectedness and willingness to persevere through both social and academic difficulties.

The ethnic make-up at Pacific View Charter School mirrors that of the surrounding districts for both Oceanside and Moreno Valley. With respect to the cultural diversity of the student population, Pacific View attempts to incorporate and design curriculum that includes the history of students as well as issues relevant to the students today. Through the conscientious selection of texts and materials, PVC pushes students to examine the issues of the past and apply critical thinking to how these issues have been echoed in their own lives and in the world they live in today.

Pacific View Charter School provides every student with a rigorous Common Core aligned academic curriculum and provides numerous academic interventions to address the learning gaps of its students. Through the collaborative efforts of the Supervisory Teacher, the parent/guardian, and the student, a personalized learning plan is developed to address the academic needs of the student while providing a

safe and nurturing learning environment for each student. PVC provides students with a small, safe environment in which all students are nurtured and encouraged to thrive and prepare for life beyond high school.

Reflections: Successes

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

The graduation rate for the school continues to improve at PVC. Last year, the four year graduation rate increased from 56% to 73% and the one year graduation rate (which more accurately demonstrates student success at PVC) was at 89%. PVC continues to prioritize graduation success as every student enrolled should not only earn a diploma but should leave school with a clear plan for life after high school. There have been increased supports for all students including the expansion of the virtual learning program, and increased instructional supports for EL and SPED students with the goal of graduating all students who attend PVC.

There are continued improvements in math performance, as measured by NWEA math achievement and growth reports as well as the continued increases in number of students taking advanced math courses.

Finally, school safety, connectedness and social/emotional supports continue to be an area of strength at Pacific View. Increased percentages of students report feeling safe at school and the school continues to increase services each year to meet these goals. Of particular interest this year was the first-ever PVC high school dance!

Reflections: Identified Need

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

Graduation Rate - Special Populations

Although the graduation rates, measured both internally and through the Dashboard continue to improve, special education students continue to graduate at a lower rate than other student groups. Improving this is an identified need for the school and is addressed in Goal 1 and Goal 2.

Reading Performance

Reading performance, as measured by NWEA Growth and achievement reports continues to be an area for improvement. There are extensive plans for renovation of the school’s approach to teaching reading and reading intervention addressed in Goal 2, with the intention of moving the needle in this vital area.

LCAP Highlights

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

PVC serves a diverse population of students, many of whom need extra support to graduate from high school. For this reason, the school has placed an emphasis on graduation for high school students and their development of plans for life beyond high school. Data shows a continued need to support the development of skills in math and reading, with a significant emphasis on reading in this LCAP. Additional supports continue to be implemented for EL and SPED students who are in need of additional services. Finally, as most students choose Pacific View after being unsuccessful in another school environment, the school provides a significant amount of resources to ensure that the social/emotional needs of students are being met and that they maintain a sense of school connectedness, safety and support.

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.

Pacific View Charter

Support for Identified Schools

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

Pacific View Charter School was targeted for CSI due to a low graduation rate. For the last 20 years, PVC has primarily served students who are looking for an alternative to traditional school after being unsuccessful elsewhere. PVC has attributed the low graduation rate to a lack of a consistent 4-year cohort and an overwhelming number of students who need longer than the traditional four years to complete high school. For this reason, PVC applied and received approval to become a DASS school starting in the 20/21 school year. The school was approved again as a DASS school in the spring of 2023. Although the plan for state level evaluation of DASS school's graduation rate as a one-year rate was not approved by the US Department of Education, PVC continues to internally monitor the one year graduation rate as it more accurately reflects the successes of the students who attend the school. Additionally, PVC will continue to conduct needs assessments in the following areas to determine what other factors play a role in the low graduation rate and to analyze the root causes for the rate:

1. Surveys are conducted each year with staff, students and parents in English and Spanish that included questions asking how prepared students were for college and career, what obstacles students faced in successfully graduating from high school and what additional steps PVC should take to ensure students who do have barriers to graduation, are able to overcome those barriers. Although the majority of the Educational Partners surveyed reported that students feel prepared for graduation (93%), the school notes that many of the students most at risk for dropping out may not have participated in the survey or meetings. However, surveys will continue as a way to gather Educational Partner information. This year, the school also solicited survey participation in classes, through QR codes sent to families and posted around the school and set up survey sites during Open House. In addition to the schoolwide surveys, PVC requires each graduate to complete a survey as part of their exit from the school. Results of this survey for the class of 2023 indicate that students want to see the following services continue:

Onsite courses, college tours, meetings with the school counselor, more visits to colleges, internships, more scholarship opportunities, and tutoring.

2. The school analyzed both CALPADs and internal data to make sure that students who were exited from the school prior to graduation were being coded properly, if and when they enrolled in another school. An analysis of the CALPADs data determined that students who left the school and did enroll in other schools out of state, as well as those students who graduated early were being counted as drop outs and the staff has taken measures to ensure that the data is properly reported in CALPADs going forward.

3. Additional information was/will be gathered by leadership through the analysis of the following data:

- * Analysis of progress towards graduation for all high school students
- *Analysis of Calpads data to ensure correct reporting of student data
- *Analysis of student performance data on internal and state assessments
- *Evaluation of how change to DASS status affects graduation rate for students

4.The school developed a way to track credit completion for each high school student. This data is used to evaluate student progress towards graduation in conjunction with their Graduation Planners and allows school administration to identify trends in credit completion including how well students do in comparison to their previous schools:

In addition to the CSI Plan, improving Graduation Rates for both the four year and one year cohorts continues to be a priority of the school and are both metrics for Goal 1 of the PVC LCAP. Data from this last school year indicates that the school continues to make gains in both rates. The school's four year graduation rate increased from 56% in 2021 to 74% in 2022 and the one year graduation rate was 89% as measured by the California School Dashboard.

The following suggestions will be implemented in the next school year and appear in the actions and services section of Goal 1 of the current LCAP:

Identify and Intervene for Credit Deficient Students

Graduation Planners

Track Data on SSTs and evaluate effectiveness

Tracking of 4 year cohorts

Credit Completion Tracking

Post-Graduation Workshops

9th Grade Orientation Activities

Alumni Network and Activities

Alternative Assignments for Independent Study Courses

Certificate of Completion
Life Skills Field Trips
Train Staff on College and Career Options for students
College and Career Activities
Financial Aid Meetings and workshops
Revise Exit Course
ELL instructional strategies training
ELD Curriculum Supports
EL Support Training
DELAC Committee
ELL Teacher
ELL Virtual Teacher
ELL Instructional Aide Position
Home Study EL Support
ELD Curriculum
Designated ELD
Translation services
Parent Engagement

When evaluating the graduation rate data, students with exceptional needs continue to graduate at a lower rate than all students. The school has targeted resources specifically to assist this student population. These improvements are identified throughout the LCAP and include: expanding curricular options for the Certificate of Completion, providing additional training for Special Education teachers on developing transition plans for students, increasing resources for life skills goals and additional alternative assignments in independent study courses. The school will also be hiring an additional Education Specialist to reduce caseloads for existing team so that they can work more effectively with their students.

Monitoring and Evaluating Effectiveness

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

The CSI plan is being monitored by the gathering and analysis of data during periodic administrative meetings. In order to engage student feedback, an exit survey has been developed and will continue to be assigned to all students exiting Pacific View to gauge future plans and to determine if levels of support were provided to students while they were enrolled. These exit surveys have been and will continue to be

analyzed in PLCs by teaching staff as well as during leadership team meetings. Parents are engaged through the weekly meeting discussions with Supervisory Teachers, through meetings to review each student's Graduation Plan with the school counselor and through bi-annual surveys. The weekly meeting with families is a fundamental component of the school's instructional model and is often where the most feedback from families is gathered. The Lead Teachers take on the role of soliciting information from the Supervisory Teachers regarding feedback from families and presenting this information to the school administration. The school counselor continues to monitor the coaching and meetings held with those students most at risk of dropping out and that information will be shared with leadership at weekly meetings. An evaluation of semester grades and NWEA scores will provide feedback to the school on the success of curricular interventions put in place to build on students' deficient skills. CAASPP and Dashboard data will be analyzed once it is available. Other data resources will include a study of credit completion, graduation cohort data, transfer data, and through mid and end of year surveys for all educational partners and the graduation surveys for all graduates.

In addition, PVC has targeted the four year cohort of students as a further area of study. Although this population of students is low, it will be important to track the progress of students who are attending PVC for all four years of high school to ensure that they are staying on track for graduation and not falling behind in the school's program. Data from this cohort shows that they outperform all students in terms of credit completion as well as based on skill levels. Cohorted students demonstrate increased performance in both reading and math as measured by NWEA Maps scores in every grade level from ninth to twelfth. As additional evidence-based interventions are put in place, additional plans for monitoring the effectiveness of those interventions will need to be developed by the administration and support staff. The school will use a Logic Based Model to develop actions and outputs in relation to the interventions and then evaluate both short and long term outcomes of those actions. Any and all data studies will be shared with educational partners at the periodic meetings, including: staff meetings, weekly meetings with students and parents, LCAP educational partner meetings, and bi-annual surveys to staff, students and parents.

Engaging Educational Partners

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

Parents, students and teachers play an active role in the daily activities at Pacific View Charter School. Parents attend the weekly (or bi-weekly) meetings with their student and supervisory teacher to track student progress through courses and towards graduation. This is also a time for parents and students to share input on the activities and services in place at the school and teachers are guided to seek parent input in the functions of the school when parents do not voice them directly. Families participated in surveys as well as phone calls from staff to share feedback on options. The school also sought information from educational partners regarding the goals, actions and services listed in the LCAP through a survey, and a public hearing was held on May 20, 2023 to solicit further feedback on the draft LCAP. To solicit further participation, the school asked students to complete surveys in their classes, provided QR code links and posted them around the school and digitally for families and hosted a survey completion room during the annual PVC Open House. These suggestions will be implemented in the action and services section of each Goal and are identified below.

A summary of the feedback provided by specific educational partners.

Parents: Survey results indicated that the parents of PVC students continue to be satisfied with the education that their child is receiving. 97% of parents rated themselves as satisfied and very satisfied with the school, consistent with last year. 98% rated their child's experience with their Supervisory Teacher as Good or Great. 93% believe that their students are receiving appropriate instructional support at PVC. 89% of families believe that PVC is preparing their students for life beyond high school, which continues to be a focus for the school as identified in goal 1. Parents also requested more informational events and workshops for parents. PVC also solicited specific feedback from parents in regards to the goals outlined in the 2022-24 LCAP. Parents requested more college trips and information on trade and technical schools in relation to Goal #1. For Goal #2, parents suggested continued tutoring both virtual and onsite, as the primary suggestion to help meet the goal. For Goal #3, parents suggested an increase in counseling to support mental health needs, with the possible addition of group counseling and social skills classes.

Students: Students responding to the surveys continue to report a high level of satisfaction, 94% reported overall satisfaction with the school and 90% of respondents were satisfied with their Supervisory Teachers. 96% of students stated that they receive sufficient help with their school work, consistent with previous years. However only 57% reported that they have created a plan for graduation, which is a 10% increase over last year. When targeting 12th grade students however, 93% reported that they had met with the school counselor to plan for graduation and to complete applications. 94% of students indicate that they feel supported by the school in overcoming difficulties. 73% believe the school takes bullying seriously, and only 3% of students reported not feeling safe at school. In reference to the LCAP Goals, students requested more tutoring, different courses and more extra curricular activities as well as more college and career presentations. In reference to Goal #3, many students requested better food, continuing to have security on campus and more social events on campus. Students overwhelmingly supported continuing the health and wellness day that was held this year.

Staff: Staff was engaged through surveys, monthly staff meetings, weekly department meetings, PLCs and a spring LCAP survey. In relation to the LCAP goals, staff recommended continuing with the graduation planners, more career and college trips, training for all staff on post-secondary options to support Goal 1. They also recommended developing an alumni network. Staff suggested increased tutoring, a review of the ELA courses, development of a common ELA language and further electives that incentivize reading as suggestions for Goal

2. For Goal 3, staff suggested expanding and continuing counseling services, continuing with the new social activities including school dances, kindness week and fit and fun day, and adding new social events.

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

The following actions and services were added based on Educational Partner input:

Goal 1:

Additional college and career field trips

Training for staff on college and career options for students

Goal 2:

Increased Tutoring

Develop a common language for ELA

Goal 3:

Extra-curricular support

Hot Meals

Security Guard

Expanded counseling services

Increased social events

Goals and Actions

Goal 1

Goal #	Description
1	All students will graduate from Pacific View with a post-graduation plan for entrance into colleges, universities, trade schools or the workforce, depending on their individual goals.

An explanation of why the LEA has developed this goal.

Pacific View predominantly serves a high risk population of students who have had significant barriers to graduation. Specific actions and services need to be implemented in order to prepare students for life beyond high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome 21/22	Year 2 Outcome 22/23	Year 3 Outcome 23/24	Desired Outcome for 2023–24
Increase percentage of students entering community college	51/112 (45%) of the 2021 graduates enrolled in community college	89/157 (57%) of the 2022 graduates enrolled in community college 10 enrolled in 4 year	70% of the 2023 graduate enrolled in community college		60% of graduates will enroll in community college
Credit deficient students will increase the number of credits completed each semester	Develop a process for collecting data on the number of credits completed each year by credit deficient students and collect data to establish a baseline	Process was developed and implemented. 54% of high school students are credit deficient in the 2021/22 school year	46% of high school students are credit deficient.		75% of credit deficient students will earn a years worth of credits during a years worth of instruction at PVC

Metric	Baseline	Year 1 Outcome 21/22	Year 2 Outcome 22/23	Year 3 Outcome 23/24	Desired Outcome for 2023–24
Decrease number of cohorted high school students who become credit deficient	18% of cohorted students are credit deficient	20% of cohorted students are credit deficient	TBD - at release of data in July		10% of credit deficient students are in the 4 year cohort
Graduates will develop a clear post-graduation plan	78% of students report having a clear plan for graduation	99% of students report having a clear plan for graduation	99% of students report having a clear plan for graduation		100% of graduating students will have a clearly defined graduation plan
Increase graduation rate as measured through the Dashboard Graduation Rate indicator	56% of students graduate as measured by the graduation rate indicator	73.9% graduation rate for 2021 as measured by graduation rate indicator	TBD - at release of state data		75% of student graduate as measured by the graduation rate indicator
Maintain 1 year graduation rate above state average as measured by CDE.			Added this year: 89% Graduation Rate		
English Language Learners will receive designated English Learner support through curriculum and instruction	Develop ELD course and develop process for tracking EL placement	ELD course was developed. 43% of ELLs received integrated or designated ELD services	100% of EL students received Integrated ELD strategies, 27% of EL students received Designated ELD strategies		100% of all EL students will receive appropriate ELD services

Metric	Baseline	Year 1 Outcome 21/22	Year 2 Outcome 22/23	Year 3 Outcome 23/24	Desired Outcome for 2023–24
Increase in Reclassification Rates for continuously enrolled students (2 or more years in the school)	17% of continuously enrolled students were reclassified in the 19/20 school year. 100% of students who reclassified were continuously enrolled.	12% of students reclassified in the 21/22 school year	TBD at release of state data		50% of continuously enrolled EL students will reclassify.
Increase FAFSA completions rates	33% of graduating students have completed FAFSA	62/157 = 39% of graduating students have completed FAFSA	76% of graduating students have completed FAFSA		50% of graduating students will complete the FAFSA
Maintain student access to a broad course of study including the full A-G required suite of courses	100% of high school students have access to broad course of study and all required A-G courses	100% of high school students have access to broad course of study and all required A-G courses	100% of high school students have access to broad course of study and all required A-G courses		100% of high school students have access to broad course of study and all required A-G courses

Actions

Action #	Title	Description	Total Funds	Contributing
1	Identify and Intervene for Credit Deficient Students	Credit deficient students will be identified upon enrollment and Lead Teacher will be notified so that students will be provided with an SSP upon enrollment	\$252,003	Y
2	Graduation Planners	Teachers will use Grad Planners in weekly meetings. Teachers will also be trained on how to guide students to set up their own meetings with school counselor to review planner	\$26,396	N
3	Track Data on SSTs and evaluate effectiveness	Track the data on SST meetings: credit recovery, continued enrollment in all programs to evaluate effectiveness of SST process	\$19,648	N

Action #	Title	Description	Total Funds	Contributing
4	Tracking of 4 year cohorts	Continue to track progress towards graduation for students enrolled from the beginning of 9th grade to view credit completion, performance on state and local assessments and ability to develop plans towards graduation	\$13,072	N
5	Credit Completion Tracking	Continue to track credits earned for HS school students to ensure that students are making gains in the high school program and are completing requirements for graduation	\$43,311	N
6	Post-Graduation Workshops	Calendar workshops at the beginning of the year, focus on building peer-to-peer interactions in relation to post-grad plans	\$34,641	Y
7	9th Grade Orientation Activities	Plan presentations for incoming 9th grade students on graduation requirements and college and career pathways	\$36,660	N
8	Alumni Network and Activities	Develop a plan creating an alumni network and plan alumni activities including: -Database purchase or development -Include in Exit Course -Survey students on how best to keep contact -Better training for Sped staff on transition planning and survey reporting	\$13,225	N
9	Alternative Assignments for Independent Study Courses	PLCs will focus on developing more alternative assignments and assessments in independent study courses with a specific focus on Math and Social Science Courses	\$16,523	N
10	Certificate of Completion	Continue to implement the certificate of completion, provide additional training to staff on certificate, review purchased curriculum and purchase additional curriculum to support foundational skills	\$29,832	N
11	Life Skills Student Activities	Education Specialists will support student transition plans through additional training, field trips and increased instruction on life after high school	\$12,566	Y
12	Train Staff on Post-Graduation options	Train general education and special education teaching staff on post-graduation options for their students	\$14,953	Y

Action #	Title	Description	Total Funds	Contributing
13	Additional Education Specialist Position	Add an additional Educational Specialist position to lower caseloads and allow additional sped services for students.	\$164,961	N
14	College and Career Activities	Expand college and career activities including: Field Trips for Middle school and High School Students to local colleges and trade schools Career Day at school College and Career Presentations at school	\$14,137	Y
15	Financial Aid Meetings and workshops	School counselor will continue to offer financial aid meetings individually for families. Bilingual staff will translate for meetings to ensure access to Spanish speaking families. School counselor and lead high school teacher will explore options for hosting group meetings for students and their families	\$22,325	Y
16	Revise Exit Course	Curriculum Committee will revise the Exit Course to better prepare students for graduation and life beyond high school	\$59,468	Y
17	ELL instructional strategies training	All teaching staff will continue to be trained in teaching strategies to support language development for ELL students and how to best prepare students for the ELPAC exam	\$220,542	Y
18	ELD Curriculum Supports	Continue to develop EL supports in independent study curriculum that replace current assignments	\$11,245	Y
19	EL Support Training	ELL Support Teacher will attend department PLCs to guide departments in developing EL supports across the curriculum.	\$17,487	Y
20	DELAC Committee	Leadership, with support from ELL Support Teacher will find ways to increase participation in the DELAC, including exploring the purchase of software for communication/reminders for families in Spanish	\$7,338	Y
21	ELL Teacher	Hire a new ELL teacher to provide instruction in designated ELD and support implementation of EL supports in curriculum and instructional program across the grade levels	\$154,562	Y

Action #	Title	Description	Total Funds	Contributing
22	ELL Virtual Teacher Support	Assign EL virtual students to one teacher who can provide additional language support during weekly meeting instruction	\$25,556	Y
23	ELL Instructional Aide Position	Hire an instructional aide designated to tutoring ELLs with a focus on language development	\$27,654	Y
24	ELD Curriculum	Purchase curriculum for onsite and virtual High School Designated ELD courses	\$5,841	Y
25	Designated ELD	Offer a designated ELD course for English Language Learners. Explore possibility of offering a virtual option as well	\$20,350	Y
26	Translation services	Information regarding post-graduation options will be provided to families in English and Spanish to ensure all families have access to the same school information and services	\$104,400	Y
27	Parent Engagement	Continue to promote parent participation in the weekly meetings, schoolwide events and meetings with the school counselor	\$12,802	N

Goal Analysis for 2022-2023

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.

Action 7 - A recurring set of workshops was not implemented, instead the school counselor focused on meeting one on one with students and families.

Action 13, 24- Revision of Exit course was tabled for this school year. Instead the Curriculum Committee focused on adding some new assignments, revising current ones and other projects. Since the revision was not completed, training for teachers was not held.

Action 25 - There was increased training beyond what was planned due to the enrollment of emerging English Language Learners.

Actions 30, 33 and 34 - Although the job was posted for the entire school year, the position was never filled. However, there was an increase in individual services for designated ELD for middle school students who needed additional support. In addition, there was also a significant increase in translation services provided to families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 6 required significantly more time to complete, costing an additional \$4,000. Exit course revisions were not completed, lowering the cost by \$20,000. ELL instructional aide position remained unfilled so the allocated \$26,000 was not spent. Translation Services (Goal 1, Action 34) increased by \$10,000.

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

Actions 2 and 3 made significant progress towards meeting the goal of preparing students for life beyond high school as they both provided all educational partners with clear data on student progress towards graduation and a way to track that progress each week. This resulted in students, teachers and parents taking a more active role in the understanding of their pathway to graduation. College and career presentations and field trips resumed this year and were expanded to include a career fair for middle school students. The development of a certificate of completion allowed special education students another access point for graduation and was a significant change for the students who met these requirements. The continued actions for English Language Learners resulted in higher percentages of students receiving both integrated and designated ELD services than last year and also helped to support emerging language learners who enrolled at PVC this school year.

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.

The following metric was added:

Addition of One-Year Graduation Cohort Metric. This was added because it is a more accurate measure of student success at Pacific View. Most high school students come to the school in their third or fourth year of high school, so tracking a one year graduation cohort provides the school with a better understanding of student success toward graduation.

The following actions were added:

Addition of calendaring workshops at the beginning of the year and providing that information to high school students so that they will be able to plan post graduation activities from the beginning of the year.

Addition of focus groups for SPED and EL in relation to graduation rate with actions for Educational Specialists and Teachers learning more about options after graduation so that they can more effectively engage in conversations with families and students at weekly meetings.

Actions for the certificate of completion were updated and expanded from last year as this program is growing faster than expected. Plans for Life skills training and activities for students were also added to provide appropriate services for these students.

Addition of a virtual option for Designated ELD and assignment of a virtual teacher to monitor progress for virtual ELL students.

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 2

Goal #	Description
2	Increase student achievement in Math and ELA for students receiving intervention to build deficient skills.

An explanation of why the LEA has developed this goal.

Students often arrive at Pacific View after being unsuccessful at another school, especially in high school. Students need additional support to remediate deficiencies in math and ELA in order to master content and to be able to graduate college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students will show growth in Reading and Math as measured by NWEA scores	As the school is changing local assessments, a baseline and desired outcome will be developed next year with implementation of new assessment	Assessments were administered. For grades 6-12, all grade levels showed growth in Math from Fall to Spring Assessments and 4 out of the 7 grade levels met the growth targets. For Reading 5/7 grade levels showed growth and 3/7 grade levels met growth targets.	Growth targets were met for 5/7 grade levels in math. Growth targets were met for 1/7 grade levels in reading.		All grade levels will reach growth targets for Math. 6/7 grade levels will meet growth targets for Reading.
Continue to increase number of high school students taking Math 3 and above prior to graduation	76 students took at least 1 semester of Math 3 during the 20/21 school year	181 students took at least 1 semester of Math 3 and 42 students took Precalculus	211 students took at least 1 semester of Math 3 and 46 students took Precalculus		150 students will take at least 1 semester of Math 3 during the school year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase percentage of students completing the SBAC	This was added in Year 1	91% of enrolled students completed their SBAC testing	93% of enrolled students completed the SBAC		At least 95% of all students will complete the SBAC
Students in grades 6-8 who are continuously enrolled will increase in SBAC scaled scores	Average Scaled Score for 18/19: -Grade 8: 2514 -Grade 7: 2480 -Grade 6: 2488	Grade 8 - 2527 (+12 pts) Grade 7 - 2485 (+5 pts) Grade 6 - 2482 (-6 pts)	TBD-upon release of state reports		Increase scores by 10 points
Scaled Score increase on Math SBAC for grade 11 students	18/19 Average Scale Score 2484	201/22 Average Scale Score 2487 (increase by 3 points)	TBD-upon release of state reports		Increase scores by 10 points
Scaled Score increase on ELA SBAC for grade 11 students	18/19 Average Scale Score 2550	2021/22 Average Scale Score 2552 (increase by 2 points)	TBD-upon release of state reports		Increase scores by 10 points
Percentage of high school students who require Foundational Curriculum	This was added in Year 1	95/436 -22% of high school students were enrolled in Foundations curriculum (measured in S2)	14% of high school students were enrolled in Foundations curriculum		No more than 20% of student will be enrolled in Foundations curriculum

Actions for Goal 2

Action #	Title	Description	Total Funds	Contributing
1	Credentialed Teachers	Continue to hire only fully credentialed teachers and assign them appropriately.	\$4,410,175	N

Action #	Title	Description	Total Funds	Contributing
2	English Workshops (High School)	Workshops for English 9 and 10 will be required for all students and will be expanded to include virtual workshops so that all students can attend.	\$17,540	N
3	Updates to English Courses (High School)	The English PLC will work on updates to English courses based on the implementation of common language and Instructional Focus on Reading	\$7,016	N
4	Reading Specialist - TOSA Position	Create a position and hire a Reading Specialist Teacher on Special Assignment who will be responsible for spearheading the implementation of the Instructional Focus on Reading and provide training to teaching staff on implementation and will monitor efficacy of changes	\$153,949	Y
5	Instructional Coaching/Framework	Director of Curriculum will revise the Instructional coaching plans and provide instructional coaching to staff in conjunction with Lead Teachers based on the domains in the PVC instructional framework	\$291,905	N
6	Instructional Focus	Implement a instructional focus schoolwide based around reading	\$166,750	Y
7	Middle School Intervention	Middle school students will receive additional support in reading and math through extension periods during their school days	\$15,738	N
8	Curriculum for Intervention	Purchase additional curriculum to support instruction in extension periods for reading and math	\$9,859	N
9	Middle School Attendance	Leadership will continue to hold high expectations for attendance in all programs, intervening through truancy letters and SSTs when required	\$12,802	N
10	Reading and math home study support	Additional support will be provided to TK-8th grade home study students through: -Synchronous learning sessions in math and reading -Home study virtual tutoring hours -Home study virtual sped services	\$33,875	Y

Action #	Title	Description	Total Funds	Contributing
11	Reading Initiatives	Additional schoolwide actions will be implemented to foster a culture of reading at the school including: word of the day, book-a-thons, spelling bees, library hours	\$21,947	Y
12	Pull Out Classes	Continue to offer pull out special education services for IEP goals and individualized instruction in reading and math	\$85,725	N
13	Additional support for reading and math goal work in special education	Offer functional math and ELA courses for certificate bound students that includes direct teacher support.	\$2,412	N
14	Resource rooms	Continue to strengthen resource rooms culture and place students in room based on similar academic needs	\$8,000	N
15	My Path Curriculum	Offer My Path reading and math courses for elective credit for special education students to support goal work and remediation of lower level skills	\$3,600	N
16	Math Class Support	Continue to offer tutoring after virtual math courses	\$56,658	Y
17	Math 3 and Precalculus courses	Continue to offer higher level math courses both through workshops and through independent study	\$10,897	N
18	Increase tutoring support for Edgenuity courses	Purchase Edgenuity tutoring services	\$12,000	Y
19	SBAC Practice and Prep	Continue to offer SBAC prep that includes: -Sessions will be listed in session sign ups -Practice will occur in all workshop and middle school classes -Department chairs will take control of the development of SBAC preparation -Education Specialists will work individually with students on test prep including learning the tools of the test	\$29,156	N
20	Demonstration of Mastery	Train teaching staff on how to assess mastery in a variety of ways and revisit practices and consequences for plagiarism, academic honesty	\$67,695	N

Action #	Title	Description	Total Funds	Contributing
21	NWEA Support and Training	Executive Director will train teaching staff on how to interpret score reports, skill needs, goal setting and instructional planning. Director of Curriculum will create course groups for high school English and math workshops	\$15,933	N
22	NWEA Report Monitoring	Leadership will require staff to review score reports and student progress Teaching staff will require families to review score reports at weekly meetings beginning and end of year.	\$21,921	N
23	Hotspots	Increase the number of hot spots available to students for check out to have some on site at all times for homeless students	\$45,000	Y
24	Chromebooks	Continue to provide Chromebooks for all students in grades 6-12 and any student K-5 who needs one	\$182,000	Y
25	Homeless student resources	Increase resources for students experiencing homelessness including school supply packets, backpacks, designated hotspots and possibly clothing	\$20,936	Y

Goal 2 Analysis for 2022-2023

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.

Action 1 - Hired additional teaching staff

Action 5 - Added action related to increasing attendance in middle school

Action 6 - in addition to plans, the school also hired additional virtual tutors to support K8 home study and an additional sped aide for home study services.

Action 9 - in addition to planned actions, the school also created a school library for students to explore independent reading opportunities

Action 15 - also added a spirit week to engage students in testing prep and enthusiasm

Action 18 - these supports were increased this year to support the instruction of students on certificate of completion and included training for teachers as well as time to implement the instructional strategies

Action 24 - increase in supplies for homeless students

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Focuses on reading and math support cost an additional \$20,000 (Goal 2, action 6). SBAC Practice was increased to include CAST test prep (2,14) resulting in an increased cost of \$6000. Varied demonstration of mastery costs were increased to support the new certificate program (2, 18) increase: \$8,000. There was a significant increase in instructional coaching (2, 20) of \$17,000. Homeless student resources increase by \$10,000 (2, 24)

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

Actions and services to meet this goal were effective in relation to the following: Math courses, performance and growth in math and reduction of number of Foundations level students. However, there continues to be a need to better support reading skill development schoolwide. The growth scores based on the NWEA Maps test showed a decline in reading from last year to this year, indicating that the actions and services completed were ineffective in moving the needle on this metric. Significant increases in actions and services for developing reading skills have been prioritized for the 2023/24 school year. For example, training for course placement (Action 2) did not result in the correct number of high school students being placed in workshops. Next year this Action has been updated to require mandatory workshops for students instead of a focus on training teachers. Reading intervention in middle school (Action 5) will also be completely revised with new curriculum and instructional practices for next year. In addition, an increased investment in Instructional Coaching (Action 20) will be prioritized for next year with the addition of an additional position being created to focus solely on schoolwide improvement on reading (23/24 LCAP Action 4)

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.

The need for additional actions and services to improve reading is a significant change in the LCAP in comparison to prior year and resulted in an increased in actions to support reading development as follows:

Significant reorganization of reading intervention and reading instruction for high school due to lack of significant growth in reading as measured by NWEA maps scores. High School English Workshops will be revamped and made mandatory for English 9 and 10. Updates to English courses will be a focus of the ELA PLC. A reading specialist will be hired to support the implementation of an instructional focus on reading and provide training and instructional coaching on reading strategies.

Additionally, there will be a renewed focus on attendance in middle school classes to support students returning to the classroom and engaging in their education.

Finally, the following actions are also new:

Action 10- Home study supports next year will need to include a focus on TK students since the school will now enroll TK students.

Action 12, 13, 14 - Pull out classes, in addition to this year's practices, the school will need to increase services to include direct support in Functional Math and ELA courses and additional intervention support for highest need sped students in high school

Action 19 - although sessions were offered, there was very little attendance, revisions to the plan for practice sessions will need to be made for next year

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 3

Goal #	Description
3	Expand and improve resources and services to students and parents to provide a sense of safety, school connectedness, and to support students' social emotional wellness.

An explanation of why the LEA has developed this goal.

Pacific View Charter School students have demonstrated additional social and emotional struggles post-covid which have impacted their performance in school. Additional support is needed to support students' social and emotional health in order for them to be successful academically.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain low suspension rate	3.3% in 2019/20 (data from 20/21 does not accurately reflect regular school years)	2.04% suspension rate for the 21-22 school year	1.7% suspension rate for the 22-23 school year		Suspensions remain at or below 3%
Maintain 97% attendance rate	97-98% for 2020-21 school year	97.98% for the 2021-22 school year	98.2% for the 22/23 school year		97%-98% attendance rate
Students feel safe at school as measured by student survey	76% of students report that they feel safe at school	75% of students report that they feel safe at school	79% of students report that they feel safe at school		90-95% of students report that they feel safe at school as measured through student surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All Students will have access to schoolwide social-emotional learning opportunities	Students have access to restorative practices, counseling and support but there is not a schoolwide implementation of SEL.	<p>The school continues to develop SEL supports including:</p> <ul style="list-style-type: none"> -Celebrating Diversity monthly focus to provide a more inclusive environment -Development of PVC Connect Course which will house activities for all students in one location -Student volunteer program during middle school lunch -Reestablishment of clubs in middle and high school -Extra social/emotional counselor added 1 day/week -Plans for developing more parent involvement will be the focus of the Spring 	<p>There was an increase in SEL supports which included:</p> <ul style="list-style-type: none"> -CareSolace pilot -Fit and Fun Day -School Dance -Implementation of PVC Connect -Increased counseling services by Palomar Family Intern -Implementation of school newsletter -Continued monthly diversity celebrations 		100% of students will have access to SEL programs including staff development, student participation and SEL-based curriculum and lessons.

Actions for Goal 3

Action #	Title	Description	Total Funds	Contributing
1	Alternative to Suspension	Continue to implement alternative suspension when appropriate. Develop additional curricular resources through Restorative Committee	\$32,379	N
2	Alternative Discipline Practices	Implement alternative methods of discipline including - in-school reflection (learning activities related to offense, separation from class, volunteer activities, counseling) with a focus on middle school students	\$1,638	N
3	Behavior Management Coaching	Teaching staff will engage in a schoolwide refresher training on Restorative Practices and de-escalation and follow up support with individual teachers and coaches	\$76,000	N
4	Instructional Routine Coaching	Coaches will work with identified teachers on developing strong classroom routines	\$6,385	N
5	Instructional Aide Staff	Increase instructional aide staff to support behavior needs	\$183,729	N
6	SEL Curriculum	Find curriculum that teaches students social/emotional skills and train teachers to implement curriculum in middle school	\$14,000	Y
7	Administrative Support Meetings	Continue to offer SSTs and emergency IEPs/504 meetings for student support	\$18,173	N
8	Track student retention for students who receive additional supports	Continue to implement a plan for tracking retention rates of students who engage in the SST/IEP/504 process for social/emotional needs	\$3,838	N
9	High School Courses	Research possibility of creating new courses for high school students such as life skills, art therapy	\$10,507	N
10	Life Skills	Develop curriculum for life skills for certificate bound students	\$1,309	N
11	SPED SEL Services	Increase nursing, ERMHS services to support special education students	\$91,000	Y
12	CareSolace	Continue to partner with Caresolace to provide additional mental health referrals for students, families and staff	\$17,500	Y

Action #	Title	Description	Total Funds	Contributing
13	Counseling Services	Increase services through Palomar by having one full time and one part time counselor, possibly offer group therapy	\$137,005	Y
14	Marketing Revisions	Change focus for marketing to community outreach, partnership development and growth in middle school and Moreno Valley, assign as duty to current teacher	\$124,232	N
15	Interquest	Continue Interquest Canine Detection Dogs program	\$3,600	N
16	Vape Detector	Purchase vape detectors for MV bathroom	\$10,485	N
17	Securly	Purchase Securly monitoring services. This allows teachers to monitor students workstations both on and offsite	\$5,235	N
18	After school skate program	Partner with Rolling from the Heart to offer onsite skateboard program	\$4,404	Y
19	Schoolwide events	Continue to offer a variety of school events to build community and connection to school and each other, to include: -Fit and Fun Day -Dance -Winter Fest -Grad Night -Game Night	\$17,602	N
20	Social Skills Class	Explore possibility of offering a social skills class for "Code of Conduct Violators"	\$1,907	N
21	Grief professional development	Provide grief training for teaching staff	\$4,321	N
22	Hot Meals	Partner with catering company to offer new meal service. Purchase warming containers to hold and transport hot meals.	\$167,500	Y
23	Student Leaders	Expand opportunities for student leadership to include: -activities, -clubs, -student ambassadors for middle school, -peer tutoring	\$23,690	N

Action #	Title	Description	Total Funds	Contributing
24	Celebrate Diversity Months	Continue monthly celebrations Expand training for teachers on celebrating diversity in courses and curriculum Cross-curricular planning in middle school core classes	\$34,500	N
25	Parent Volunteers	Continue to promote opportunities for parents to volunteer and participate in the school	\$14,982	N
26	Parent Workshops	Explore the option of providing parent workshops. Possible topics to include: mental health support, monitoring social media, substance abuse, middle school students	\$134,905	Y
27	Security Guard	Continue to outsource a campus security guard for the Oceanside campus	\$55,800	N
28	School Spirit	Continue to offer school spirit opportunities, purchase swag items with new mascot and tagline	\$13,901	N
29	Therapy Dogs	Continue to promote therapy dog program on both campuses	\$1,851	N
30	De-escalation Training KSL	Provide staff training on de-escalation techniques through the KSL organization	\$15,622	N
31	Facilities	Maintain safe and secure facilities through frequent monitoring of facilities need and upkeep	\$734,417	N

Goal 3 Analysis for 2022-2023

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.

The following changes were made:

Action 1: increased the Alternative to Suspension program to include middle school.

Action 5: Significant changes to this action included an increase in SST meetings related to mental health challenges, family counseling services were increased with the addition of an intern, this did not result in a cost to the school but did increase the number of students that were getting social/emotional support counseling. Finally, the school launched a partnership with CareSolace, a referral service for additional mental health supports for students, their families and staff members.

Action 6: No students this year needed BIPs (as determined through their IEP team meetings), however the school restructured the resource classrooms to create spaces that met the behavioral, social and emotional needs of students with IEPs.

Action 17: The plan for last year was to research the possibility of installing vape detectors. The school decided to implement the program and installed vape detectors in every student bathroom in Oceanside. These will also be added to the bathrooms in MV next year.

Actions 19 & 20: Although these events still occurred, the implementation of and the information for them were housed in the newly launched PVC Connect Course.

Dance - The school launched the first ever PVC school dance with 75 students in attendance. This was not a planned action but was added during the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Cost to purchase a school van was less than anticipated (3, 15) \$18,000. A school dance was added (3,21) with an increased cost of \$3150. Health and Wellness day and activities cost an additional \$15,000 (3, 24 & 25). CareSolace services were added (new action) cost \$3750.

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

Overall the actions and services were extremely effective in making progress towards goal 3. Metrics 1, 2, and 4 have already met the overall three year targets and have continued to improve. Metric 3, regarding students' feelings about school safety also improved from previous years. It should also be noted that only 2% of students disagreed with the statement "I feel safe at my school". Analysis of the data indicates that those students who reported feeling neutral are likely to be homestudy/virtual students, who do not have a strong feeling about school safety since they are not accessing the campus. The question will be examined deeper in next year's survey to see if different results are obtained.

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.

PVC will continue to increase and improve services to support the social and emotional well being of students through Goal 3 of the LCAP. Additional actions include training and curriculum for Life Skills course work to support certificate-bound special education students. Caresolace and counseling services will be expanded to meet an increasing demand for these types of services. An afterschool skateboarding program will be added as well as additional schoolwide enrichment activities events at the request of families and students. Finally, the school will be adding a hot meals program to provide better nutrition for students while in school.

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.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2192940	[\$[Insert dollar amount here]

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
23.6%	0%	\$0	23.6%

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.

<p>Goal 1: Plan For Graduation</p> <p>A review of the schoolwide data on credit deficient students shows that the population of low income students has increased to 73% of the total student population. In addition, 30% of foster and homeless students are arriving at the school credit deficient as well. In order to address this condition for low income, foster and homeless students, the school will implement the following strategies related to graduation and improving credit deficiency: intervening when students are identified as credit deficient each year, provide post-graduation and credit completion workshops for both students and families, implement life skills activities for special education students and provide additional training for staff on post-graduation options for students . Although these actions are being provided on a schoolwide basis, because the data shows that credit deficient students are disproportionately also unduplicated students, the school expects that these actions and services will increase the opportunities to earn credits and progress towards graduation primarily for low income, foster and homeless students.</p> <p>Goal 1: Plan For Graduation</p> <p>Plans for college visits, career fairs, presentations and financial aid workshops and the revision of the Exit course are targeted at low income students as these students report not having resources to access these services on their own (as measured through the school's annual</p>
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survey), however any students who are interested, can access the services. In addition, all seniors are counseled to complete the FAFSA with the school counselor regardless of their NSLP status.

Goal 2: Increase Reading and Math Skills

Local data indicates that low income and foster youth report limited access to reading materials outside of the school setting. The reading initiatives program as well as reading and math homestudy support will allow these students to have additional access to reading materials and support outside of the traditional school day. Requiring credit deficient students to take more than 2 semesters of math in a year will help these students earn more credits to get back on track, which primarily services low income students as described above. Increasing tutoring support in homestudy, after math classes and through Edgenuity courses will provide additional support for low income students who report having less help in the home than other students. Finally, providing Hotspot and Chromebooks to students, while directed at all students, primarily serves low income students who may not have the resources to purchase these supplies for use at home otherwise.

Goal 3: Student Support Services

Services to support the social and emotional well being of students including access to counseling, SEL curriculum, Sped SEL Services and access to the referrals services offered through CareSolace are targeted at low income, foster and homeless youth because so many of these students do not have access to such services outside of the school and will be instrumental in the school reaching Goal 3. The afterschool skate program, hot meals and parent workshops, while offered to all students, will provide services principally to low income students who do not often have access to these services outside of school.

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 actions and services mentioned in the above box, the following services are targeted exclusively to unduplicated students and are increases from those services offered schoolwide:

- ELL instructional strategies training
- ELD curriculum supports
- EL support training in PLC meetings
- ELL Teacher
- ELL Virtual Teacher Support
- ELL Instructional Aide Position
- ELD Curriculum
- Designated ELD
- Translation services

- Designated Hotspots and Chromebooks
- Homeless student resources
- Increased counseling 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 EL teacher will be retained to teach designated ELD and to provide training and support to staff to implement integrated ELD strategies in all classes. An instructional aide will be recruited to provide additional support for EL students through virtual and onsite tutoring.

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	1:39
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:25

2023/24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 9,013,975	\$ 62,798	\$ 600	\$ -	9,077,372	\$ 7,527,997	\$ 1,549,376

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Identify and Intervene Credit Deficient Students	High School	\$ 252,003	\$ -	\$ -	\$ -	\$ 252,003
1	2	Graduation Planners	High School	\$ 26,396	\$ -	\$ -	\$ -	\$ 26,396
1	3	Track SST Data	All	\$ 19,648	\$ -	\$ -	\$ -	\$ 19,648
1	4	Tracking of 4 year cohort	High School	\$ 13,072	\$ -	\$ -	\$ -	\$ 13,072
1	5	Tracking of Credit Completion	High School	\$ 43,311	\$ -	\$ -	\$ -	\$ 43,311
1	6	Posts-Graduation Workshops	High School	\$ 34,641	\$ -	\$ -	\$ -	\$ 34,641
1	7	9th Grade Orientation	High School	\$ 36,660	\$ -	\$ -	\$ -	\$ 36,660
1	8	Alumni Network and Activities	All	\$ 11,225	\$ 2,000	\$ -	\$ -	\$ 13,225
1	9	Alternative Assignments	All	\$ 16,523	\$ -	\$ -	\$ -	\$ 16,523
1	10	Certificate of Completion	SPED	\$ 29,832	\$ -	\$ -	\$ -	\$ 29,832
1	11	Life Skills Activities	SPED	\$ 12,566	\$ -	\$ -	\$ -	\$ 12,566
1	12	Staff Training on Post-Grad Options	High School	\$ 14,953	\$ -	\$ -	\$ -	\$ 14,953
1	13	Education Specialist Position	SPED	\$ 164,961	\$ -	\$ -	\$ -	\$ 164,961
1	14	College and Career Activities	High School	\$ 14,137	\$ -	\$ -	\$ -	\$ 14,137
1	15	Financial Aid Meetings and Workshops	High School	\$ 22,325	\$ -	\$ -	\$ -	\$ 22,325
1	16	Revise Exit Course	High School	\$ 58,889	\$ 579	\$ -	\$ -	\$ 59,468
1	17	ELL Instructional Strategies Training	All	\$ 220,542	\$ -	\$ -	\$ -	\$ 220,542
1	18	ELD Curriculum Supports	All	\$ 11,245	\$ -	\$ -	\$ -	\$ 11,245
1	19	EL Support Training	All	\$ 17,487	\$ -	\$ -	\$ -	\$ 17,487
1	20	Delac Committee	All	\$ 7,338	\$ -	\$ -	\$ -	\$ 7,338
1	21	ELL Teacher	All	\$ 154,562	\$ -	\$ -	\$ -	\$ 154,562
1	22	ELL virtual teacher support	All	\$ 55,556	\$ -	\$ -	\$ -	\$ 55,556
1	23	ELL Instructional Aide Position	All	\$ 27,654	\$ -	\$ -	\$ -	\$ 27,654
1	24	ELD Curriculum	All	\$ 5,841	\$ -	\$ -	\$ -	\$ 5,841
1	25	Designated ELD	All	\$ 20,350	\$ -	\$ -	\$ -	\$ 20,350
1	26	Translation Services	All	\$ 104,400	\$ -	\$ -	\$ -	\$ 104,400
1	27	Parent Engagement	All	\$ 12,802	\$ -	\$ -	\$ -	\$ 12,802

2	1	Credentialed Teachers	All	\$ 4,410,175	\$ -	\$ -	\$ -	\$ 4,410,175
2	2	English Workshops	High School	\$ 17,540	\$ -	\$ -	\$ -	\$ 17,540
2	3	Updates to English Courses	High School	\$ 7,016	\$ -	\$ -	\$ -	\$ 7,016
2	4	Reading Specialist	All	\$ 153,949	\$ -	\$ -	\$ -	\$ 153,949
2	5	Instructional Coaching/Framework	All	\$ 291,905	\$ -	\$ -	\$ -	\$ 291,905
2	6	Instructional Focus	All	\$ 166,750	\$ -	\$ -	\$ -	\$ 166,750
2	7	Middle school intervention	Middle School	\$ 15,738	\$ -	\$ -	\$ -	\$ 15,738
2	8	Curriculum for intervention	Middle School	\$ 9,859	\$ -	\$ -	\$ -	\$ 9,859
2	9	Middle school attendance	Middle School	\$ 12,802	\$ -	\$ -	\$ -	\$ 12,802
2	10	Reading and math homestudy support	K8	\$ 33,875	\$ -	\$ -	\$ -	\$ 33,875
2	11	Reading Initiatives	All	\$ 21,947	\$ -	\$ -	\$ -	\$ 21,947
2	12	Pull Out Classes	SPED	\$ 51,374	\$ 34,351	\$ -	\$ -	\$ 85,725
2	13	Additional support for goal work	SPED	\$ 2,412	\$ -	\$ -	\$ -	\$ 2,412
2	14	Resource Rooms	SPED	\$ 8,000	\$ -	\$ -	\$ -	\$ 8,000
2	15	My Path Curriculum	SPED	\$ 3,600	\$ -	\$ -	\$ -	\$ 3,600
2	16	Math Class Support	High School	\$ 56,658	\$ -	\$ -	\$ -	\$ 56,658
2	17	Math 3 and Precalculus	High School	\$ 10,897	\$ -	\$ -	\$ -	\$ 10,897
2	18	Increase tutoring for Edgenuity courses	Middle and High School	\$ 12,000	\$ -	\$ -	\$ -	\$ 12,000
2	19	SBAC Practice and Prep	Grades 3-8 and 11	\$ 29,156	\$ -	\$ -	\$ -	\$ 29,156
2	20	Demonstration of Mastery	All	\$ 67,695	\$ -	\$ -	\$ -	\$ 67,695
2	21	NWEA support and training	All	\$ 15,933	\$ -	\$ -	\$ -	\$ 15,933
2	22	NWEA report monitoring	All	\$ 21,921	\$ -	\$ -	\$ -	\$ 21,921
2	23	Hotspots	All	\$ 45,000	\$ -	\$ -	\$ -	\$ 45,000
2	24	Chromebooks	All	\$ 182,000	\$ -	\$ -	\$ -	\$ 182,000
2	25	Homeless student resources	All	\$ 20,936	\$ -	\$ -	\$ -	\$ 20,936
3	1	Alternative to Suspension	All	\$ 32,379	\$ -	\$ -	\$ -	\$ 32,379
3	2	Alternative Discipline Practices	All	\$ 1,638	\$ -	\$ -	\$ -	\$ 1,638
3	3	Behavior management coaching	All	\$ 76,000	\$ -	\$ -	\$ -	\$ 76,000
3	4	Instructional routine coaching	All	\$ 6,353	\$ -	\$ -	\$ -	\$ 6,353
3	5	Instructional aide staff	All	\$ 183,729	\$ -	\$ -	\$ -	\$ 183,729
3	6	SEL Curriculum	All	\$ 14,000	\$ -	\$ -	\$ -	\$ 14,000
3	7	Administrative support meetings	All	\$ 18,173	\$ -	\$ -	\$ -	\$ 18,173
3	8	Track retention for SST students	All	\$ 3,838	\$ -	\$ -	\$ -	\$ 3,838

2023/24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 9,291,923	\$ 2,192,940	23.60%	0.00%	23.60%	\$ 2,278,419	100.60%	125.12%	Total:	\$ 2,278,419
								LEA-wide Total:	\$ 1,951,953
								Limited Total:	\$ -
								Schoolwide Total:	\$ 326,466

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	1	Identify and Intervene Credit Deficient Students	Yes	LEA-wide	Low-Income	All Schools	\$ 252,003	11.00%
1	2	Graduation Planners	No	LEA-wide		All Schools	\$ -	0.00%
1	3	Track SST Data	No	LEA-wide		All Schools	\$ -	0.00%
1	4	Tracking of 4 year cohort	No	LEA-wide		All Schools	\$ -	0.00%
1	5	Tracking of Credit Completion	No	LEA-wide		All Schools	\$ -	0.00%
1	6	Posts-Graduation Workshops	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 34,641	2.00%
1	7	9th Grade Orientation	No	LEA-wide		All Schools	\$ -	0.00%
1	8	Alumni Network and Activities	No	LEA-wide		All Schools	\$ -	0.00%
1	9	Alternative Assignments	No	LEA-wide		All Schools	\$ -	0.00%
1	10	Certificate of Completion	No	LEA-wide		All Schools	\$ -	0.00%
1	11	Life Skills Activities	Yes	LEA-wide	Low-Income	All Schools	\$ 12,566	0.50%
1	12	Staff Training on Post-Grad Options	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 14,953	0.70%
1	13	Education Specialist Position	No	Schoolwide		Oceanside	\$ -	0.00%
1	14	College and Career Activities	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 14,137	0.60%
1	15	Financial Aid Meetings and Workshops	Yes	LEA-wide	Low-Income	All Schools	\$ 22,325	1.00%
1	16	Revise Exit Course	Yes	LEA-wide	Low-Income	All Schools	\$ 58,889	3.00%
1	17	ELL Instructional Strategies Training	Yes	LEA-wide	English Learners	All Schools	\$ 220,542	10.00%
1	18	ELD Curriculum Supports	Yes	LEA-wide	English Learners	All Schools	\$ 11,245	0.50%
1	19	EL Support Training	Yes	LEA-wide	English Learners	All Schools	\$ 17,487	0.80%
1	20	Delac Committee	Yes	LEA-wide	English Learners	All Schools	\$ 7,338	0.30%
1	21	ELL Teacher	Yes	Schoolwide	English Learners	Oceanside	\$ 154,562	7.00%
1	22	ELL virtual teacher support	Yes	LEA-wide	English Learners	All Schools	\$ 55,556	2.00%
1	23	ELL Instructional Aide Position	Yes	LEA-wide	English Learners	All Schools	\$ 27,654	1.00%
1	24	ELD Curriculum	Yes	LEA-wide	English Learners	All Schools	\$ 5,841	0.30%
1	25	Designated ELD	Yes	LEA-wide	English Learners	All Schools	\$ 20,350	1.00%
1	26	Translation Services	Yes	LEA-wide	English Learners	All Schools	\$ 104,400	5.00%
1	27	Parent Engagement	No	LEA-wide		All Schools	\$ -	0.00%
2	1	Credentialed Teachers	No	LEA-wide		All Schools	\$ -	0.00%
2	2	English Workshops	No	LEA-wide		All Schools	\$ -	0.00%
2	3	Updates to English Courses	No	LEA-wide		All Schools	\$ -	0.00%
2	4	Reading Specialist	Yes	LEA-wide	Low-Income	All Schools	\$ 153,949	7.00%
2	5	Instructional Coaching/Framework	No	LEA-wide		All Schools	\$ -	0.00%
2	6	Instructional Focus	Yes	LEA-wide	Low-Income	All Schools	\$ 166,750	7.00%
2	7	Middle school intervention	No	Schoolwide		Oceanside	\$ -	0.00%
2	8	Curriculum for intervention	No	Schoolwide		Oceanside	\$ -	0.00%
2	9	Middle school attendance	No	Schoolwide		Oceanside	\$ -	0.00%
2	10	Reading and math homestudy support	Yes	LEA-wide	Low-Income	All Schools	\$ 33,875	1.00%
2	11	Reading Initiatives	Yes	LEA-wide	Low-Income	All Schools	\$ 21,947	0.90%
2	12	Pull Out Classes	No	LEA-wide		All Schools	\$ -	0.00%
2	13	Additional support for goal work	No	LEA-wide		All Schools	\$ -	0.00%
2	14	Resource Rooms	No	LEA-wide		All Schools	\$ -	0.00%
2	15	My Path Curriculum	No	LEA-wide		All Schools	\$ -	0.00%
2	16	Math Class Support	Yes	LEA-wide	Low-Income	All Schools	\$ 56,658	2.00%
2	17	Math 3 and Precalculus	No	LEA-wide		All Schools	\$ -	0.00%
2	18	Increase tutoring for Edgenuity courses	Yes	LEA-wide	Low-Income	All Schools	\$ 12,000	0.50%

[illegible]

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 9,630,244.67	\$ 9,689,278.00

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	DASS Status and Graduation Rate	Yes	\$ 60,427	\$ 60,427
1	2	Identify & Intervene Credit Deficient Students	Yes	\$ 219,133	\$ 219,131
1	3	Graduation Plan Update and Training	No	\$ 12,207	\$ 14,435
1	4	Track Data on SSTs	No	\$ 8,244	\$ 8,244
1	5	Tracking of 4 year cohorts	No	\$ 11,367	\$ -
1	6	Credit Completion Tracking	No	\$ 37,662	\$ 41,197
1	7	Credit Completion and Post-graduation Workshops	Yes	\$ 30,123	\$ 4,882
1	8	Track 1/Track 2 Nomenclature	No	\$ 27,212	\$ 27,212
1	9	9th Grade Orientation Activities	No	\$ 17,051	\$ 10,510
1	10	Credit Review Student Sign Ups	No	\$ 11,116	\$ 11,224
1	11	Alumni Network	No	\$ 15,752	\$ 15,752
1	12	National Clearinghouse	No	\$ 4,586	\$ 4,586
1	13	A-G Student Tracking	No	\$ 12,293	\$ 12,293
1	14	Modifications to Assignments	No	\$ 143,677	\$ 143,677
1	15	Certificate of Completion	No	\$ 25,741	\$ 27,935
1	16	Alternative Curriculum	No	\$ 60,348	\$ 60,348
1	17	Master Agreement Update	No	\$ 1,103	\$ 1,103
1	18	Expand College and Career presentations	Yes	\$ 12,293	\$ 12,293
1	19	Career Fair	Yes	\$ 19,313	\$ 21,054
1	20	Expand college field trips	Yes	\$ 25,941	\$ 25,941
1	21	Financial Aid	Yes	\$ 46,163	\$ 46,163
1	22	Revise Exit Course	Yes	\$ 52,290	\$ 32,290
1	23	Career Presentation Selection	No	\$ 459	\$ 459
1	24	Teacher Training on Exit Course	No	\$ 15,999	\$ -

1	25	ELL instructional strategies training	Yes	\$	220,429	\$	222,429
1	26	ELD Curriculum Supports	Yes	\$	4,228	\$	4,228
1	27	EL Support Training	Yes	\$	15,206	\$	15,206
1	28	DELAC Committee	Yes	\$	6,381	\$	6,380
1	29	ELL Teacher	Yes	\$	101,551	\$	101,551
1	30	ELL Instructional Aide Position	Yes	\$	26,640	\$	-
1	31	Home Study EL Support	Yes	\$	13,848	\$	13,848
1	32	ELD Curriculum	Yes	\$	2,000	\$	2,500
1	33	Designated ELD	Yes	\$	17,696	\$	20,542
1	34	Translation services	Yes	\$	56,364	\$	65,516
1	35	Parent participation	No	\$	12,941	\$	12,941
2	1	Credentialed Teachers	No	\$	4,116,332	\$	4,116,332
2	2	Course Placement Training	No	\$	4,134	\$	4,134
2	3	High School Reading Intervention	No	\$	51,706	\$	51,706
2	4	Middle School Intervention	No	\$	974	\$	975
2	5	Placement in intervention	No	\$	7,941	\$	7,941
2	6	Reading and Math Support K8 Home study	No	\$	22,097	\$	45,771
2	7	Pull Out Classes	No	\$	74,543	\$	74,543
2	8	K8 Reading Program	Yes	\$	32,574	\$	35,802
2	9	Review of English Workshops	No	\$	25,353	\$	26,353
2	10	Credit Deficient Math	Yes	\$	119,437	\$	119,437
2	11	Pilot PreCalc Workshop	No	\$	18,532	\$	18,531
2	12	Spiral Math Courses	No	\$	10,141	\$	10,141
2	13	SBAC Practice Sessions	No	\$	25,353	\$	31,484
2	14	Revisions on SBAC Messaging	No	\$	1,904	\$	2,217
2	15	NWEA	No	\$	12,941	\$	12,941
2	16	Variety of Instructional Strategies	Yes	\$	145,071	\$	145,070
2	17	Varied Demonstration of Mastery	No	\$	58,865	\$	66,650
2	18	Home Study Student Tutoring	Yes	\$	71,025	\$	71,025
2	19	Instructional Coaching/Framework	No	\$	253,830	\$	270,000
2	20	Hotspots	Yes	\$	83,025	\$	83,025
2	21	Chromebooks	Yes	\$	184,500	\$	184,500
2	22	Homeless student resources	Yes	\$	20,000	\$	30,000
2	23	Attendance	No	\$	1,184	\$	1,184
3	1	Alternative to Suspension	Yes	\$	28,156	\$	29,358
3	2	Alternative Discipline	Yes	\$	68,587	\$	68,587
3	3	Behavior Management Trainings Development	No	\$	9,973	\$	9,973
3	4	Behavior Management Coaching	No	\$	66,087	\$	66,087
3	5	School Phobia/Social Anxiety	Yes	\$	32,353	\$	36,853

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,850,039	\$ 2,045,767	\$ 2,380,674	\$ (334,907)	161.12%	170.81%	9.69%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	DASS Status and Graduation Rate	Yes	\$ 60,427	\$ 60,427.00	4.70%	4.70%
1	2	Identify & Intervene Credit Deficient Students	Yes	\$ 219,133	\$ 219,133.00	17.00%	17.00%
1	3	Graduation Plan Update and Training	No	\$ -	\$ -	0.00%	0.00%
1	4	Track Data on SSTs	No	\$ -	\$ -	0.00%	0.00%
1	5	Tracking of 4 year cohorts	No	\$ -	\$ -	0.00%	0.00%
1	6	Credit Completion Tracking	No	\$ -	\$ -	0.00%	0.00%
1	7	Credit Completion and Post-graduation Workshops	Yes	\$ 30,123	\$ 4,882.00	2.40%	0.38%
1	8	Track 1/Track 2 Nomenclature	No	\$ -	\$ -	0.00%	0.00%
1	9	9th Grade Orientation Activities	No	\$ -	\$ -	0.00%	0.00%
1	10	Credit Review Student Sign Ups	No	\$ -	\$ -	0.00%	0.00%
1	11	Alumni Network	No	\$ -	\$ -	0.00%	0.00%
1	12	National Clearinghouse	No	\$ -	\$ -	0.00%	0.00%
1	13	A-G Student Tracking	No	\$ -	\$ -	0.00%	0.00%
1	14	Modifications to Assignments	No	\$ -	\$ -	0.00%	0.00%
1	15	Certificate of Completion	No	\$ -	\$ -	0.00%	0.00%
1	16	Alternative Curriculum	No	\$ -	\$ -	0.00%	0.00%
1	17	Master Agreement Update	No	\$ -	\$ -	0.00%	0.00%
1	18	Expand College and Career presentations	Yes	\$ 12,293	\$ 12,293.00	1.00%	1.00%
1	19	Career Fair	Yes	\$ 19,313	\$ 21,054.00	1.50%	1.67%
1	20	Expand college field trips	Yes	\$ 25,941	\$ 25,941.00	2.00%	2.00%
1	21	Financial Aid	Yes	\$ 46,163	\$ 46,163.00	3.60%	3.60%
1	22	Revise Exit Course	Yes	\$ 51,711	\$ 32,290.00	4.00%	2.60%
1	23	Career Presentation Selection	No	\$ -	\$ -	0.00%	0.00%
1	24	Teacher Training on Exit Course	No	\$ -	\$ -	0.00%	0.00%
1	25	ELL instructional strategies training	Yes	\$ 220,429	\$ 222,429.00	17.00%	18.00%
1	26	ELD Curriculum Supports	Yes	\$ 4,228	\$ 4,228.00	0.33%	0.33%
1	27	EL Support Training	Yes	\$ 15,206	\$ 15,206.00	1.20%	1.20%
1	28	DELAC Committee	Yes	\$ 6,381	\$ 6,381.00	0.50%	0.50%
1	29	ELL Teacher	Yes	\$ 101,551	\$ 101,551.00	8.00%	8.00%
1	30	ELL Instructional Aide Position	Yes	\$ 26,640	\$ -	2.10%	0.00%
1	31	Home Study EL Support	Yes	\$ 13,848	\$ 13,848.00	1.00%	1.00%
1	32	ELD Curriculum	Yes	\$ 2,000	\$ 2,500.00	0.16%	0.20%
1	33	Designated ELD	Yes	\$ 17,696	\$ 20,542.00	1.40%	1.60%
1	34	Translation services	Yes	\$ 56,364	\$ 65,516.00	4.50%	5.20%
1	35	Parent participation	No	\$ -	\$ -	0.00%	0.00%
2	1	Credentialed Teachers	No	\$ -	\$ -	0.00%	0.00%
2	2	Course Placement Training	No	\$ -	\$ -	0.00%	0.00%
2	3	High School Reading Intervention	No	\$ -	\$ -	0.00%	0.00%
2	4	Middle School Intervention	No	\$ -	\$ -	0.00%	0.00%
2	5	Placement in intervention	No	\$ -	\$ -	0.00%	0.00%
2	6	Reading and Math Support K8 Home study	No	\$ -	\$ -	0.00%	0.00%
2	7	Pull Out Classes	No	\$ -	\$ -	0.00%	0.00%
2	8	K8 Reading Program	Yes	\$ 44,673	\$ 44,673.00	2.60%	2.60%
2	9	Review of English Workshops	No	\$ -	\$ -	0.00%	0.00%
2	10	Credit Deficient Math	Yes	\$ 25,353	\$ 119,437.00	9.40%	9.40%
2	11	Pilot PreCalc Workshop	No	\$ -	\$ -	0.00%	0.00%
2	12	Spiral Math Courses	No	\$ -	\$ -	0.00%	0.00%
2	13	SBAC Practice Sessions	No	\$ -	\$ -	0.00%	0.00%
2	14	Revisions on SBAC Messaging	No	\$ -	\$ -	0.00%	0.00%
2	15	NWEA	No	\$ -	\$ -	0.00%	0.00%
2	16	Variety of Instructional Strategies	Yes	\$ 12,941	\$ 12,941.00	11.00%	11.00%
2	17	Varied Demonstration of Mastery	No	\$ -	\$ -	0.00%	0.00%
2	18	Home Study Student Tutoring	Yes	\$ 58,865	\$ 66,650.00	5.60%	5.60%

2022-23 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)
\$ 7,583,374	\$ 1,850,039	#REF!	#REF!	\$ 2,380,674	170.81%	202.20%	#REF!	#REF!

LCAP 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 students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the

LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

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

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school;

however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the

LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the

2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year:** Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils 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%).
 - o 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. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. 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 7 from 4)

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - o This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - o 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)
 - o 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

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - o 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)
 - o 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
January 2022

8.4



Pacific View Charter School California School Dashboard Local Indicators Summer 2023

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

Pacific View Charter School made the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support Pacific View in local planning and improvement efforts and items are identified in next year's LCAP.

Local Indicators:

1. Basic Conditions	1
2. Adoption of Academic Standards	2
3. Parent Engagement	5
4. School Climate	10
5. Access to a Broad Course of Study	12

Local Indicator 1: Basic Conditions

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *

0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *

0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): *

0

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Pacific View Charter School (PVCS) is committed to providing all services necessary for students to receive an appropriate education with access to all basic services. These services include access to instruction from fully credentialed teachers, safe facilities and an implementation of state academic standards in a way that makes content comprehensible for all students in all grade levels. To ensure this, PVC has a rigorous interview process for all staff members including a process for ensuring that all certificated employees are properly credentialed according to the guidelines from the California Commission for Teacher Credentials. PVC also employs a Director of Curriculum and Instruction who supervises the implementation and standards alignment for all PVC curriculum as well as provides instructional support for teachers to best deliver curriculum to students. In addition, PVC has a safety committee that monitors the safety and security of the campus including all facilities and ensures any needed repairs are made in a timely and safe fashion.

Local Indicator 2: Adoption of Academic Standards

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

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

English Language Arts – Common Core State Standards for English Language Arts

[5 - Full Implementation and Sustainability](#)

English Language Development (Aligned to English Language Arts Standards)

[4 - Full Implementation](#)

Mathematics – Common Core State Standards for Mathematics

[5- Full Implementation and Sustainability](#)

Next Generation Science Standards

[5- Full Implementation and Sustainability](#)

History-Social Science

[5- Full Implementation and Sustainability](#)

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

English Language Arts – Common Core State Standards for English Language Arts

[5- Full Implementation and Sustainability](#)

English Language Development (Aligned to English Language Arts Standards)

[5- Full Implementation and Sustainability](#)

Mathematics – Common Core State Standards for Mathematics

[5- Full Implementation and Sustainability](#)

Next Generation Science Standards

[5 - Full Implementation and Sustainability](#)

History-Social Science

[5 - Full Implementation and Sustainability](#)

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

English Language Arts – Common Core State Standards for English Language Arts

[5 - Full Implementation and Sustainability](#)

English Language Development (Aligned to English Language Arts Standards)

4 - Full Implementation

Mathematics – Common Core State Standards for Mathematics

5- Full Implementation and Sustainability

Next Generation Science Standards

5- Full Implementation and Sustainability

History-Social Science

5- Full Implementation and Sustainability

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

2 - Beginning Development

Health Education Content Standards

5 - Full Implementation and Sustainability

Physical Education Model Content Standards

5 - Full Implementation and Sustainability

Visual and Performing Arts

4 - Full Implementation

World Language

4 - Full Implementation

Support for Teachers and Administrators

5. Rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Identifying the professional learning needs of groups of teachers or staff as a whole

5 - Full Implementation and Sustainability

Identifying the professional learning needs of individual teachers

4 - Full Implementation

Providing support for teachers on the standards they have not yet mastered

4 - Full Implementation

Pacific View Charter is committed to implementing the state academic standards in a way that makes content comprehensible for all students in all grade levels. To ensure this, PVC employs a Director of Curriculum and Instruction who supervises the implementation and standards alignment for all PVC curriculum as well as provides instructional support for teachers to best deliver curriculum to students. In addition, the Director of Curriculum supervises a Curriculum Committee tasked with reviewing curriculum, aligning curriculum to standards and assessing student understanding mastery of the content standards. The Curriculum Committee is composed of Department Chairs who work directly with each

department staff to make sure that all teachers understand and align the content they are teaching to the appropriate state standards. In addition, PVC has implemented an Instructional Framework to support teachers in maximizing student learning and unifying instructional best practices schoolwide. The focus for the 2023-24 school year will be to implement the Instructional Focus around reading, aligned to the EL Roadmap and Restorative Practices as well as exploring a schoolwide alignment to SEL. The school will continue to provide targeted instructional coaching based on teachers' identified areas of growth within the domains of the framework.

Local Indicator 3: Parent Engagement

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 – Exploration and Research Phase
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Relationship building is a key to success at Pacific View Charter School. The weekly meetings between student, parent and teacher provide a designated time for families to engage with the school directly and build a strong partnership to ensure student progress through the curriculum. Each year, survey results indicate that parents of PVCS students continue to be satisfied with the education that their child is receiving. In the Spring 2023 survey 97% of parents rated themselves as satisfied and very satisfied with the school in general and 96% rated their child's experience with their Supervisory Teacher as Good or Great. 86% of families believe that PVCS is preparing their students for life beyond high school.

An area of focus for the school would be the engagement of Spanish speaking families and the school has targeted actions in the current LCAP to address this including increasing translation services. A DELAC committee was established in the 2022/23 school year and next year's focus will be on getting further participation from parents in the committee.

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families

The personalized learning model at Pacific View requires that teachers meet weekly or biweekly with parents and students to track progress, review grades and conduct assessments. Families are supported in aiding their child's progress through courses during these meetings and this is also an opportunity for families to voice suggestions and concerns with the program. Parents are also encouraged to review student grades and assignments in real time through their parent accounts in the school's learning management system, Schoology. Families are supported in the knowing of their legal rights through the IEP and 504 processes. Further, all families are informed of their due process rights at enrollment. In addition, the school has a robust set of interventions when students struggle, including an SST process that requires meetings between administration, teachers, parents and students to help students get back on track. The school is also open for any and all students who choose to enroll and no family is discouraged from enrollment or turned away.

A focus for improvement in building partnerships with parents is the need for additional training for teachers to engage Spanish speaking families in weekly meetings using the school's translation services. The school is also working on expanding designated ELD courses to provide additional language support to students. Both of these items are addressed in 2021-2024 LCAP.

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

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families

Parent input is sought in a variety of ways. Parents are encouraged to serve as school board members, bi-annual surveys for families are conducted and a variety of social activities are offered to encourage family participation including: Winter festival, Back to School Night and Open House. Parents have also been essential in helping to get the school club sports teams operational. In the spring 2023 survey, parents requested more information on college and financial aid applications and to bring back the college field trips, these items are addressed in Goal 1 of the 2021-2024 LCAP.

Although parents have many avenues for input in school activities, the school has struggled to create and maintain parent committees in the past. One of the goals for the next school year is to continue to use the Marketing and Communications Specialist position to work with families to encourage more committee representation including the expansion of an EL parent committee to support English Language Learners and to increase the number of parent volunteers on campus.

Local Indicator 4: School Climate

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

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

PVC conducts biannual student surveys. The last survey was issued at the end of the school year 2023. 94% of responding students rated their overall satisfaction with the school as good to great. 96% of students feel supported by their teachers and that they received sufficient help with their school work. 98% of students feel supported in overcoming difficulties. This indicates that efforts to create a warm and supportive environment for students have been successful and that the relationships that develop between the supervisory teacher and student are valuable and different from the traditional high school model. Also, in support of this, are the survey results indicating that 81% of students feel that the staff takes bullying seriously and 98% feel safe at school. School support and safety is an area of strength for PVC.

The following goals are planned for the next school year. Note that Goal 3 focuses specifically on building on the positive school climate and improving services to students.

- *Goal 1: All students will graduate from Pacific View with a post-graduation plan for entrance into colleges, universities, trade schools or the workforce, depending on their individual need.*
- *Goal 2: Increase student achievement in Math and ELA for students receiving intervention to build deficient skills.*
- *Goal 3: Expand and improve resources and services to students and parents to provide a sense of safety, school connectedness and support students' emotional and social wellness.*

Local Indicator 5: Access to a Broad Course of Study

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

Pacific View Charter School tracks the extent to which students are enrolled in and have access to a broad course of study through the following ways in the following grade spans: In grades K-8, student enrollment in courses is tracked through the school's student information system and monitored by both teacher and lead teachers. Student access to curriculum is also carefully monitored by the Director of Curriculum and Instruction, who oversees the acquisition of new curriculum and monitors teacher lesson plans. In addition to the above mentioned measures, at the high school level, student access to a broad course of study is also tracked by the school counselor who creates graduation planners for all students. This tracks their progress towards graduation and is aligned with PVC graduation requirements. Students with special needs are also assigned a case manager who has access to their student's courses and monitors progress through courses. Case managers also provide specialized instruction as deemed necessary through IEP meetings.

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

Students in grades K-5 at the Oceanside campus and K-8 at the Moreno Valley campus have access to a rigorous online curriculum through the PVCS home study program. Students take the four core subjects online and complete Physical Education through Independent Study in collaboration between their teacher and learning coach. Students in these grades receive arts enrichment through school events and field trips. Students in grades 6-8 in Oceanside may enroll in the home study program or in a blended learning program that combines independent study with targeted instruction from credentialed teachers. During classroom time, students are able to collaborate with peers in Math, ELA, Science, Social Studies, PE and other enrichment activities that supplement the curriculum. High school students on both campuses are provided with a broad course of study that allows them to reach the goal of attaining the 220 credits required to receive a diploma from PVC. Students also have access to the entire A-G sequence of courses. Students have access to curriculum designed by credentialed PVC teachers or online curriculum and those students who need it have access to foundational curriculum that can provide remediation in deficient skills. The following

chart shows PVCS' broad course of curricular options as collected through DataQuest, Fall 2019 (<https://dq.cde.ca.gov/dataquest/>.) This data will be updated when available.

Code	Name	English Language Arts		Mathematics		Science		History/Social Science	
		# Schls	# Classes	# Schls	# Classes	# Schls	# Classes	# Schls	# Classes
3731221	Pacific View Charter	1	137	1	101	1	88	1	107
	Total	1	137	1	101	1	88	1	107

Foreign Languages		Fine Arts		Physical Education		Self-Contained Class		Other	
# Schls	# Classes	# Schls	# Classes	# Schls	# Classes	# Schls	# Classes	# Schls	# Classes
1	10	1	30	1	47	0	0	1	76
1	10	1	30	1	47	0	0	1	76

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

All students in grades K-12 are provided access to a broad course of study while at PVC. However, the school has run into barriers in providing a CTE Pathways program for high school students. Most students at PVC come to the school in their 11th or 12th grade year, making it difficult to create a cohort of students who would be able to complete a multi-year career pathway program. In addition, the small size of the school and the diverse interests of the students makes it difficult to select one pathway that would be of interest to a sufficient number of students. For this reason, PVC has chosen to provide access to CTE courses through an online curriculum provider and not pursue a pathways program at this time.

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

PVC will continue to provide a broad course of study for all students. In the upcoming school year, the school will add additional Career Electives, new intervention programs for struggling readers, a designated ELD course and updates to social science courses.

Please assess the local educational agency performance on meeting the standard by designating the following:*

Met

8.5

Pacific View Charter School

Students

Student Policy #23

Foster Youth

The Governing Board of **Pacific View Charter School** desires to ensure that foster children are provided equal access to the same free, appropriate public education provided to other children and youth. Foster students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Foster students will not be stigmatized or segregated in a separate school or program based on the student's status as foster youth.

I. Definitions

- ☐ **Foster child/student/youth** means a child who has been removed from his or her home pursuant to Welfare and Institutions ("W&I") Code section 309, is the subject of a petition filed under W&I sections 300 or 602, or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.
- ☐ The Charter School is the **school of origin** when the student attended the Charter School when permanently housed or was last admitted at the initial detention or placement or subsequent change in placement of a foster child. If the school the foster child attended when permanently housed is different from the school in which the foster child was last admitted, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

II. Foster Child Liaison

The School's foster child liaison is :Director of Student Services. The School's foster child liaison is required to do all of the following:

- ☐ Ensure and facilitate the proper educational placement, admission in school and checkout from school of foster children.
- ☐ Assist foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

- ☐ The foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, may recommend, in accordance with the foster child's best interests, that the foster child's right to attend the school of origin be waived and the foster child be admitted in a public school that pupils living in the attendance area in which the foster child resides are eligible to attend.
- ☐ Before making a recommendation to move a foster child from his or her school of origin, the foster liaison shall provide the foster child and the person holding the right to make educational decisions for the foster child with a written explanation stating the basis for the recommendation and how the recommendation serves the foster child's best interest.
- ☐ If the foster child liaison, in consultation with the foster child and the person holding the right to make educational decisions for the foster child, agrees that the best interests of the foster child would best be served by his or her transfer to a school other than the school of origin, the foster child shall immediately be admitted in the new school.

III. Admission

All foster students are required to follow the school's process for admitting students, including filling out and submitting the school's admissions packet on time. As with all students, admission depends upon availability. In the event of an oversubscription in a grade, foster students will participate in the lottery as with any other student.

If the foster child seeking admission has outstanding fees, fines, textbooks or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for admission, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history, proof of residency, other documentation or school uniforms, this will not serve as a basis for non-admission. Within two days of admission of the foster child, the foster child liaison will contact the school last attended by the foster child to obtain all academic and other records.

If a dispute arises regarding the request of a foster child to remain in [Name of School] as the school of origin, the foster child has the right to remain in [Name of School] pending resolution of the dispute. The dispute shall be resolved in accordance with the Uniform Complaint Procedures adopted by the School.

Admission in Pacific View Charter School as the school of origin will be allowed, unless a determination is made that it is not in the best interest of the foster child to attend [School Name]. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child is admitted at the time of placement.

IV. Former Foster Children

If the jurisdiction of the court is terminated before the end of an academic year, the [School Name] shall allow a former foster child who is in kindergarten or any of grades 1 to 8, inclusive, to continue his or her education as the school of origin through the duration of the academic school year.

If the jurisdiction of the court is terminated while a foster child is in high school, [School Name] shall allow the former foster child to continue his or her education in [School Name] as the school of origin through graduation.

V. Course Work and Graduation

The Charter School will accept coursework satisfactorily completed by the foster child while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that pupil full or partial credit for coursework completed. The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school. The Charter School will not require the foster child to retake a course if the pupil has satisfactorily completed the entire course in a public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. If the pupil did not complete the entire course, the Charter School shall not require the pupil to retake the portion of the course the pupil completed unless the Charter School, in consultation with the holder of educational rights for the pupil, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the foster youth shall be admitted in the same or equivalent course, if applicable, so that the pupil may continue and complete the entire course.

If the Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the student, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits. The prior local educational agency shall issue appropriate credits and provide all academic or other records to the Charter School within two business days of the request.

A foster student shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

A foster student who transfers between schools any time after the completion of the student's second year of high school and is in the student's third or fourth year of high school, the School shall exempt from all coursework and other requirements adopted by the School that are in addition to the statewide coursework requirements specified in Education Code section

51225.3, unless the School makes a finding that the student is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

If the School determines that the foster student is reasonably able to complete the School's graduation requirements within the student's fifth year of high school, the School shall do all of the following: 1) Consult with the student and the student's educational rights holder of the student's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Consult with the student and the student's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution; 3) Consult with and provide information to the student about transfer opportunities available through the California Community Colleges; 4) Permit the student to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the student; 5) Consult with a student in foster care regarding the student's option to remain in the student's school of origin.

To determine whether a foster student is in the third or fourth year of high school, the number of credits the pupil has earned to the date of transfer, the length of the student's school admission, or, for students with significant gaps in school attendance, the student's age as compared to the average age in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption.

Within 30 calendar days of the date that a foster student may qualify for the exemption from local graduation requirements transfers into a school, the School shall notify the student, the educational rights holder, and the School's liaison for foster children and youth of the availability of the exemption and whether the student qualifies for an exemption. If the School fails to provide timely notice, the student shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the student is no longer in foster care, if the student otherwise qualifies for the exemption.

A foster student that has been exempted from local graduation requirements in accordance with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the school, the School shall not require or request that the pupil graduate before the end of the student's fourth year of high school.

If a foster student is exempted from local graduation requirements pursuant to Education Code section 51225.1, the School shall, in addition to providing the notification identified above, consult with the student and the student's education rights holder regarding the following:

- ☐ Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution;
- ☐ Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges;
- ☐ Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

If a foster student who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the School shall not be required to accept the exemption or be denied admission in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of high education, regardless of whether those courses are required for statewide graduation requirements.

If a foster student is not exempted from local graduation requirements or has previously declined the exemption, the School shall exempt the student within 30 days of the exemption request if an exemption is requested by the student or student's educational rights holder and the student qualifies for the exemption. EC 51225.1(h) If a foster student was eligible for an exemption and was not properly notified of the availability of the exemption or declined the exemption, the Charter School shall exempt the student within 30 days of the date of the exemption request, if an exemption is requested by the student or student's educational rights holder and the student at one time qualified for the exemption, even if the student is no longer considered a "foster student."

If a foster student is exempted from local graduation requirements, the School shall not revoke the exemption.

If a foster student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer a foster student while the student is admitted in the School or if a foster student who is exempt from local graduation requirements transfers to the School from another school.

The School shall not require or request a foster student to transfer schools in order to qualify the student for an exemption.

A complaint for noncompliance with this section may be filed with the School under the School's Uniform Complaint Procedures.

If the Charter School determines that a foster student who transfers between schools any time after the completion of the student's second year of high school is not reasonably able to complete the Charter School's graduation requirements within the student's fifth year of high school, the Charter School shall exempt that student from the Charter School's graduation

requirements and provide the student the option to remain in the school for a fifth year to complete the statewide coursework requirements. The Charter School shall consult with the student and the student's educational rights holder regarding all of the following:

- ☐ The student's option to remain in school for a fifth year to complete the statewide standards;
- ☐ How waiving the Charter School's requirements and remaining school for a fifth year may affect the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education;
- ☐ Whether any other options are available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges;
- ☐ The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a student is not eligible for an exemption in the year in which the student transfers between schools because the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the Charter School shall nonetheless reevaluate eligibility and provide written notice to the student and student's educational rights holder and the student's social worker or probation officer, if applicable, whether the student qualifies for an exemption within the first 30 calendar days of the following academic year, based on the course completion status of the student at the time of reevaluation to determine if the student continues to be reasonably able to complete the Charter School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

If it is determined within the first 30 calendar days of the following academic year, that given their course completion status as the time the reevaluation conducted that the student is not reasonably able to complete the Charter School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the Charter School shall provide the student with the option to receive an exemption from all coursework and other requirements that are in addition to the statewide coursework requirements or to stay in school for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, or the student's educational rights holder and provide notification of availability of these options.

The decision whether to accept an exemption from the Charter School's graduation requirements is in the sole discretion of the student (if over 18) or the student's educational rights holder based on the student's best educational interests.

VI. Transportation

If the foster student requires transportation to continue to attend the Charter School as the school of origin, the Charter School will ensure that the foster child receives transportation in a cost effective manner.

VII. Records

A foster family agency with jurisdiction over a currently admitted or former pupil, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family (as defined below), may access the current or most recent records of grades, transcripts, attendance, discipline and online communication on platforms established by schools for pupils and parents, and any individualized education programs (IEPs) that may have been developed, or any plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 of a currently admitted or former foster pupil.

A foster family agency, short-term residential treatment program, or caregiver may review and receive pupil records pursuant to subdivision (a) for purposes of monitoring the pupil's educational progress, updating and maintaining the pupil's education records as required by Section 16010 of the Welfare and Institutions Code, and ensuring the pupil has access to educational services, supports, and activities. These purposes include, but are not limited to, admitting the pupil in school, assisting the pupil with homework, class assignments, and college and scholarship applications, and admitting the pupil in extracurricular activities, tutoring, and other afterschool and summer enrichment programs.

A "resource family" means an individual or family that has successfully met both the home environment assessment and the permanency assessment criteria necessary for providing care for a child placed by a public or private placement agency by court order, or voluntarily placed by a parent or guardian.

Adopted:

Pacific View Charter School

Students

Student Policy #24

Harassment, Discrimination, Intimidation and Bullying Prevention Policy

It is the policy of Pacific View Charter School to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Pacific View Charter School to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at the School or those attending School sponsored activities.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to

any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- ❑ Discuss the varying immigration experiences among members of the student body and school community;
- ❑ Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- ❑ Identify the signs of bullying or harassing behavior;
- ❑ Take immediate corrective action when bullying is observed; and
- ❑ Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Definitions

Discrimination: *Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.*

Harassment: *Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.*

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment: Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.

- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor or other school personnel
- The Executive Director or Designee

Complaints may be submitted to the Executive Director or Designee Executive Director or Designee by phone, email, by filling out a complaint form, or in person.

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Executive Director or Designee, so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so.

Investigation and Disposition of Complaints

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Executive Director or Designee and/or Board of Directors. Where the investigator concludes that a violation of this policy has occurred, the Executive Director or Designee and/or Board of Directors will take prompt and appropriate remedial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension, alternative to suspension, recommendation for transfer to home study, and/or expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Executive Director or Designee shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after

notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

Parental Notification:

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

Sexual Harassment Poster

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the schoolsite. It may be prominently and conspicuously displayed in public areas at the schoolsite that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the schoolsite.

Adopted:

Pacific View Charter School

Students

Student Policy #25

Immigration Enforcement Policy

Responding to On-Campus Immigration Enforcement

Charter school personnel shall notify the school Executive Director of any request by an immigration or law-enforcement officer for school or student access, requests for review of school documents, or requests of the services of lawful subpoenas, petitions, complaints etc., as soon as possible.

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, charter school personnel must take the following actions:

1. Advise the officer that school personnel must have the Director review written notification prior to beginning with request;
2. Ask to see (and make a copy of or note) the officer's name and badge number;
3. Ask the officer for her/his reason for being on school grounds and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records;
6. If the officer asserts that special exigent circumstances exist and demands immediate access to the campus, school personnel should comply and contact the Director.

If the officer does not declare that exigent circumstances exist, school personnel shall inform the officer that the school must consult its own legal counsel before proceeding. In the event the officer presents a federal judicial warrant (search and seizure warrant or arrest warrant), consultation with the School's legal counsel shall be made before providing the agent access to the person or materials specified in the warrant if feasible.

School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters without consent, personnel shall document his or her actions while on campus.

School personnel shall provide notes of the interaction to the charter school's legal counsel and provide the governing board a report of the interaction as timely as possible. These notes must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;

2. List of all school personnel who communicated with the officer;
3. Details of the officer's request;
4. Information on whether the officer presented a warrant or subpoena to accompany his/her request, the information/access requested and proof that the warrant was/wasn't signed;
5. Charter school personnel's response to the officer's request;
6. Any further action taken by the officer;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

Parental Notification

Before a student can be interviewed or searched by any officer seeking to enforce civil immigration laws at the charter school, charter school personnel must receive consent from the student's parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order, stating otherwise.

Charter school personnel must immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Adopted:

Pacific View Charter School

Students

Student Policy #26

Regulations for Smartphones on School Campuses

Limiting or Prohibiting the Use of Smartphones on the Charter School Campus

Pacific View Charter School will limit the use of smartphones and other devices to promote school safety and ensure focus on academics. Students who fail to follow school rules related to smartphones and smart devices use are subject to regular school discipline up to and including confiscation of phones. Phones that have been confiscated by school employees will be held in safekeeping and returned to parents/guardians.

Notwithstanding the above, students shall not be prohibited from using or possessing a smartphone on campus, while attending school-sponsored activities, or under the supervision or control of school employees under any of the following circumstances:

- In the case of an emergency, or in response to a perceived threat of danger. When a teacher or administrator of the Charter School grants permission to the student to possess or use the smartphone, subject to any reasonable limitation they may impose.
- When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the student.
- When the possession or use of a smartphone is required in a student's individualized education program.

Adopted:

Pacific View Charter School

Students

Student Policy #27

Campus Search and Seizure Policy

Statement of Findings

Pacific View Charter School ("PVCS" or the "Charter School") recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School adopts this Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Definitions

- *"Reasonable Suspicion"* means a sufficient probability that the search will reveal evidence the student has violated or is violating the law or Charter School rules and regulations. Certainty is not required. Articulable facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.
- A *"violation of either the law or Charter School rules and regulations"* includes, but is not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in Charter School rules or regulations.
- *"Personal electronic device"* means a device that stores, generates, or transmits information in electronic form, and is not owned or otherwise loaned to the student by Charter School.
- *"Electronic communication"* means the transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature in whole or in part by a wire, radio, electromagnetic, photoelectric, or photo-optical system.

- *“Electronic communication information”* means any information about an electronic communication or the use of an electronic communication service, including, but not limited to, the contents, sender, recipients, format, or location of the sender or recipients at any point during the communication, the time or date the communication was created, sent, or received, or any information pertaining to any individual or **personal** device participating in the communication, including, but not limited to, an IP address.

Notice

Written notice of this Policy shall be provided to students and their parents and/or guardians at the start of each school year and/or upon enrollment during the school year. Through placement in the Student Handbook and other materials, as appropriate, to be disseminated by the Charter School to students, parents and/or guardians and Charter School employees.

Student Searches - Generally

A Charter School official (e.g., administrator, employee, teacher, school police officer, and/or employee), may conduct a reasonable search of a student’s person and/or personal effects (e.g., backpack, purse, etc.) if a school official has reasonable suspicion that the student is engaged in or has engaged in illegal activity or a violation of Charter School rules and regulations. Whether a search is reasonable depends on the context within which a search takes place. The Charter School official must assess the reliability of the student or person providing the information, the degree of danger to others, and the immediacy of the need for a search.

The search of a student and/or of their personal effects must be:

1. **Justified at its Inception:** There are reasonable grounds for suspecting the search will turn up evidence that the student is violating or has violated the law or Charter School rules. Articulable facts must support a Charter School official’s reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch; and
2. **Reasonable in Scope:** The measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Searches of Private Electronic Devices

A student’s personal cell phone, smartphone, or other personal electronic device shall not be searched by Charter School officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

Nothing in this Policy prohibits the Charter School from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

Required Conduct of Searches

Additionally, any search of a student and/or of their personal effects shall be:

1. Conducted in the presence of at least one (1) other adult witness, whenever possible;
2. Conducted out of the presence of other students to maintain student confidentiality;
3. Conducted in a manner that does not involve:
 1. Conducting a body cavity search of a student manually or with an instrument; or
 2. Removing or arranging any or all of the clothing of a student to permit visual inspection of the underclothing, breast, buttocks, or genitalia of the student.
4. Documented by keeping a log of the search methods as well as a written description and/or pictures of any prohibited or illegal items ultimately seized as a result of the search.

Student Use Areas

Student use areas, including, but not limited to, instructional and recreational space, are considered Charter School property and remain at all times under the control of Charter School. Periodic general inspections of instructional space and other areas of the school may be conducted by Charter School officials for any reason at any time without notice.

Canine Detection

PVCS officials, including campus security or school police/resource officers, may use trained detection dogs in inspections of unaccompanied belongings for illegal, unauthorized or contraband materials in school facilities and around school grounds. All dogs must be accompanied by a qualified and authorized trainer who will be responsible for the dog's actions and who can verify the reliability and accuracy in sniffing out contraband. Trained detection dogs may sniff all unaccompanied locations, including, but not limited to: lockers, student use areas, vehicles, unattended backpacks and other student belonging, and other inanimate objects throughout school property. Prior to initiating a search, Charter School officials must have reasonable suspicion of a schoolwide concern.

An indication by the dog that illegal, unauthorized or contraband materials are present on school property shall constitute reasonable suspicion, authorizing school officials to search the area or other inanimate object and closed containers and objects within, without securing the consent of the student.

PVCS shall not use dogs to search a student's person without individualized reasonable suspicion of illegal, unauthorized, or contraband material. If a dog alerts on a student's person, the alert shall constitute reasonable suspicion for a lawful search and all applicable law and policy discussed herein shall be followed in the subsequent search.

Seizure of Illegal, Unauthorized, or Contraband Materials

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials may be turned over to the proper legal authorities for ultimate disposition.

Discipline

If illegal, unauthorized or contraband materials are discovered during a search, including but not limited to searches conducted by Charter School officials or trained detection dogs, PVCS may impose discipline upon the student(s) (including suspension and/or expulsion) in accordance with Charter School's discipline policies and procedures. Charter School may notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

Video Surveillance and Other Recording Devices

PVCS may utilize video surveillance devices in all common areas of the school campus including, but not limited to, outdoor spaces, entrances and exits, parking lots, stairwells, hallways, classrooms, the main office, school buses, and any other commonly used spaces. Charter School shall not utilize video surveillance devices in private spaces such as restrooms. Charter School's intent and purpose in utilizing video surveillance devices is to ensure student and staff health, welfare, and safety in order to maintain safe and orderly conduct throughout the school day.

PVCS shall not use audio recording where there is an expectation of privacy without prior consent of all parties subject to recording. Students, staff, parents, and other members of the public are similarly prohibited from video and audio recording on Charter School campuses without prior consent. This policy does not prohibit the Charter School from recording classes as needed for student achievement nor any other permissible audio recording by the Charter School otherwise provided under the law.

Video surveillance recordings are not considered student education records unless the recording is maintained and (1) intended for use in a disciplinary action or proceeding, (2) depicts an activity that shows a student violating the law, (3) shows a student getting injured, attacked, victimized, ill, or having a health emergency, or (4) contains personally identifiable information from a student's educational record. A video surveillance recording is not considered a student's education record when the student's image is incidental to the activity shown in the recording or when the student is participating in a public activity.

PVCS shall comply with all state and federal law regarding access to, review, and disclosure of student records, including Family Educational Rights and Privacy Act ("FERPA"). This includes compliance with lawful requests under the California Public Records Act, from law enforcement, and other appropriate agencies. Charter School will evaluate the legality of any requests in advance of disclosure and will comply with all notice requirements under FERPA.

Temperature Screening

In light of the novel coronavirus (“COVID-19”) health emergency, PVCS shall temperature screen individuals, as necessary, in accordance with all applicable law and state and local health orders to prevent the spread of COVID-19. The Charter School will follow its COVID-19 Prevention Policy and/or Comprehensive School Safety Plan ^[CB9] which outlines the temperature screening requirements.

Adopted:

Pacific View Charter School

Personnel

Personnel Policy # 8

Assignment of Teachers in Transitional Kindergarten

Background

Pursuant to Education Code Section 48000, Pacific View Charter School (the “Charter School”) shall ensure that as of August 1, 2023, credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, satisfy one of the requirements set forth in Section 48000(g)(4)(A)-(C), which sets forth the specialized qualifications required under the law for transitional kindergarten teachers. This policy is intended to identify the protocols the Charter School will use to assess and validate teachers’ eligibility to be assigned to a transitional kindergarten classroom.

The Board recognizes that students participating in independent study and who do not receive classroom instruction are not instructed by a teacher in a “classroom” including a “transitional kindergarten classroom,” as that term is ordinarily used in practice. The Board notes the California Department of Education (“CDE”) previously advised that independent study teachers were not required to satisfy the heightened training requirements for transitional kindergarten under Section 48000(g)(4), however, the CDE revised its guidance as of October 2022 to take the position that independent study teachers are subject to those new requirements. Therefore, all teachers of record at the Charter School who, as of August 1, 2023, have transitional kindergarten students on the roster (i.e., transitional kindergarten students are assigned to them on the California Longitudinal Pupil Achievement Data System) shall be subject to this policy until such time as the law or the CDE provides any clarification varying these requirements.

Pursuant to this Policy, each teacher serving as the teacher of record for transitional kindergarten students and who are assigned to a transitional kindergarten classroom shall possess a valid and appropriate credential issued by the Commission on Teacher Credentialing, and satisfy at least one of the following specialized qualification standards:

Option 1 – Qualification Under Education Code Section 48000(g)(4)(A)

Qualification based on completion of sufficient coursework in the required subject(s).

Section 48000(g)(4)(A) allows for the assignment of teachers to a transitional kindergarten classroom if they have earned at least 24 units in early childhood education, or childhood development, or both.

Section 48000.1(a) provides that for purposes of assessing a teacher’s qualifications under this standard, “units” means semester units, or their quarterly equivalent, as used for the purposes

of a degree program at the University of California, California State University, California Community Colleges, or independent institutions of higher education. An “independent institution of higher education” means a nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both, and that are formed as nonprofit corporations in this state and are accredited by an agency recognized by the United States Department of Education.

The Executive Director of the Charter School or designee may assign a credentialed teacher to a transitional kindergarten classroom upon verification that the teacher completed the required coursework in the required subject area(s), and that the credits were earned at a qualifying institution, as defined above. The Executive Director or designee shall verify a teacher’s qualifications by examining their official transcript from a qualifying institution, and confirm that the credits were earned in “childhood education” or “childhood development” by reference to all relevant and available information, including the academic department that conducted the course, the name of the course, the course description, and any written documentation or verification available from the institution describing the subject of the course.

For purposes of credits reported as quarter units, the Charter School shall treat 36 quarter units as 24 semester units, which the Board determines to be reasonable by reference to the conversion standard articulated in 5 California Code of Regulations (“CCR”) Section 40103.

This verification shall be documented using the template attached to this policy as **Exhibit A** and maintained in the employee’s file, along with all backup documentation to support the verification, e.g., copies of transcripts, course descriptions, etc.

Option 2 – Qualification Under Education Code Section 48000(g)(4)(B)

Qualification based on professional experience.

Section 48000(g)(4)(B) allows for the assignment of a teacher to a transitional kindergarten classroom where the local educational agency employing the teacher determines and documents that they possess professional experience in a classroom setting with preschool age children that is comparable to 24 units of education in early childhood education, or childhood development, or both, pursuant to criteria established by the governing body of the local educational agency.

The Board adopts the following criteria for determining that a teacher has professional experience in a classroom setting with preschool age children that is comparable to 24 units of education in early childhood education or childhood development:

The Executive Director may approve a teacher for assignment as a transitional kindergarten teacher based on (1) documentation verifying that teacher’s prior professional experience assigned to work in a classroom setting with children ages 3, and/or 4, comparable to approximately 1,152 hours or more of work as a lead or co-teacher; and (2) evidence that the teacher performed competently in their most recent professional experience with such children.

The Board finds that 1,152 hours of experience is appropriate by reference to the standard in 5 CCR Section 55002.5(a), which provides that “[o]ne credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work, which may include inside and/or outside-of-class hours.” Twenty-four semester credits multiplied by forty-eight hours for each unit equals 1,152 hours. The Board finds that one academic years of full time employment shall be deemed to satisfy these hour requirements based on the typical in-class and outside-of-class demands on a typical teacher during an academic year (i.e., a seven-hour workday multiplied by 175 instructional days equals 1,225 hours.) Specifically, the Board finds that because 24 units equates to a year of full-time study, and a year of employment working with preschool age children involves both practical experience and learning inside the classroom, and planning, research, and professional development outside of the classroom, that one-year of employment working with preschool age children is “comparable” to 24 units of study in early childhood education and child development.

The Executive Director or Designee of the Charter School shall verify each candidate teacher’s professional experience using the school’s verification of experience process. All documentation related to the teacher’s qualifications under this pathway shall be maintained in the employee’s file.

Option 3 - Qualification Under Education Code Section 48000(g)(4)(C)

Qualification based on a child development teacher permit, or an early childhood education specialist credential

Section 48000(g)(4)(C) allows for the assignment of a teacher to a transitional kindergarten classroom if they possess a child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

The Executive Director of the Charter School or designee may assign a teacher to a transitional kindergarten classroom pursuant to this provision upon verification that the teacher has been issued a child development teacher permit, or an early childhood education specialist credential by the Commission on Teacher Credentialing. This verification shall be documented using the school’s verification of education process and documentation shall be maintained in the employee’s file.

Exhibit A

Form for Verifying Eligibility for
Teacher Assignment in Transitional Kindergarten
Classrooms
(to be maintained in employee's personnel file)

**Verification of Eligibility for Assignment in a
Transitional Kindergarten Classroom**

In accordance with the Education Code section(s) indicated below and the Charter School's *Assignment of Teachers in Transitional Kindergarten Classes Policy* (the "Policy"), the Executive Director may assign teachers who meet the requirements stated below to transitional kindergarten classrooms. Credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015 must, by August 1, 2023, satisfy one of the qualification pathways described below according to the standards identified for confirming the teacher's qualifications.

Teacher Name: _____

Existing Credential Type(s): _____

School Year of Assignment: _____

Verification of Executive Director or Designee
(Check statement as applicable)

[] **Qualification Under Education Code Section 4800(g)(4)(A):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] has completed at least 24 units in early childhood education, or childhood development, or both.

[] **Qualification Under Education Code Section 4800(g)(4)(B):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] has attained professional experience in a classroom setting with preschool age children that is comparable to 24 units of early childhood education, or childhood development, or both. I recommend that the Board adopt a resolution finding the same.

[] **Qualification Under Education Code Section 4800(g)(4)(C):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] possesses a valid child development teacher permit or an early childhood education specialist credential.

Signed: _____
Executive Director or Designee

Date: _____

Pacific View Charter School

Students

Student Policy # 09

Policy Against Plagiarism and Academic Dishonesty

Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to discipline, up to and including suspension or expulsion from School. Acts of academic dishonesty include, but are not limited to, using someone else's work without citing or giving credit, submitting work from another person or source in lieu of required original work, or submitting Artificial Intelligence (AI) generated work under false pretenses.

The Director, or designee, may establish a committee composed of students, parents/guardians, staff, administrators, and members of the public to develop standards of academic honesty, measures of preventing dishonesty, and specific consequences for acts of dishonesty.

Adopted: 12-07-04

Amended:

Pacific View Charter School

Students

Student Policy # 20

Technology Acceptable Use Policy

This policy is provided to make all users aware of the responsibilities associated with the efficient, ethical, and lawful use of technology resources. If a person violates any of the User Terms and Conditions named in this policy, privileges may be terminated, access to the school's technology resources may be denied, and the appropriate disciplinary action(s) shall be applied.

The focus of the Technology Program at Pacific View Charter School ("PVCS" or School) is to provide tools and resources to the 21st century learner. Excellence in education requires that technology is seamlessly integrated throughout the educational program. Increasing access to technology is essential for the future. The individual use of personal electronic devices is a way to empower students to maximize their full potential, and to prepare them for college and the workplace.

PVCS provides its administrators, faculty, and students with access to computers and various information technology resources (including email and Internet access) to enhance the School's teaching and learning environment, and improve the School's operations. Students must use these resources in a responsible, ethical, and legal manner.

The use of the School's technology resources is a privilege, not a right. The privilege of using the technology resources the School provides is not to be transferred or shared by students to people or groups outside the School, and terminates when a student is no longer enrolled in PVCS.

In addition to the 1:1 Technology Agreement, students must abide by the following rules:

1. Respect and protect the privacy of others.

- a. Use only assigned accounts and passwords.
- b. Do not share assigned accounts or passwords with others.
- c. Do not view, use or copy passwords, data or networks to which you are not authorized.
- d. Do not share or distribute private information about yourself or others.

2. Respect and protect the integrity, availability, and security of all technology and electronic resources.

- a. Observe all network security practices.
- b. Report security risks or violations to Supervisory Teachers, Lab Aides, or the Technology Technician.
- c. Do not vandalize, destroy, or damage data, networks, hardware, computer systems or other resources; such activity is considered a crime under state and federal law. This includes tampering with computer hardware or software, vandalizing data,

invoking computer viruses, attempting to gain access to restricted or unauthorized network services, or violating copyright laws.

- d. Do not disrupt the operation of the network or create or place a virus on the network.
- e. Conserve and protect these resources for other students and Internet users.

3. Respect and protect the intellectual property of others.

- a. Do not infringe on copyright laws by downloading or copying music, games, movies, or any other materials subject to copyright laws.
- b. Do not install unlicensed or unapproved software; use or possession of hacking software is strictly prohibited and violators will be subject to consequences outlined in the Parent/Student Handbook. Violation of applicable state or federal law will result in criminal prosecution and/or disciplinary action by the School.
- c. Do not plagiarize.

4. Respect the principles of PVCS.

- a. Use technology and electronic resources only in ways that are kind and respectful.
- b. Report threatening or discomforting materials to Supervisory Teachers, Lab Aides, or the Technology Technician.
- c. Do not access, transmit, copy, or create materials that are not educationally related (such as indecent, threatening, rude, discriminatory or harassing materials or messages).
- d. Do not access, transmit, copy, or create materials that are illegal (such as obscene, stolen, or illegally copied materials or messages).
- e. Do not use the resources to further any other acts that are criminal or violate state or federal laws.
- f. Do not use the resources for non-educational purposes such as visiting chat rooms, social websites or networks (i.e. Facebook, Twitter).
- g. Do not send spam, chain letters or other mass unsolicited mailings.
- h. Do not buy, sell, advertise, or otherwise conduct business or political campaigning through the use of PVCS technological resources.

5. The use of any type of technology is a privilege and can be revoked at any time.

- a. All technology and electronic devices (including, but not limited to Chromebooks, iPads, laptops, net books, cell phones, Smart Phones, calculators, mp3 players, cameras, video cameras, etc.) can be searched for content (included, but not limited to text messages, chats, pictures, video recordings, audio recordings, online statuses/conversations, etc.) at the request of a teacher or administrator.
- b. Any inappropriate content found, the student possessing the inappropriate contact may be subject to disciplinary consequences.
- c. Inappropriate media may not be used as a screen-saver, background photo, skin, or

case cover. Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures will result in disciplinary actions.

6. ~~Workstations~~ Chromebooks in Computer Labs, Library, and Classrooms.

- a. No changes can be made to computers (i.e. settings, screen-savers, Control Panel, etc.).
- b. ~~Students may only store files on the Cloud, on their personal USB drive or on sites such as Dropbox. Any files found on the hard drive will be deleted.~~
Students should store files in Google Drive. Files saved locally may be deleted or become unavailable should a device need servicing or replacing.
- c. Do not unplug or remove any parts of the computer.
- d. The care of, and proper use of any laptop or workstation assigned to a student is expected at all times. If anything is missing, broken, or if your computer **or chromebook** is not running properly, it is YOUR responsibility to tell your instructor immediately when the problem is discovered.

7. Personal Electronic Devices.

- a. Students are responsible for the care and maintenance of their personal electronic devices (iPads, laptops, net books, cell phones, Smart Phones, calculators, mp3 players, cameras, video cameras, etc.). Students are responsible for any cost incurred due to damage or theft of your electronic device, including damage or theft occurring when the student is on campus.
- b. Electronic devices are to be used for educational purposes only: NO games or music (~~CD based or online based~~ **physical, online or streaming**) are allowed.
- c. Electronic devices that are lost or stolen must be reported immediately to School Administration. The School recommends that personal devices be labeled so they can be easily identified and/or that each student record the serial number and name of their devices. Under no circumstances should devices be left unattended. If a device is found, it should be taken to the Front Office.
- d. Pictures, video recordings, and audio recordings may not be created while on campus. The campus includes the classrooms, teacher offices, restrooms, exterior of school, and any other area on campus.
- e. There will be no copying of software. If you are caught possessing “bootlegged” or illegal software, the software will be confiscated the student involved may face disciplinary consequences.

1. Internet/Network.

Student Responsibilities

1. Use Limited to an Educational Purpose. The student acknowledges that access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The Student recognizes that he or she has a duty to use Charter School equipment and resource networks only in a manner specified in the policy.

- a. Educational Purpose

“Educational purpose” means classroom activities; research in matters of civic importance or that further citizenship in a democratic society, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

- b. Inappropriate Use

An “inappropriate use” is one that is inconsistent with an educational purpose or that is in clear violation of Charter School policy.

2. Plagiarism and Academic Dishonesty. Researching information and incorporating that information into a student’s work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the work as the student’s original work. Student agrees that when quoting from information obtained on the Internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

Acts of academic dishonesty include but are limited to submitting Artificial Intelligence (AI) generated work as your own or under other false pretenses.

3. Rules of Conduct. Student agrees that he or she will **use** Charter School equipment or resource networks or Charter School email accounts in the following manner:

- a. Student will not post on newsgroups or other message posing systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
- b. Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.

- c. Student will not make threats against, intimidate, or harass others.
- d. Student will not reveal personal information about others.
- e. Student will not use email to send chain letters or “spam” email to a list of people or to an individual.
- f. Student will not place illegal information on the Internet, nor will student use the Internet in any way that violated federal, state or local law.
- g. All communications will be polite and respectful of others.
- h. Student will not give out to any other Internet user or post on the Internet his or her name, address, or telephone number unless expressly authorized by the Charter School in writing.
- i. Students will not make any disparaging or derogatory remarks concerning another person on the basis of that person’s disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics

4. Illegal and Dangerous Activities. Student shall not use the Internet to perform any illegal act or to help others perform illegal acts by local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to information that if acted upon could cause damage, present a danger, or cause a disruption to the Charter School, other students, or the community.

5. Obscene Materials. Student acknowledges that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access obscene materials or images. Obscene materials include, but are not limited to; materials that offend generally accepted social standards. This includes the access of or retrieval of any sexually explicit materials. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of this Policy and must not be accessed. Student further agrees that he or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.

6. Privacy. Computer equipment, Internet access networks, and email accounts are owned by the Charter School, and provided to students for educational purposes only. The Charter School reserves the right to access stored computer records to assure compliance with this Policy. Communication over Charter School owned networks is not private. Email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

- a. Routine system maintenance.
- b. General inspection or monitoring, with or without notice to Student, if there is suspicion of widespread inappropriate use.
- c. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.

7. Commercial Activities. Student agrees that student will not use the Internet to buy or sell or attempt to buy or sell any service or product unless authorized to do so in writing by the Charter School in writing.

8. Information About Other. Student will not make any statement or post any communication on the Internet about another person that he or she knows or suspect to be untrue.

9. Violation of Policy. Violation of this Policy can result in a loss of all Internet access and email privileges.
- a.

CONSEQUENCES FOR NONCOMPLIANCE WITH THE TECHNOLOGY ACCEPTABLE USE POLICY.

The Administrator will judge an offense as either major or minor. The Supervisory Teacher will normally deal with a first minor offense. Additional offenses are regarded as major offenses. Violations of these policies are dealt with in the same manner as violations of other school policies and may result in disciplinary review for expulsion. In such a review, the full range of disciplinary sanctions is available including the loss of any computer and technology use privileges, expulsion from PVCS, and legal action. Violations of some of the policies may constitute a criminal offense.

Board Approval Date: 08/24/2012

Amended: 6.17.14

Pacific View Charter School

Students

Student Policy # 22

Homeless Youth Education Policy

Education for Homeless Children and Youth Policy

The Pacific View Charter School ("PVCS") Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging state of California academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

367994368. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

367996928. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

367996048. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison

The Executive Director designates the following staff person as the School Liaison for homeless students (42 U.S.C. §§11432(g)(1)(J)(ii) & (c)(3)(C)(i)(IV).):

Gayl Johnson
Director of Student Services

Pacific View Charter School, Oceanside Campus
3670 Ocean Ranch Blvd.
Oceanside, CA 92056
(760) 757-0161 Ext. 112

The School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. ~~Homeless students are identified by school personnel and through coordination activities with other entities and agencies.~~

~~367996208. Homeless students enroll in, and have a full and equal opportunity to succeed at PVCS.~~

~~367994448. Homeless students and families receive educational services for which they are eligible, including resources and information regarding community health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.~~

~~367995088. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.~~

~~367994528. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.~~

~~367993648. Enrollment/admissions disputes are mediated in accordance with law, PVCS charter, and Board policy.~~

~~367993488. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.~~

~~367993808. School personnel providing services receive professional development and other support;~~

~~367995488. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.~~

~~367997488. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.~~

Enrollment

~~PVCS shall immediately admit/enroll the student (subject to PVCS's capacity and pursuant to the procedures stated in the PVCS charter and Board policy), even if the student lacks records normally required for enrollment. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)~~

~~If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the School Liaison. The School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)~~

Enrollment Disputes

~~If a dispute arises over admissions/enrollment, the student shall be immediately admitted, pending resolution of the dispute. (42 U.S.C. § 11432(g)(3)(E).)~~

~~The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the School Liaison. (42 U.S.C. § 11432(g)(3)(E).)~~

~~The School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)~~

Comparable Services

~~Each homeless child or youth shall promptly be provided services comparable to services offered to other students in PVCS such as (42 U.S.C. § 11432(g)(4)):~~

- ~~• Transportation services~~
- ~~• Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency~~
- ~~• Programs in vocational and technical education~~
- ~~• Programs for gifted and talented students~~
- ~~• School nutrition programs~~

Transportation

~~In the event that PVCS provides transportation services to all PVCS students, PVCS shall provide comparable transportation services to each homeless child or youth attending PVCS, as noted above. (42 U.S.C. § 11432(g)(4))~~

~~If the PVCS does not otherwise provide transportation services to all PVCS students, PVCS shall ensure that transportation is provided for homeless students to and from PVCS, at the request of the parent or guardian (or liaison). (42 U.S.C. § 11432(g)(1)(J))~~

Professional Development

~~All administrators, teachers and employees of PVCS will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the School Liaison.~~

~~Board Approved: June 19, 2018~~ _____ ~~Amended:~~

Homeless Education

The Governing Board of Pacific View Charter School desires to ensure that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless.

I. *Homeless children and youths* means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:

- ☐ Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- ☐ Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
- ☐ Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- ☐ Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.

☐ ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.

☐ ***The Charter School is the school of origin*** when the student attended the Charter School when permanently housed or was last admitted when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student's parent(s) or guardian(s), or is not in the best interest of the student.

☐ In determining the best interest of the child or youth, the School shall:

- o Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, unless it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;
- o Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;
- o If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child's or youth's best interest to attend the School, the School shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and
- o In the case of an unaccompanied youth, ensure that the School liaison assists in placement or admission decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

II. Homeless Liaison

III. The School's homeless liaison is the Director of Student Services

IV. The School's homeless liaison is required to do all of the following:

- ☐ Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- ☐ Ensure that homeless children and youth are admitted to, and have a full and equal opportunity to succeed in the School;
- ☐ Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including Head Start programs (including Early Head Start Programs) and **[if applicable]** early intervention services under part C of the Individuals with Disabilities Education Act and other preschool programs administered by the School, and referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
- ☐ Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

- ☐ Ensure that admission disputes are mediated in accordance with the dispute resolution process outlined below;
- ☐ Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- ☐ Ensure that the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school;
- ☐ Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;
- ☐ Ensure that unaccompanied youths 1) are admitted to school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.
- ☐ Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies and that they receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
- ☐ Shall administer a housing questionnaire for purposes of identifying homeless children and youths and unaccompanied youths. The questionnaire shall comply with legal requirements. The questionnaire shall be administered annually, and report to the California Department of Education the number of homeless children and youths and unaccompanied youths enrolled.
- ☐ Offer training to the Charter School's certificated and classified employees providing services to pupils experiencing homelessness, including, but not limited to, teachers, support staff, and other Charter School staff who work with students, at least annually relating to the following: 1) the homes education program policies established by law; 2) recognition of the signs that students are experiencing, or are at risk of experiencing homelessness. The liaison is encouraged to offer this training to all school certificated and classified staff, including, but not limited to, teachers, support staff, and other school staff who work with students.
- ☐ Inform employees of the availability of training and the services the liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

V. Admission:

All homeless students are required to follow the school's process for admitting students, including filling out and submitting the school's admission packet on time. As with all students,

admission depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student. As used in this policy, admission means attending classes and participating fully in school activities.

If the homeless student seeking admission is unable to produce records normally required for admission, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-admission. Provided that the admission process has been followed in all other respects, a homeless student will be admitted in the School despite the missing paperwork. Additionally, the homeless student shall not be denied admission even if the student has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended. Upon admission, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.

A homeless student shall be allowed to continue his or her education in the school of origin through the duration of homelessness. If the homeless student's status changes before the end of the academic year so that the student is no longer homeless, either of the following apply: 1) If the homeless student is in high school, the School (if it is the school of origin) shall allow the formerly homeless student to continue that student's education in the School through graduation; 2) If the homeless student is in kindergarten or any of grades 1 to 8, inclusive the School (if it is the school of origin) shall allow the formerly homeless student to continue that student's education in the School through the duration of the academic school year.

Admission Disputes and the Dispute Resolution Process

If a dispute arises over admission in the Charter School of a homeless student, the student will be immediately admitted to the Charter School in which admission is sought, pending resolution of the dispute. "Admission" means attending classes and participating fully in school activities.

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately admitted in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about admission and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School's decision regarding admission, including the rights of the parent, guardian or unaccompanied youth's appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison

at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or admission decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating admission in the Charter School within ten working days of receipt of the materials.

VI. Transportation

The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the

Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.

VII. Comparable Education Services

Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:

- ☐ Transportation
- ☐ Educational services for which the homeless student meets federal, state and local program eligibility criteria
- ☐ Programs in career and technical education
- ☐ Programs for gifted and talented students
- ☐ School nutrition programs

VIII. Coursework and Graduation Requirements

The School shall accept coursework satisfactorily completed by a homeless student while attending another public school, a juvenile courts school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that homeless student full or partial credit for the coursework completed.

If the School is the transferring school, it shall issue the full and partial credits on an official transcript for the student and shall ensure the transcript includes all of the following: 1) All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at the School or any other local educational agency, other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school; 2) The credits and grades for

each school and local educational agency listed separately so it is clear where they were earned; 3) A complete record of the student's seat time, including both period attendance and days of enrollment.

If a homeless student enrolls in the School, and the School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the student, the School shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits. The prior local educational agency shall issue appropriate credits and provide all academic and other records to the School within two business days of the request.

The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school.

The School shall not require a homeless student to retake a course if the student has satisfactorily completed the entire course in a prior school. If the student did not complete the entire course, the School shall not require the pupil to retake the portion of the course the student completed unless the School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be admitted in the same or equivalent course, if applicable, so the student may continue and complete the entire course.

A homeless student shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

A homeless student who transfers between schools any time after the completion of the pupil's second year of high school and is in the student's third or fourth year of high school, the School shall exempt from all coursework and other requirements adopted by the School that are in addition to the statewide coursework requirements specified in Education Code section 51225.3, unless the School makes a finding that the student is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

If the School determines that the homeless student is reasonably able to complete the School's graduation requirements within the student's fifth year of high school, the School shall do all of the following: 1) Consult with the student and the student's educational rights holder of the student's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Consult with the student, and the student's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution; 3) Consult with and provide information to the student about transfer opportunities available through the California Community Colleges; 4) Permit the student to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the student; 5) Consult with the student and the student's educational rights holder regarding the student's option to remain in the school of origin.

If the School determines that the homeless student, who has transferred between schools any time after the completion of the student's second year of high school, is not reasonably able to complete the School's graduation requirements within the student's fifth year of high school, but is reasonably able to

complete the statewide coursework requirements within the student's fifth year of high school, the School shall exempt a student from the School's graduation requirements and provide the student the option to remain in the School for a fifth year to complete the statewide coursework requirements. The School shall consult with the student and the student's educational rights holder regarding all of the following: 1) the student's option to remain in school for a fifth year to complete the statewide coursework requirements; 2) how waiving the School's requirements and remaining in school for a fifth year may affect the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education; 3) whether any other options are available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges; 4) the student's academic data and any other information relevant to making an informed decision on whether or accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

To determine whether a homeless student is in the third or fourth year of high school, the number of credits the pupil has earned to the date of transfer, or the length of the student's school enrollment, or for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within 30 calendar days of the date that a homeless student may qualify for the exemption from local graduation requirements transfers into a school, the School shall notify the student, the educational rights holder, and the School's liaison for homeless children and youth of the availability of the exemption and whether the student qualifies for an exemption. If the School fails to provide timely notice, the student shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the student is no longer homeless, if the student otherwise qualifies for the exemption.

In addition to providing said notice, the School shall consult with the student eligible for the exemption and student's educational rights holder about the following: 1) Discussion regarding how any of the requirements that are waived may affect the student's postsecondary education or vacation plans, including the ability to gain admission to a postsecondary educational institution; 2) Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges; 3) Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

A homeless student that has been exempted from local graduation requirements in accordance with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the school, the School shall not require or request that the pupil graduate before the end of the student's fourth year of high school.

If a homeless student is exempted from local graduation requirements pursuant to Education Code section 51225.1, the School shall notify the student and the person holding the right to make educational decisions for the student how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

If a homeless student who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the School shall not be required to accept the exemption or be denied admission in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of high education, regardless of whether those courses are required for statewide graduation requirements.

If a homeless student is not exempted from local graduation requirements or has previously declined the exemption, the School shall exempt the student at any time if an exemption is required by the student and the student qualifies for the exemption.

If a homeless student is exempted from local graduation requirements, the School shall not revoke the exemption.

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the pupil is no longer a homeless student while the student is admitted in the School or if a homeless student who is exempt from local graduation requirements transfers to the School from another school.

If a homeless student is not eligible for an exemption because the School makes a finding that the student is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the School nonetheless shall reevaluate eligibility and provide written notice to the student, the student's education rights holder whether the student qualifies for an exemption within the first 30 calendar days of the following academic year, based on the course completion status of the student at the time of reevaluation to determine if the student continues to be reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year.

If it is determined within the first 30 calendar days of the following academic year, that given their course completion status at that time the reevaluation conducted pursuant to the previous paragraph that the student is not reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the School shall provide the student with the option to receive an exemption from all coursework and other requirements adopted by the School's governing board that are in addition to the statewide coursework requirements specified in Education Code section 51225.3 or to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student (if over 18 years old), or upon agreement with the student's education rights holder.

The School shall not require or request a homeless student to transfer schools in order to qualify the pupil for an exemption.

A complaint for noncompliance with this section may be filed with the School under the School's Uniform Complaint Procedures.

Notice

The School shall list the homeless liaison(s) and contact information for those liaison(s) on its website. The contact information for any employees or persons under contract whose duties include assisting the liaison in completing the liaison's duties shall also be listed.

Board Approved: June 19, 2018

Pacific View Charter School

School Safety

School Safety Policy #4

TOBACCO/NICOTINE FREE POLICY

~~In accordance with law, smoking or the use of any tobacco or nicotine products are strictly prohibited on school grounds.~~

~~This policy prohibits the use of products containing tobacco and nicotine including, but not limited to:~~

- ~~● Cigarettes~~
- ~~● Cigars~~
- ~~● miniature cigars~~
- ~~● smokeless tobacco~~
- ~~● snuff~~
- ~~● chew~~
- ~~● clove cigarettes~~
- ~~● Nicotine delivery devices, such as electronic cigarettes.~~

The Board of Trustees recognizes that the use of tobacco products is a health, safety and environmental hazard for students, employees, visitors and school facilities. The Board believes that the use of tobacco products on school grounds, in school buildings, on school property or at school-sponsored events is detrimental to the health and safety of students, staff and visitors.

The Board acknowledges that adult employees and visitors serve as role models for students. The Board recognizes it has an obligation to promote positive role models in schools and to promote a healthy learning and working environment, free from unwanted smoke and tobacco use, for students, employees, and visitors on the school campus.

(cf. 3514 - Environmental Safety)
(cf. 4159/4259/4359 - Employee Assistance Programs) (cf. 5030 - Student Wellness)
(cf. 5131.62 - Tobacco)
(cf. 5141.23 - Asthma Management)
(cf. 6142.8 - Comprehensive Health Education) (cf. 6143 - Courses of Study)

The use, possession and distribution of tobacco products, e-cigarettes and nicotine liquid containers, mood-altering substances and illicit drugs are prohibited in all school property and premises owned, leased, or contracted by the school, including:

- School grounds, including athletic fields and other outdoor property
- School buildings

- School parking lots
- School buses and other school vehicles
- Off-campus school sponsored-events.
- Administrative offices and other school owned, non-school sites

These activities are prohibited at any time, including non-school hours (24/7). Tobacco advertising is prohibited anywhere on school grounds.

(cf. 1330 - Use of School Facilities) (cf. 1330.1 - Joint Use Agreements)

The products prohibited include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, snus (moist powdered tobacco), betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.

Student assistance is available for smoking/vaping cessation through the Student Services Department. Employee assistance is available for smoking/vaping cessation through the California Schools Voluntary Employee Benefit Association (VEBA) at <http://www.vebaonline.com/wellness-benefits> or 888-276-0250.

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (Health and Safety Code 104495)

Legal Reference:

EDUCATION CODE

48900 Grounds for suspension/expulsion

48901 Prohibition against tobacco use by students

HEALTH AND SAFETY CODE

39002 Control of air pollution from non vehicular sources 104350-104495 Tobacco use prevention, especially:

104495 Prohibition of smoking and tobacco waste on playgrounds 119405 Unlawful to sell or furnish electronic cigarettes to minors LABOR CODE

3300 Employer, definition

6304 Safe and healthful workplace

6404.5 Occupational safety and health; use of tobacco products

UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for children's services

7100-7117 Safe and Drug Free Schools and Communities Act

CODE OF FEDERAL REGULATIONS, TITLE 21

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

PERB RULINGS

Eureka Teachers Assn. v. Eureka City School school (1992) PERB Order #955 (16 PERC 23168) CSEA

*#506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School school (1989)
PERB Order #750 (13 PERC 20147)*

Management Resources:

WEB SITES

California Department of Education, Alcohol, Tobacco and Other Drug Prevention:

<http://www.cde.ca.gov/ls/he/at>

California Department of Education, Tobacco-Free School school Certification:

<http://www.cde.ca.gov/ls/he/at/tobaccofreecert.asp>

California Department of Public Health, Tobacco

Control: <http://www.cdph.ca.gov/programs/tobacco>

Occupational Safety and Health Standards Board: <http://www.dir.ca.gov/OSHSB/oshsb.html>

U.S. Environmental Protection Agency: <http://www.epa.gov>

Board Approved: November 19, 2013

Amended:

Pacific View Charter School

Students

Student Policy #11

Sexual Harassment

Sexual harassment of or by any student or member of the School staff shall not be tolerated. The Governing Board considers sexual harassment to be a major offense, which may result in disciplinary action, including expulsion, of the offending student or immediate termination of any faculty.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual's performance at school and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is made either explicitly or implicitly a term or condition of an individual's access to education.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students are under the jurisdiction of the School.

Students may receive age-appropriate training and/or instruction on the prohibition of sexual harassment at the School. Copies of this policy, implementing administrative regulations containing rules and procedures for reporting charges of sexual harassment and for pursuing available remedies shall be available at the School's Administrative Office.

Any student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such incident to his or her teacher or the School's Administration. The Investigator will immediately investigate all such incidents in a confidential manner.

This student policy is in addition to and supplements any Pacific View Charter School's administrative policy on sexual harassment.

Adopted: 12-07-04
Retired:

Amended: 06-07-05

8.6



Certificated Stipend Description - Department Chair

Description of Assignment:

The Department Chair provides curricular and instructional guidance and leadership to the content area's PLC and teachers at Pacific View Charter. The chair works collaboratively with the curriculum committee, under the supervision of the Director of Curriculum and Instruction, to create and meet department goals, assure the curriculum is operational and effective, and plans coordinates and facilitates PLC meetings and actions to ensure that curriculum and instructional practices meet educational expectations, state standards and graduation requirements.

Essential Duties and Responsibilities include but are not limited to the following:

- Promote and facilitate a positive PLC culture that is conducive to sharing, reflecting, and is supporting, for all participants.
- Facilitates through the PLC, the continuous improvement of curriculum
- Facilitates through the PLC discussion of good instructional practice within the Instructional Framework
- Facilitate and communicate with the PLC the sharing of ideas and initiatives from the curriculum committee to the teachers, and from the teachers to the curriculum committee and the leadership team.
- Analyze and discuss performance data with PLC; collectively make and apply approved recommendations
- Maintain updated content area master courses for submission to Director of Curriculum and Instruction for upload to the Schoology Course Resources folder.
- Monitor Curriculum Suggestion box and take initiative on error correcting and course suggestions
- Maintain and improve elective courses as assigned
- Assist in evaluation of content related materials
- Ensure all online curriculum resources are organized, accessible and secure in Google Drive
- Ensure PLC notes are taken and accessible to leadership, curriculum committee and PLC
- Participate in Curriculum Committee synchronous and asynchronous meetings and activities

- Set, monitor and achieve PLC goals, with guidance from Director of Curriculum and Instruction and Curriculum Committee, and input from PLC.
- Develop and implement a plan to improve attendance and performance in state testing, with guidance from Director of Curriculum and Instruction and Curriculum Committee.
- Work toward team and school goals.
- Facilitate the observation of teachers within department in classes and weekly meetings and provide instructional support as needed
- Performs other duties as assigned.

Requirements:

- Holds a VALID California credential within the Department chair area

8.7



Certificated Job Description – EXEMPT Teacher on Special Assignment (TOSA): Reading Specialist

Description of Position:

A Reading Specialist TOSA is a credentialed teacher with specialized knowledge in current research and evidence based best practices around literacy development and acquisition, and the standards and frameworks of English Language Arts and English Language Development; and must have the knowledge and ability to provide professional development, coaching, and ongoing support to instructional staff in these areas.

The Reading Specialist provides collegial, job-embedded support to ensure literacy instruction is data-informed and student centered. The Reading Specialist will accomplish this by collaborating with leaders and teachers, and engaging in supportive practices including co-teaching, co-planning, modeling, reflective conversations and data analysis to build capacity in instructional staff and processes at the school that improves student literacy achievement. These services are provided within the classroom and independent study setting.

The Reading Specialist will work under the direction of the Director of Curriculum and Instruction and will not formally evaluate staff.

Essential Duties and Responsibilities:

- Works closely with leadership in the development and implementation of schoolwide instructional focus around literacy, implementation of focus and professional development to support efforts that infuse focus in all instruction.
- Collaborates with teachers to ensure consistency in literacy instruction, assessment and a shared literacy vernacular, as well as facilitates problem solving to meet the needs of students.
- Provides modeling, coaching, feedback and support to teachers in the organization, lesson design, instructional delivery, and assessment of exemplary literacy instruction in all school settings (independent study, virtual workshops, onsite workshops, etc).
- Serves as a resource in identifying and modeling appropriate instructional materials and strategies to improve student literacy achievement for all students including English Learners, students with disabilities, and students with diverse learning needs.

- Plans, researches, and prepares professional development in literacy skill development and effective instructional strategies.
- Provides, in-class small group and/or individualized instruction to identified students for literacy intervention support within the classroom and independent study setting for the purpose of modeling lessons and data collection in partnership with teachers.
- Utilizes NWEA Maps test diagnostic and other progress monitoring assessments to evaluate student progress and ability to implement successful literacy strategies to improve student learning.
- Builds capacity of site administration and classroom teachers in monitoring the effectiveness of literacy instruction through periodic measurements of student progress.
- With leadership, evaluates student progress, data and assessments, to make recommendations on program and material acquisition, efficiency and value.
- Prepares, attends and actively participates in collaborative grade level meetings.
- Works with the curriculum committee and all PLCs, as assigned, to assist in the analysis and utilization of assessment data to improve student literacy achievement.
- Prepares forms, records, and reports as directed.
- Prepares, facilitates, attends and actively participates in meetings and trainings.
- Maintains professional competence through participation in professional development activities.
- Other related duties as assigned.

Requirements:

Education and Experience:

- Valid California Teaching Credential with Authorization to Teach English Language Learners.
- A baccalaureate or higher degree, except in professional education, from a regionally accredited college or university
- Five years of successful teaching experience.
- High level of understanding of reading/literacy instruction and practice.
- Experience working with groups in curriculum development or related fields.
- Experience working with students performing below grade level in reading.
- Experience in planning and delivering professional development activities.

Knowledge, Skills & Abilities:

- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Ability to utilize a variety of technology tools including those to manage student information, analyze data and design instructional opportunities for students.

Physical Demands:

- Dexterity of hands and fingers to operate a computer keyboard.
- Sitting or standing for extended periods of time.
- Hearing and speaking to exchange information and making presentations.
- Seeing to read a variety of materials.

The amount of time for each activity varies depending on daily work load and priority schedules. Some days, sitting could occur more frequently, and on other days standing and walking could occur throughout the workday. May sit for prolonged time when completing projects; however, standing breaks are encouraged. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Work Environment:

- School office environment.
- Constant interruptions.
- Evening or variable hours.

Supervisor:

WORK YEAR: 223 OR 192

Board Approved: 06/xx/2023

8.8

PACIFIC VIEW CHARTER SCHOOL
2023-24 CLASSIFIED SALARY SCHEDULE
PROPOSED 3% SALARY INCREASE
07/01/2023

Work Year: 233 days 12 month pay

STEP				Inst. Aide	Per	Hourly	Office	Per	Hourly	Office	Per	Hourly
				Ed Spec IA	Diem	208 days	Clerk	Diem		Clerk	Diem	
										Bilingual		
1				32,030	137.47	17.18	35,333	151.64	18.96	39,972	171.55	21.44
2				33,311	142.97	17.87	36,746	157.71	19.71	41,571	178.42	22.30
3				34,644	148.68	18.59	38,216	164.02	20.50	43,234	185.55	23.19
4				36,029	154.63	19.33	39,745	170.58	21.32	44,963	192.98	24.12
5				37,470	160.82	20.10	41,335	177.40	22.18	46,762	200.69	25.09
6				38,969	167.25	20.91	42,988	184.50	23.06	48,632	208.72	26.09
7				40,528	173.94	21.74	44,708	191.88	23.98	50,578	217.07	27.13
8				42,554	182.64	22.83	46,943	201.47	25.18	53,107	227.92	28.49
9				43,406	186.29	23.29	47,882	205.50	25.69	54,169	232.48	29.06
10				44,274	190.02	23.75	48,840	209.61	26.20	55,252	237.13	29.64
11				45,159	193.82	24.23	49,816	213.80	26.73	56,357	241.88	30.23
12				46,062	197.69	24.71	50,813	218.08	27.26	57,484	246.71	30.84
13				46,984	201.65	25.21	51,829	222.44	27.81	58,634	251.65	31.46
14				47,923	205.68	25.71	52,866	226.89	28.36	59,807	256.68	32.09
15				48,882	209.79	26.22	53,923	231.43	28.93	61,003	261.81	32.73
16				49,859	213.99	26.75	55,001	236.06	29.51	62,223	267.05	33.38
17				50,857	218.27	27.28	56,101	240.78	30.10	63,467	272.39	34.05
18				51,874	222.63	27.83	57,223	245.59	30.70	64,737	277.84	34.73
19				52,911	227.09	28.39	58,368	250.51	31.31	66,031	283.40	35.42
20				53,969	231.63	28.95	59,535	255.52	31.94	67,352	289.06	36.13
21				55,049	236.26	29.53	60,726	260.63	32.58	68,699	294.85	36.86

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

PACIFIC VIEW CHARTER SCHOOL
2023-24 CLASSIFIED SALARY SCHEDULE
PROPOSED 3% SALARY INCREASE
07/01/2023

Work Year: 233 days 12 month pay

STEP	Lead	Per	Hourly	Lead Inst. Aide	Per	Hourly	Administrative	Per	Hourly	Business	Per	Hourly
	Instructional	Diem		Student	Diem		Assistant	Diem		Services	Diem	
	Aide			Support Asst.						Asst. I		
1	37,105	159.25	19.91	54,631	234.47	29.31	53,434	229.33	28.67	42,061	180.52	22.56
2	38,589	165.62	20.70	56,816	243.85	30.48	55,572	238.51	29.81	43,744	187.74	23.47
3	40,132	172.24	21.53	59,089	253.60	31.70	57,795	248.05	31.01	45,493	195.25	24.41
4	41,738	179.13	22.39	61,453	263.75	32.97	60,106	257.97	32.25	47,313	203.06	25.38
5	43,407	186.30	23.29	63,911	274.30	34.29	62,511	268.29	33.54	49,206	211.18	26.40
6	45,144	193.75	24.22	66,467	285.27	35.66	65,011	279.02	34.88	51,174	219.63	27.45
7	46,949	201.50	25.19	69,126	296.68	37.08	67,611	290.18	36.27	53,221	228.41	28.55
8	49,297	211.57	26.45	72,582	311.51	38.94	70,992	304.69	38.09	55,882	239.84	29.98
9	50,283	215.81	26.98	74,034	317.74	39.72	72,412	310.78	38.85	56,999	244.63	30.58
10	51,288	220.12	27.52	75,515	324.10	40.51	73,860	317.00	39.62	58,139	249.53	31.19
11	52,314	224.52	28.07	77,025	330.58	41.32	75,337	323.34	40.42	59,302	254.52	31.81
12	53,360	229.01	28.63	78,565	337.19	42.15	76,844	329.80	41.23	60,488	259.61	32.45
13	54,428	233.59	29.20	80,137	343.93	42.99	78,381	336.40	42.05	61,698	264.80	33.10
14	55,516	238.27	29.78	81,739	350.81	43.85	79,949	343.13	42.89	62,932	270.09	33.76
15	56,626	243.03	30.38	83,374	357.83	44.73	81,548	349.99	43.75	64,191	275.50	34.44
16	57,759	247.89	30.99	85,042	364.99	45.62	83,179	356.99	44.62	65,474	281.01	35.13
17	58,914	252.85	31.61	86,742	372.29	46.54	84,842	364.13	45.52	66,784	286.63	35.83
18	60,092	257.91	32.24	88,477	379.73	47.47	86,539	371.41	46.43	68,120	292.36	36.54
19	61,294	263.07	32.88	90,247	387.33	48.42	88,270	378.84	47.35	69,482	298.21	37.28
20	62,520	268.33	33.54	92,052	395.07	49.38	90,035	386.42	48.30	70,872	304.17	38.02
21	63,771	273.69	34.21	93,893	402.97	50.37	91,836	394.15	49.27	72,289	310.25	38.78

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PACIFIC VIEW CHARTER SCHOOL
2023-24 CLASSIFIED SALARY SCHEDULE
PROPOSED 3% SALARY INCREASE
07/01/2023

Work Year: 233 days 12 month pay

STEP	Business	Per	Hourly	Mrkting. &	Per	Hourly	Inst. Aide	Per	Hourly	Registrar	Per	Hourly
	Services	Diem		Comm Engmt	Diem		1-1 (175 Day)	Diem			Diem	
	Assistant II			Specialist*								
1	53,434	229.33	28.67	64,272	275.85	34.48	29,201	166.86	20.86	51,271	220.05	27.51
2	55,572	238.51	29.81	66,843	286.88	35.86	30,369	173.53	21.69	53,322	228.85	28.61
3	57,795	248.05	31.01	69,517	298.35	37.29	31,583	180.48	22.56	55,455	238.00	29.75
4	60,106	257.97	32.25	72,297	310.29	38.79	32,847	187.69	23.46	57,673	247.52	30.94
5	62,511	268.29	33.54	75,189	322.70	40.34	34,160	195.20	24.40	59,980	257.43	32.18
6	65,011	279.02	34.88	78,197	335.61	41.95	35,527	203.01	25.38	62,379	267.72	33.47
7	67,611	290.18	36.27	81,325	349.03	43.63	36,948	211.13	26.39	64,875	278.43	34.80
8	70,992	304.69	38.09	85,391	366.48	45.81	38,795	221.69	27.71	68,118	292.35	36.54
9	72,412	310.78	38.85	87,099	373.81	46.73	39,571	226.12	28.27	69,481	298.20	37.28
10	73,860	317.00	39.62	88,841	381.29	47.66	40,363	230.64	28.83	70,870	304.16	38.02
11	75,337	323.34	40.42	90,617	388.92	48.61	41,170	235.26	29.41	72,288	310.25	38.78
12	76,844	329.80	41.23	92,430	396.69	49.59	41,993	239.96	30.00	73,733	316.45	39.56
13	78,381	336.40	42.05	94,278	404.63	50.58	42,833	244.76	30.60	75,208	322.78	40.35
14	79,949	343.13	42.89	96,164	412.72	51.59	43,690	249.66	31.21	76,712	329.24	41.15
15	81,548	349.99	43.75	98,087	420.98	52.62	44,564	254.65	31.83	78,247	335.82	41.98
16	83,179	356.99	44.62	100,049	429.39	53.67	45,455	259.74	32.47	79,811	342.54	42.82
17	84,842	364.13	45.52	102,050	437.98	54.75	46,364	264.94	33.12	81,408	349.39	43.67
18	86,539	371.41	46.43	104,091	446.74	55.84	47,291	270.24	33.78	83,036	356.38	44.55
19	88,270	378.84	47.35	106,173	455.68	56.96	48,237	275.64	34.46	84,697	363.50	45.44
20	90,035	386.42	48.30	108,296	464.79	58.10	49,202	281.15	35.14	86,391	370.77	46.35
21	91,836	394.15	49.27	110,462	474.09	59.26	50,186	286.78	35.85	88,118	378.19	47.27

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* = Exempt Employee - Marketing & Community Engagement Specialist

PACIFIC VIEW CHARTER SCHOOL
2023-24 CLASSIFIED SALARY SCHEDULE
PROPOSED 3% SALARY INCREASE
07/01/2023

Work Year: 233 days 12 month pay

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

Part time positions will be paid hourly rate

Stipends for Advanced Degrees

Master Degree \$2,000

Doctorate Degree \$3,500

Stipends

Severely Disabled Premium \$3,500

Board Approved:

Revised:

6/18/2019

7/16/2019

8/20/2019

9/12/2019

11/19/2019

5/19/2020

9/10/2020

5/18/2021

7/20/2021

3/15/2022

5/25/2022

7/19/2022

9/28/2022

10/18/2022

1/17/2023

06/XX/2023

**PACIFIC VIEW CHARTER SCHOOL
2022-23 CLASSIFIED SALARY SCHEDULE
Effective 09/01/2022**

Work Year: 233 days 12 month pay

STEP				Inst. Aide	Per	Hourly	Office	Per	Hourly	Office	Per	Hourly
				Ed Spec IA	Diem	208 days	Clerk	Diem		Clerk	Diem	
										Bilingual		
1				31,097	133.46	16.68	34,304	147.23	18.40	38,808	166.56	20.82
2				32,341	138.80	17.35	35,676	153.12	19.14	40,360	173.22	21.65
3				33,635	144.35	18.04	37,103	159.24	19.91	41,975	180.15	22.52
4				34,980	150.13	18.77	38,587	165.61	20.70	43,654	187.36	23.42
5				36,379	156.13	19.52	40,131	172.24	21.53	45,400	194.85	24.36
6				37,834	162.38	20.30	41,736	179.12	22.39	47,216	202.64	25.33
7				39,348	168.87	21.11	43,406	186.29	23.29	49,105	210.75	26.34
8				41,315	177.32	22.16	45,576	195.60	24.45	51,560	221.29	27.66
9				42,141	180.86	22.61	46,487	199.52	24.94	52,591	225.71	28.21
10				42,984	184.48	23.06	47,417	203.51	25.44	53,643	230.23	28.78
11				43,844	188.17	23.52	48,365	207.58	25.95	54,716	234.83	29.35
12				44,721	191.93	23.99	49,333	211.73	26.47	55,810	239.53	29.94
13				45,615	195.77	24.47	50,319	215.96	27.00	56,926	244.32	30.54
14				46,527	199.69	24.96	51,326	220.28	27.54	58,065	249.20	31.15
15				47,458	203.68	25.46	52,352	224.69	28.09	59,226	254.19	31.77
16				48,407	207.76	25.97	53,399	229.18	28.65	60,410	259.27	32.41
17				49,375	211.91	26.49	54,467	233.77	29.22	61,619	264.46	33.06
18				50,363	216.15	27.02	55,557	238.44	29.81	62,851	269.75	33.72
19				51,370	220.47	27.56	56,668	243.21	30.40	64,108	275.14	34.39
20				52,397	224.88	28.11	57,801	248.07	31.01	65,390	280.64	35.08
21				53,445	229.38	28.67	58,957	253.03	31.63	66,698	286.26	35.78

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**PACIFIC VIEW CHARTER SCHOOL
2022-23 CLASSIFIED SALARY SCHEDULE
Effective 09/01/2022**

Work Year: 233 days 12 month pay

STEP	Lead	Per	Hourly	Lead Inst. Aide	Per	Hourly	Administrative	Per	Hourly	Business	Per	Hourly
	Instructional	Diem		Student	Diem		Assistant	Diem		Services	Diem	
	Aide			Support Asst.						Asst. I		
1	36,024	154.61	19.33	53,040	227.64	28.45	51,878	222.65	27.83	40,836	175.26	21.91
2	37,465	160.79	20.10	55,162	236.75	29.59	53,953	231.56	28.94	42,469	182.27	22.78
3	38,964	167.23	20.90	57,368	246.21	30.78	56,111	240.82	30.10	44,168	189.56	23.70
4	40,522	173.91	21.74	59,663	256.06	32.01	58,356	250.45	31.31	45,935	197.15	24.64
5	42,143	180.87	22.61	62,049	266.31	33.29	60,690	260.47	32.56	47,772	205.03	25.63
6	43,829	188.11	23.51	64,531	276.96	34.62	63,118	270.89	33.86	49,683	213.23	26.65
7	45,582	195.63	24.45	67,113	288.04	36.00	65,642	281.73	35.22	51,671	221.76	27.72
8	47,861	205.41	25.68	70,468	302.44	37.80	68,924	295.81	36.98	54,254	232.85	29.11
9	48,818	209.52	26.19	71,878	308.49	38.56	70,303	301.73	37.72	55,339	237.51	29.69
10	49,795	213.71	26.71	73,315	314.66	39.33	71,709	307.76	38.47	56,446	242.26	30.28
11	50,790	217.98	27.25	74,781	320.95	40.12	73,143	313.92	39.24	57,575	247.10	30.89
12	51,806	222.34	27.79	76,277	327.37	40.92	74,606	320.20	40.02	58,726	252.04	31.51
13	52,842	226.79	28.35	77,803	333.92	41.74	76,098	326.60	40.83	59,901	257.09	32.14
14	53,899	231.33	28.92	79,359	340.59	42.57	77,620	333.13	41.64	61,099	262.23	32.78
15	54,977	235.95	29.49	80,946	347.41	43.43	79,172	339.80	42.47	62,321	267.47	33.43
16	56,077	240.67	30.08	82,565	354.35	44.29	80,756	346.59	43.32	63,567	272.82	34.10
17	57,198	245.49	30.69	84,216	361.44	45.18	82,371	353.52	44.19	64,839	278.28	34.78
18	58,342	250.40	31.30	85,900	368.67	46.08	84,018	360.59	45.07	66,135	283.84	35.48
19	59,509	255.40	31.93	87,618	376.04	47.01	85,699	367.81	45.98	67,458	289.52	36.19
20	60,699	260.51	32.56	89,371	383.57	47.95	87,413	375.16	46.90	68,807	295.31	36.91
21	61,913	265.72	33.22	91,158	391.24	48.90	89,161	382.67	47.83	70,183	301.22	37.65

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

**PACIFIC VIEW CHARTER SCHOOL
2022-23 CLASSIFIED SALARY SCHEDULE
Effective 09/01/2022**

Work Year: 233 days 12 month pay

STEP	Business	Per	Hourly	Mrkting. &	Per	Hourly	Inst. Aide	Per	Hourly	Registrar	Per	Hourly
	Services	Diem		Comm Engmt	Diem		1-1 (175 Day)	Diem			Diem	
	Assistant II			Specialist*								
1	51,878	222.65	27.83	62,400	267.81	33.48	28,350	162.00	20.25	49,778	213.64	26.70
2	53,953	231.56	28.94	64,896	278.52	34.82	29,484	168.48	21.06	51,769	222.19	27.77
3	56,111	240.82	30.10	67,492	289.66	36.21	30,663	175.22	21.90	53,840	231.07	28.88
4	58,356	250.45	31.31	70,192	301.25	37.66	31,890	182.23	22.78	55,993	240.32	30.04
5	60,690	260.47	32.56	72,999	313.30	39.16	33,165	189.52	23.69	58,233	249.93	31.24
6	63,118	270.89	33.86	75,919	325.83	40.73	34,492	197.10	24.64	60,563	259.93	32.49
7	65,642	281.73	35.22	78,956	338.87	42.36	35,872	204.98	25.62	62,985	270.32	33.79
8	68,924	295.81	36.98	82,904	355.81	44.48	37,665	215.23	26.90	66,134	283.84	35.48
9	70,303	301.73	37.72	84,562	362.93	45.37	38,419	219.54	27.44	67,457	289.51	36.19
10	71,709	307.76	38.47	86,253	370.18	46.27	39,187	223.93	27.99	68,806	295.31	36.91
11	73,143	313.92	39.24	87,978	377.59	47.20	39,971	228.40	28.55	70,182	301.21	37.65
12	74,606	320.20	40.02	89,738	385.14	48.14	40,770	232.97	29.12	71,586	307.24	38.40
13	76,098	326.60	40.83	91,532	392.84	49.11	41,586	237.63	29.70	73,018	313.38	39.17
14	77,620	333.13	41.64	93,363	400.70	50.09	42,417	242.38	30.30	74,478	319.65	39.96
15	79,172	339.80	42.47	95,230	408.71	51.09	43,266	247.23	30.90	75,968	326.04	40.76
16	80,756	346.59	43.32	97,135	416.89	52.11	44,131	252.18	31.52	77,487	332.56	41.57
17	82,371	353.52	44.19	99,078	425.23	53.15	45,014	257.22	32.15	79,037	339.21	42.40
18	84,018	360.59	45.07	101,059	433.73	54.22	45,914	262.37	32.80	80,617	346.00	43.25
19	85,699	367.81	45.98	103,080	442.40	55.30	46,832	267.61	33.45	82,230	352.92	44.11
20	87,413	375.16	46.90	105,142	451.25	56.41	47,769	272.96	34.12	83,874	359.98	45.00
21	89,161	382.67	47.83	107,245	460.28	57.53	48,724	278.42	34.80	85,552	367.17	45.90

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

* = Exempt Employee - Marketing & Community Engagement Specialist

**PACIFIC VIEW CHARTER SCHOOL
2022-23 CLASSIFIED SALARY SCHEDULE
Effective 09/01/2022**

Work Year: 233 days 12 month pay

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

Part time positions will be paid hourly rate

Stipends for Advanced Degrees

Master Degree \$2,000

Doctorate Degree \$3,500

Stipends

Severely Disabled Premium \$3,500

Board Approved:

Revised:

6/18/2019

7/16/2019

8/20/2019

9/12/2019

11/19/2019

5/19/2020

9/10/2020

5/18/2021

7/20/2021

3/15/2022

5/25/2022

7/19/2022

9/28/2022

10/18/2022

1/17/2023

DRAFT

PACIFIC VIEW CHARTER SCHOOL
23-24 CLASSIFIED CONFIDENTIAL SALARY SCHEDULE
Proposed 3% Salary Increase
Effective 07/01/2023

DRAFT

12 Month Pay

STEP	HR & Business Services Coordinator 248 days	Per Diem	Hourly	Technology Technician 248 days	Per Diem	Hourly	Fiscal & Operations Coordinator 248 days	Per Diem	Hourly
1	\$ 80,752	\$ 325.61	\$ 40.70	\$ 69,661	\$ 280.89	\$ 35.11	\$ 107,490	\$ 433.43	\$ 54.18
2	\$ 83,982	\$ 338.64	\$ 42.33	\$ 72,447	\$ 292.13	\$ 36.52	\$ 111,790	\$ 450.76	\$ 56.35
3	\$ 87,341	\$ 352.18	\$ 44.02	\$ 75,345	\$ 303.81	\$ 37.98	\$ 116,261	\$ 468.80	\$ 58.60
4	\$ 90,835	\$ 366.27	\$ 45.78	\$ 78,359	\$ 315.96	\$ 39.50	\$ 120,912	\$ 487.55	\$ 60.94
5	\$ 94,468	\$ 380.92	\$ 47.62	\$ 81,494	\$ 328.60	\$ 41.08	\$ 125,748	\$ 507.05	\$ 63.38
6	\$ 98,247	\$ 396.16	\$ 49.52	\$ 84,753	\$ 341.75	\$ 42.72	\$ 130,778	\$ 527.33	\$ 65.92
7	\$ 102,177	\$ 412.00	\$ 51.50	\$ 88,143	\$ 355.42	\$ 44.43	\$ 136,009	\$ 548.42	\$ 68.55
8	\$ 107,286	\$ 432.60	\$ 54.08	\$ 92,551	\$ 373.19	\$ 46.65	\$ 142,810	\$ 575.85	\$ 71.98
9	\$ 109,432	\$ 441.26	\$ 55.16	\$ 94,402	\$ 380.65	\$ 47.58	\$ 145,666	\$ 587.36	\$ 73.42
10	\$ 111,620	\$ 450.08	\$ 56.26	\$ 96,290	\$ 388.26	\$ 48.53	\$ 148,579	\$ 599.11	\$ 74.89
11	\$ 113,853	\$ 459.08	\$ 57.39	\$ 98,215	\$ 396.03	\$ 49.50	\$ 151,551	\$ 611.09	\$ 76.39
12	\$ 116,130	\$ 468.26	\$ 58.53	\$ 100,180	\$ 403.95	\$ 50.49	\$ 154,582	\$ 623.31	\$ 77.91
13	\$ 118,452	\$ 477.63	\$ 59.70	\$ 102,183	\$ 412.03	\$ 51.50	\$ 157,673	\$ 635.78	\$ 79.47
14	\$ 120,821	\$ 487.18	\$ 60.90	\$ 104,227	\$ 420.27	\$ 52.53	\$ 160,827	\$ 648.50	\$ 81.06
15	\$ 123,238	\$ 496.93	\$ 62.12	\$ 106,311	\$ 428.68	\$ 53.58	\$ 164,043	\$ 661.47	\$ 82.68
16	\$ 125,703	\$ 506.87	\$ 63.36	\$ 108,438	\$ 437.25	\$ 54.66	\$ 167,324	\$ 674.69	\$ 84.34
17	\$ 128,217	\$ 517.00	\$ 64.63	\$ 110,606	\$ 445.99	\$ 55.75	\$ 170,671	\$ 688.19	\$ 86.02
18	\$ 130,781	\$ 527.34	\$ 65.92	\$ 112,819	\$ 454.91	\$ 56.86	\$ 174,084	\$ 701.95	\$ 87.74
19	\$ 133,397	\$ 537.89	\$ 67.24	\$ 115,075	\$ 464.01	\$ 58.00	\$ 177,566	\$ 715.99	\$ 89.50
20	\$ 136,064	\$ 548.65	\$ 68.58	\$ 117,376	\$ 473.29	\$ 59.16	\$ 181,117	\$ 730.31	\$ 91.29
21	\$ 138,786	\$ 559.62	\$ 69.95	\$ 119,724	\$ 482.76	\$ 60.34	\$ 184,739	\$ 744.92	\$ 93.11

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

Stipends for Advanced Degrees**Masters \$ 2,000.00****Doctorate \$ 3,500.00**

Board Approved: 6/18/2019

Amended:	8/20/2019	5/18/2021
	11/19/2019	5/25/2022
	5/19/2020	4/18/2023
	9/10/2020	06/xx/2023

PACIFIC VIEW CHARTER SCHOOL
2022-23 CLASSIFIED CONFIDENTIAL SALARY SCHEDULE
Effective 05/01/2022

STEP	HR & Business Services Coordinator 241 days	Technology Technician 248 days	Fiscal & Operations Coordinator 248 days
1	\$ 76,187	\$ 67,632	\$ 104,360
2	\$ 79,234	\$ 70,337	\$ 108,534
3	\$ 82,404	\$ 73,151	\$ 112,876
4	\$ 85,700	\$ 76,077	\$ 117,391
5	\$ 89,128	\$ 79,120	\$ 122,086
6	\$ 92,693	\$ 82,285	\$ 126,970
7	\$ 96,401	\$ 85,576	\$ 132,049
8	\$ 101,221	\$ 89,855	\$ 138,651
9	\$ 103,245	\$ 91,652	\$ 141,424
10	\$ 105,310	\$ 93,485	\$ 144,253
11	\$ 107,416	\$ 95,355	\$ 147,138
12	\$ 109,565	\$ 97,262	\$ 150,080
13	\$ 111,756	\$ 99,207	\$ 153,082
14	\$ 113,991	\$ 101,191	\$ 156,144
15	\$ 116,271	\$ 103,215	\$ 159,267
16	\$ 118,596	\$ 105,279	\$ 162,452
17	\$ 120,968	\$ 107,385	\$ 165,701
18	\$ 123,388	\$ 109,533	\$ 169,015
19	\$ 125,855	\$ 111,723	\$ 172,395
20	\$ 128,373	\$ 113,958	\$ 175,843
21	\$ 130,940	\$ 116,237	\$ 179,360

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

12 month pay positions

Board Approved: 6/18/2019
Amended: 8/20/2019
11/19/2019
5/19/2020
9/10/2020
5/18/2021
5/25/2022
4/18/2023

PROPOSED 3% SALARY INCREASE

PACIFIC VIEW CHARTER SCHOOL

2023/2024 CERTIFICATED SALARY SCHEDULE effective 7/1/2023

SUPERVISORY TEACHER-GRADES K-8 / EDUCATION SPECIALIST²/ TOSA

192 DAYS - 12 month pay

STEP	I-BA	Per Diem	Hourly	II-BA+20	Per Diem	Hourly	III-BA+40	Per Diem	Hourly	IV-BA+60	Per Diem	Hourly
1	51,060	265.94	33.24	53,613	279.24	34.90	56,294	293.20	36.65	59,109	307.86	38.48
2	53,103	276.58	34.57	55,758	290.40	36.30	58,546	304.93	38.12	61,473	320.17	40.02
3	55,227	287.64	35.95	57,988	302.02	37.75	60,887	317.12	39.64	63,932	332.98	41.62
4	57,436	299.14	37.39	60,308	314.10	39.26	63,323	329.81	41.23	66,489	346.30	43.29
5	59,733	311.11	38.89	62,720	326.67	40.83	65,856	343.00	42.87	69,149	360.15	45.02
6	62,123	323.55	40.44	65,229	339.73	42.47	68,490	356.72	44.59	71,915	374.56	46.82
7	64,607	336.50	42.06	67,838	353.32	44.17	71,230	370.99	46.37	74,791	389.54	48.69
8	67,192	349.96	43.74	70,551	367.45	45.93	74,079	385.83	48.23	77,783	405.12	50.64
9	69,879	363.96	45.49	73,373	382.15	47.77	77,042	401.26	50.16	80,894	421.32	52.67
10	72,675	378.51	47.31	76,308	397.44	49.68	80,124	417.31	52.16	84,130	438.18	54.77
11	76,308	397.44	49.68	80,124	417.31	52.16	84,130	438.18	54.77	88,336	460.09	57.51
12	77,834	405.39	50.67	81,726	425.66	53.21	85,812	446.94	55.87	90,103	469.29	58.66
13	79,391	413.50	51.69	83,361	434.17	54.27	87,529	455.88	56.98	91,905	478.67	59.83
14	80,979	421.77	52.72	85,028	442.85	55.36	89,279	465.00	58.12	93,743	488.25	61.03
15	82,599	430.20	53.78	86,728	451.71	56.46	91,065	474.30	59.29	95,618	498.01	62.25
16	84,251	438.80	54.85	88,463	460.75	57.59	92,886	483.78	60.47	97,531	507.97	63.50
17	85,936	447.58	55.95	90,232	469.96	58.74	94,744	493.46	61.68	99,481	518.13	64.77
18	87,654	456.53	57.07	92,037	479.36	59.92	96,639	503.33	62.92	101,471	528.49	66.06
19	89,407	465.66	58.21	93,878	488.95	61.12	98,572	513.39	64.17	103,500	539.06	67.38
20	91,195	474.98	59.37	95,755	498.73	62.34	100,543	523.66	65.46	105,570	549.84	68.73
21	93,019	484.48	60.56	97,670	508.70	63.59	102,554	534.13	66.77	107,682	560.84	70.11

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

Stipends

Masters	\$ 2,000.00
Doctorate	\$ 3,500.00
Lead Teacher Stipend	\$ 5,000.00
Interim - Site Supervisor	\$ 5,000.00
² Hard-to-Fill SpEd	\$ 5,000.00
WASC - Accreditation	\$ 5,000.00

Hourly Certificated Positions

PT Temporary Education Specialist - \$60.00 per hour
PT/FT Temp Supervisory Teacher - \$40.00 per hour
Curriculum Writers - \$27.88 per hour
Curriculum Data Entry - \$21.40 per hour

Daily Certificated Position - Substitute Teacher \$200 per day

Board Approved:	06/18/19	
Amended:	08/20/19	10/18/2022
	11/19/19	06/xx/2023
	05/19/20	
	11/17/20	
	05/18/21	
	05/25/22	

Column Advancement Criteria

Upper division/graduate college semester units earned from an accredited college or university

**PACIFIC VIEW CHARTER SCHOOL
2022-23 CERTIFICATED SALARY SCHEDULE
SUPERVISORY TEACHER-GRADES K-8 / EDUCATION SPECIALIST²**

192 DAYS - 12 month pay

STEP	I-BA	Per Diem	Hourly	II-BA+20	Per Diem	Hourly	III-BA+40	Per Diem	Hourly	IV-BA+60	Per Diem	Hourly
1	49,573	258.19	32.27	52,052	271.10	33.89	54,654	284.66	35.58	57,387	298.89	37.36
2	51,556	268.52	33.57	54,134	281.95	35.24	56,840	296.04	37.01	59,682	310.85	38.86
3	53,618	279.26	34.91	56,299	293.22	36.65	59,114	307.89	38.49	62,070	323.28	40.41
4	55,763	290.43	36.30	58,551	304.95	38.12	61,479	320.20	40.03	64,553	336.21	42.03
5	57,993	302.05	37.76	60,893	317.15	39.64	63,938	333.01	41.63	67,135	349.66	43.71
6	60,313	314.13	39.27	63,329	329.84	41.23	66,495	346.33	43.29	69,820	363.65	45.46
7	62,726	326.70	40.84	65,862	343.03	42.88	69,155	360.18	45.02	72,613	378.19	47.27
8	65,235	339.76	42.47	68,496	356.75	44.59	71,921	374.59	46.82	75,517	393.32	49.16
9	67,844	353.35	44.17	71,236	371.02	46.38	74,798	389.57	48.70	78,538	409.05	51.13
10	70,558	367.49	45.94	74,086	385.86	48.23	77,790	405.16	50.64	81,680	425.41	53.18
11	74,086	385.86	48.23	77,790	405.16	50.64	81,680	425.41	53.18	85,763	446.68	55.84
12	75,567	393.58	49.20	79,346	413.26	51.66	83,313	433.92	54.24	87,479	455.62	56.95
13	77,079	401.45	50.18	80,933	421.52	52.69	84,979	442.60	55.33	89,228	464.73	58.09
14	78,620	409.48	51.19	82,551	429.96	53.74	86,679	451.45	56.43	91,013	474.03	59.25
15	80,193	417.67	52.21	84,202	438.55	54.82	88,413	460.48	57.56	92,833	483.51	60.44
16	81,797	426.02	53.25	85,886	447.33	55.92	90,181	469.69	58.71	94,690	493.18	61.65
17	83,433	434.54	54.32	87,604	456.27	57.03	91,984	479.09	59.89	96,584	503.04	62.88
18	85,101	443.24	55.40	89,356	465.40	58.17	93,824	488.67	61.08	98,515	513.10	64.14
19	86,803	452.10	56.51	91,143	474.71	59.34	95,701	498.44	62.31	100,486	523.36	65.42
20	88,539	461.14	57.64	92,966	484.20	60.52	97,615	508.41	63.55	102,495	533.83	66.73
21	90,310	470.37	58.80	94,826	493.88	61.74	99,567	518.58	64.82	104,545	544.51	68.06

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

Stipends

Masters	\$ 2,000.00
Doctorate	\$ 3,500.00
Lead Teacher Stipend	\$ 5,000.00
Interim - Site Supervisor	\$ 5,000.00
² Hard-to-Fill SpEd	\$ 5,000.00
WASC - Accreditation	\$ 5,000.00

Hourly Certificated Positions

PT Temporary Education Specialist - \$60.00 per hour
PT/FT Temp Supervisory Teacher - \$40.00 per hour
Curriculum Writers - \$27.88 per hour
Curriculum Data Entry - \$21.40 per hour

Daily Certificated Position - Substitute Teacher \$200 per day

Board Approved:	06/18/19	
Amended:	08/20/19	10/18/2022
	11/19/19	
	05/19/20	
	11/17/20	
	05/18/21	
	05/25/22	

Column Advancement Criteria

Upper division/graduate college semester units
earned from an accredited college or university

PROPOSED 3% SALARY INCREASE

**PACIFIC VIEW CHARTER SCHOOL
2023-24 CERTIFICATED SALARY SCHEDULE**

**223 DAYS 12
month pay
position**

SUPERVISORY TEACHER-GRADES 9-12 / EDUCATION SPECIALIST²/ SUPERVISORY TEACHER- ENGLISH LEARNER SUPPORT/*TOSA*

STEP	I-BA	Per Diem	Hourly	II-BA+20	Per Diem	Hourly	III-BA+40	Per Diem	Hourly	IV-BA+60	Per Diem	Hourly
1	59,297	265.91	33.24	62,262	279.20	34.90	65,375	293.16	36.65	68,644	307.82	38.48
2	61,669	276.54	34.57	64,752	290.37	36.30	67,990	304.89	38.11	71,390	320.13	40.02
3	64,136	287.60	35.95	67,343	301.98	37.75	70,710	317.08	39.64	74,245	332.94	41.62
4	66,701	299.11	37.39	70,036	314.06	39.26	73,538	329.77	41.22	77,215	346.26	43.28
5	69,369	311.07	38.88	72,838	326.63	40.83	76,480	342.96	42.87	80,304	360.11	45.01
6	72,144	323.52	40.44	75,751	339.69	42.46	79,539	356.68	44.58	83,516	374.51	46.81
7	75,030	336.46	42.06	78,781	353.28	44.16	82,720	370.94	46.37	86,856	389.49	48.69
8	78,031	349.91	43.74	81,932	367.41	45.93	86,029	385.78	48.22	90,331	405.07	50.63
9	81,152	363.91	45.49	85,210	382.11	47.76	89,470	401.21	50.15	93,944	421.27	52.66
10	84,398	378.47	47.31	88,618	397.39	49.67	93,049	417.26	52.16	97,702	438.12	54.77
11	88,618	397.39	49.67	93,049	417.26	52.16	97,702	438.12	54.77	102,587	460.03	57.50
12	90,391	405.34	50.67	94,910	425.61	53.20	99,656	446.89	55.86	104,638	469.23	58.65
13	92,198	413.45	51.68	96,808	434.12	54.26	101,649	455.82	56.98	106,731	478.61	59.83
14	94,042	421.71	52.71	98,744	442.80	55.35	103,682	464.94	58.12	108,866	488.19	61.02
15	95,923	430.15	53.77	100,719	451.66	56.46	105,755	474.24	59.28	111,043	497.95	62.24
16	97,842	438.75	54.84	102,734	460.69	57.59	107,870	483.72	60.47	113,264	507.91	63.49
17	99,798	447.53	55.94	104,788	469.90	58.74	110,028	493.40	61.67	115,529	518.07	64.76
18	101,794	456.48	57.06	106,884	479.30	59.91	112,228	503.27	62.91	117,840	528.43	66.05
19	103,830	465.61	58.20	109,022	488.89	61.11	114,473	513.33	64.17	120,197	539.00	67.37
20	105,907	474.92	59.36	111,202	498.66	62.33	116,762	523.60	65.45	122,601	549.78	68.72
21	108,025	484.42	60.55	113,426	508.64	63.58	119,098	534.07	66.76	125,053	560.77	70.10

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

Stipends

Masters	\$ 2,000.00
Doctorate	\$ 3,500.00
Department Chair	\$ 1,200.00
Lead Teacher Stipend	\$ 5,000.00
Interim - Site Supervisor	\$ 5,000.00
Hard-to-Fill SpEd ²	\$ 5,000.00
WASC - Accreditation	\$ 5,000.00

Hourly Certificated Positions

PT Temporary Education Specialist - \$60.00 per hour
PT/FT Temp Supervisory Teacher - \$40.00 per hour
Curriculum Writers - \$27.88 per hour
Curriculum Data Entry - \$21.40 per hour

Daily Certificated Position

Sub. Teacher \$200 per day
Board Approved: 06/18/19
Amended: 08/20/19 10/18/2022
11/19/19 06/XX/2023
05/19/20
11/17/20
05/18/21
05/25/22

Column Advancement Criteria

Upper division/graduate college semester units earned from an accredited college or university
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**PACIFIC VIEW CHARTER SCHOOL
2022-2023 CERTIFICATED SALARY SCHEDULE**

**223 DAYS 12
month pay
position**

SUPERVISORY TEACHER-GRADES 9-12 / EDUCATION SPECIALIST²/ SUPERVISORY TEACHER- ENGLISH LEARNER SUPPORT

STEP	I-BA	Per Diem	Hourly	II-BA+20	Per Diem	Hourly	III-BA+40	Per Diem	Hourly	IV-BA+60	Per Diem	Hourly
1	57,570	258.16	32.27	60,449	271.07	33.88	63,471	284.62	35.58	66,644	298.85	37.36
2	59,873	268.49	33.56	62,866	281.91	35.24	66,010	296.01	37.00	69,310	310.81	38.85
3	62,268	279.23	34.90	65,381	293.19	36.65	68,650	307.85	38.48	72,083	323.24	40.41
4	64,758	290.40	36.30	67,996	304.92	38.11	71,396	320.16	40.02	74,966	336.17	42.02
5	67,349	302.01	37.75	70,716	317.11	39.64	74,252	332.97	41.62	77,965	349.62	43.70
6	70,043	314.09	39.26	73,545	329.80	41.22	77,222	346.29	43.29	81,083	363.60	45.45
7	72,844	326.66	40.83	76,487	342.99	42.87	80,311	360.14	45.02	84,327	378.15	47.27
8	75,758	339.72	42.47	79,546	356.71	44.59	83,523	374.54	46.82	87,700	393.27	49.16
9	78,789	353.31	44.16	82,728	370.98	46.37	86,864	389.53	48.69	91,208	409.00	51.13
10	81,940	367.44	45.93	86,037	385.82	48.23	90,339	405.11	50.64	94,856	425.36	53.17
11	86,037	385.82	48.23	90,339	405.11	50.64	94,856	425.36	53.17	99,599	446.63	55.83
12	87,758	393.53	49.19	92,146	413.21	51.65	96,753	433.87	54.23	101,591	455.56	56.95
13	89,513	401.40	50.18	93,989	421.47	52.68	98,688	442.55	55.32	103,622	464.67	58.08
14	91,303	409.43	51.18	95,868	429.90	53.74	100,662	451.40	56.42	105,695	473.97	59.25
15	93,129	417.62	52.20	97,786	438.50	54.81	102,675	460.43	57.55	107,809	483.45	60.43
16	94,992	425.97	53.25	99,741	447.27	55.91	104,729	469.63	58.70	109,965	493.12	61.64
17	96,892	434.49	54.31	101,736	456.22	57.03	106,823	479.03	59.88	112,164	502.98	62.87
18	98,830	443.18	55.40	103,771	465.34	58.17	108,960	488.61	61.08	114,408	513.04	64.13
19	100,806	452.05	56.51	105,846	474.65	59.33	111,139	498.38	62.30	116,696	523.30	65.41
20	102,822	461.09	57.64	107,963	484.14	60.52	113,362	508.35	63.54	119,030	533.77	66.72
21	104,879	470.31	58.79	110,123	493.82	61.73	115,629	518.51	64.81	121,410	544.44	68.06

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

Stipends

Masters	\$ 2,000.00
Doctorate	\$ 3,500.00
Lead Teacher Stipend	\$ 5,000.00
Interim - Site Supervisor	\$ 5,000.00
Hard-to-Fill SpEd ²	\$ 5,000.00
WASC - Accreditation	\$ 5,000.00

Hourly Certificated Positions

PT Temporary Education Specialist - \$60.00 per hour
PT/FT Temp Supervisory Teacher - \$40.00 per hour
Curriculum Writers - \$27.88 per hour
Curriculum Data Entry - \$21.40 per hour

Daily Certificated Position

Sub. Teacher \$200 per day
Board Approved: 06/18/19
Amended: 08/20/19 10/18/2022
11/19/19
05/19/20
11/17/20
05/18/21
05/25/22

Column Advancement Criteria

Upper division/graduate college semester units
earned from an accredited college or university

PACIFIC VIEW CHARTER SCHOOL
2023-24 SCHOOL COUNSELOR SALARY SCHEDULE

Proposed 3% Salary Increase

223 DAYS - 12 month pay

STEP	I-BA	Per Diem	Hourly	II-BA+20	Per Diem	Hourly	III-BA+40	Per Diem	Hourly	IV-BA+60	Per Diem	Hourly
1	59,834	268.31	33.54	62,825	281.73	35.22	65,967	295.81	36.98	69,265	310.61	38.83
2	62,227	279.05	34.88	65,338	293.00	36.62	68,605	307.65	38.46	72,036	323.03	40.38
3	64,716	290.21	36.28	67,952	304.72	38.09	71,350	319.95	39.99	74,917	335.95	41.99
4	67,305	301.82	37.73	70,670	316.91	39.61	74,204	332.75	41.59	77,914	349.39	43.67
5	69,997	313.89	39.24	73,497	329.58	41.20	77,172	346.06	43.26	81,030	363.36	45.42
6	72,797	326.44	40.81	76,437	342.77	42.85	80,259	359.90	44.99	84,271	377.90	47.24
7	75,709	339.50	42.44	79,494	356.48	44.56	83,469	374.30	46.79	87,642	393.02	49.13
8	78,737	353.08	44.14	82,674	370.74	46.34	86,808	389.27	48.66	91,148	408.74	51.09
9	81,887	367.20	45.90	85,981	385.56	48.20	90,280	404.84	50.61	94,794	425.09	53.14
10	85,162	381.89	47.74	89,420	400.99	50.12	93,891	421.04	52.63	98,586	442.09	55.26
11	89,420	400.99	50.12	93,891	421.04	52.63	98,586	442.09	55.26	103,515	464.19	58.02
12	91,209	409.01	51.13	95,769	429.46	53.68	100,557	450.93	56.37	105,585	473.48	59.18
13	93,033	417.19	52.15	97,684	438.05	54.76	102,569	459.95	57.49	107,697	482.95	60.37
14	94,893	425.53	53.19	99,638	446.81	55.85	104,620	469.15	58.64	109,851	492.61	61.58
15	96,791	434.04	54.26	101,631	455.74	56.97	106,712	478.53	59.82	112,048	502.46	62.81
16	98,727	442.72	55.34	103,663	464.86	58.11	108,847	488.10	61.01	114,289	512.51	64.06
17	100,702	451.58	56.45	105,737	474.16	59.27	111,024	497.86	62.23	116,575	522.76	65.34
18	102,716	460.61	57.58	107,851	483.64	60.45	113,244	507.82	63.48	118,906	533.21	66.65
19	104,770	469.82	58.73	110,008	493.31	61.66	115,509	517.98	64.75	121,284	543.88	67.98
20	106,865	479.22	59.90	112,209	503.18	62.90	117,819	528.34	66.04	123,710	554.75	69.34
21	109,003	488.80	61.10	114,453	513.24	64.16	120,175	538.90	67.36	126,184	565.85	70.73

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

Stipends

Masters	2,000.00
Doctorate	3,500.00
WASC - Accreditation	5,000.00

Board Approved: 06/18/19

Board Revised: 08/20/19

11/19/19

05/19/20

05/18/21

05/25/22

Column Advancement Criteria

Upper division/graduate college semester units
earned from an accredited college or university

06/xx/2023

**PACIFIC VIEW CHARTER SCHOOL
2022-23 SCHOOL COUNSELOR SALARY SCHEDULE**

223 DAYS - 12 month pay

STEP	I-BA	Per Diem	Hourly	II-BA+20	Per Diem	Hourly	III-BA+40	Per Diem	Hourly	IV-BA+60	Per Diem	Hourly
1	58,091	260.50	32.56	60,996	273.52	34.19	64,045	287.20	35.90	67,248	301.56	37.69
2	60,415	270.92	33.86	63,435	284.46	35.56	66,607	298.69	37.34	69,937	313.62	39.20
3	62,831	281.75	35.22	65,973	295.84	36.98	69,271	310.63	38.83	72,735	326.17	40.77
4	65,344	293.02	36.63	68,612	307.68	38.46	72,042	323.06	40.38	75,644	339.21	42.40
5	67,958	304.75	38.09	71,356	319.98	40.00	74,924	335.98	42.00	78,670	352.78	44.10
6	70,677	316.94	39.62	74,210	332.78	41.60	77,921	349.42	43.68	81,817	366.89	45.86
7	73,504	329.61	41.20	77,179	346.09	43.26	81,038	363.40	45.42	85,090	381.57	47.70
8	76,444	342.80	42.85	80,266	359.94	44.99	84,279	377.93	47.24	88,493	396.83	49.60
9	79,502	356.51	44.56	83,477	374.33	46.79	87,650	393.05	49.13	92,033	412.70	51.59
10	82,682	370.77	46.35	86,816	389.31	48.66	91,156	408.77	51.10	95,714	429.21	53.65
11	86,816	389.31	48.66	91,156	408.77	51.10	95,714	429.21	53.65	100,500	450.67	56.33
12	88,552	397.09	49.64	92,980	416.95	52.12	97,629	437.80	54.72	102,510	459.69	57.46
13	90,323	405.04	50.63	94,839	425.29	53.16	99,581	446.55	55.82	104,560	468.88	58.61
14	92,130	413.14	51.64	96,736	433.79	54.22	101,573	455.48	56.94	106,651	478.26	59.78
15	93,972	421.40	52.67	98,671	442.47	55.31	103,604	464.59	58.07	108,784	487.82	60.98
16	95,852	429.83	53.73	100,644	451.32	56.41	105,676	473.88	59.24	110,960	497.58	62.20
17	97,769	438.42	54.80	102,657	460.35	57.54	107,790	483.36	60.42	113,179	507.53	63.44
18	99,724	447.19	55.90	104,710	469.55	58.69	109,946	493.03	61.63	115,443	517.68	64.71
19	101,718	456.14	57.02	106,804	478.94	59.87	112,145	502.89	62.86	117,752	528.03	66.00
20	103,753	465.26	58.16	108,940	488.52	61.07	114,387	512.95	64.12	120,107	538.60	67.32
21	105,828	474.56	59.32	111,119	498.29	62.29	116,675	523.21	65.40	122,509	549.37	68.67

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Stipends

Masters	2,000.00
Doctorate	3,500.00
WASC - Accreditation	5,000.00

Board Approved: 06/18/19

Board Revised: 08/20/19

11/19/19

05/19/20

05/18/21

05/25/22

Column Advancement Criteria

Upper division/graduate college semester units
earned from an accredited college or university

Effective 7/1/2022 FLSA, CA Labor Code 1182.12 (1)(F), Minimum Salary Incentive pursuant to Ed.

**PACIFIC VIEW
CHARTER SCHOOL
PROPOSED 3% SALARY INCREASE
2023-24 CERTIFICATED SALARY SCHEDULE**

12 Month Pay

STEP	Site Supervisor 217 days	Per Diem	Hourly	Special Education Coordinator 233 days	Per Diem	Hourly	Psychologist 192 days	Per Diem	Hourly	Speech Pathologist 192 Full Time	Der Diem	Speech Pathologist 192 Part Time Hourly
1	\$ 94,053	\$ 433.43	\$ 54.18	\$ 100,988	\$ 433.43	\$ 54.18	\$ 96,329	\$ 501.71	\$ 62.71	\$ 82,002	\$ 427.10	\$ 53.39
2	\$ 97,816	\$ 450.76	\$ 56.35	\$ 105,028	\$ 450.76	\$ 56.35	\$ 100,182	\$ 521.78	\$ 65.22	\$ 85,283	\$ 444.18	\$ 55.52
3	\$ 101,728	\$ 468.79	\$ 58.60	\$ 109,229	\$ 468.79	\$ 58.60	\$ 104,189	\$ 542.65	\$ 67.83	\$ 88,694	\$ 461.95	\$ 57.74
4	\$ 105,797	\$ 487.55	\$ 60.94	\$ 113,598	\$ 487.55	\$ 60.94	\$ 108,357	\$ 564.36	\$ 70.54	\$ 92,242	\$ 480.42	\$ 60.05
5	\$ 110,029	\$ 507.05	\$ 63.38	\$ 118,142	\$ 507.05	\$ 63.38	\$ 112,691	\$ 586.93	\$ 73.37	\$ 95,931	\$ 499.64	\$ 62.46
6	\$ 114,430	\$ 527.33	\$ 65.92	\$ 122,868	\$ 527.33	\$ 65.92	\$ 117,199	\$ 610.41	\$ 76.30	\$ 99,768	\$ 519.63	\$ 64.95
7	\$ 119,008	\$ 548.42	\$ 68.55	\$ 127,783	\$ 548.42	\$ 68.55	\$ 121,887	\$ 634.83	\$ 79.35	\$ 103,759	\$ 540.41	\$ 67.55
8	\$ 124,958	\$ 575.84	\$ 71.98	\$ 134,172	\$ 575.84	\$ 71.98	\$ 127,981	\$ 666.57	\$ 83.32	\$ 108,947	\$ 567.43	\$ 70.93
9	\$ 127,457	\$ 587.36	\$ 73.42	\$ 136,855	\$ 587.36	\$ 73.42	\$ 130,540	\$ 679.90	\$ 84.99	\$ 111,126	\$ 578.78	\$ 72.35
10	\$ 130,006	\$ 599.11	\$ 74.89	\$ 139,592	\$ 599.11	\$ 74.89	\$ 133,151	\$ 693.50	\$ 86.69	\$ 113,349	\$ 590.36	\$ 73.79
11	\$ 132,606	\$ 611.09	\$ 76.39	\$ 142,384	\$ 611.09	\$ 76.39	\$ 135,814	\$ 707.37	\$ 88.42	\$ 115,616	\$ 602.16	\$ 75.27
12	\$ 135,259	\$ 623.31	\$ 77.91	\$ 145,232	\$ 623.31	\$ 77.91	\$ 138,531	\$ 721.51	\$ 90.19	\$ 117,928	\$ 614.21	\$ 76.78
13	\$ 137,964	\$ 635.78	\$ 79.47	\$ 148,136	\$ 635.78	\$ 79.47	\$ 141,301	\$ 735.94	\$ 91.99	\$ 120,286	\$ 626.49	\$ 78.31
14	\$ 140,723	\$ 648.49	\$ 81.06	\$ 151,099	\$ 648.49	\$ 81.06	\$ 144,127	\$ 750.66	\$ 93.83	\$ 122,692	\$ 639.02	\$ 79.88
15	\$ 143,537	\$ 661.46	\$ 82.68	\$ 154,121	\$ 661.46	\$ 82.68	\$ 147,010	\$ 765.68	\$ 95.71	\$ 125,146	\$ 651.80	\$ 81.48
16	\$ 146,408	\$ 674.69	\$ 84.34	\$ 157,204	\$ 674.69	\$ 84.34	\$ 149,950	\$ 780.99	\$ 97.62	\$ 127,649	\$ 664.84	\$ 83.10
17	\$ 149,336	\$ 688.19	\$ 86.02	\$ 160,348	\$ 688.19	\$ 86.02	\$ 152,949	\$ 796.61	\$ 99.58	\$ 130,202	\$ 678.14	\$ 84.77
18	\$ 152,323	\$ 701.95	\$ 87.74	\$ 163,555	\$ 701.95	\$ 87.74	\$ 156,008	\$ 812.54	\$ 101.57	\$ 132,806	\$ 691.70	\$ 86.46
19	\$ 155,370	\$ 715.99	\$ 89.50	\$ 166,826	\$ 715.99	\$ 89.50	\$ 159,128	\$ 828.79	\$ 103.60	\$ 135,462	\$ 705.53	\$ 88.19
20	\$ 158,477	\$ 730.31	\$ 91.29	\$ 170,162	\$ 730.31	\$ 91.29	\$ 162,311	\$ 845.37	\$ 105.67	\$ 138,171	\$ 719.64	\$ 89.96
21	\$ 161,646	\$ 744.91	\$ 93.11	\$ 173,565	\$ 744.92	\$ 93.11	\$ 165,557	\$ 862.28	\$ 107.78	\$ 140,935	\$ 734.04	\$ 91.75

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

Stipends for Advanced Degrees/ Additional Work Assignments

Masters Degree	\$ 2,000.00
Doctorate Degree	\$ 3,500.00
Interim Site Supervisor	\$ 5,000.00
WASC Facilitator	\$ 5,000.00
Hard-to-Fill SpEd	\$ 5,000.00

Board Approval: 6/18/2019

Amended: 8/20/2019

11/19/2019

5/19/2020

9/10/2020

5/18/2021

5/25/2022

06/XX/2023

**PACIFIC VIEW
CHARTER SCHOOL
2022-23 CERTIFICATED SALARY SCHEDULE**

12 month pay

STEP	Site Supervisor 217 days	Special Education Coordinator 233 days	Psychologist 192 days		Speech Pathologist 192 Full Time	Speech Pathologist 192 Part Time Hourly	
1	\$ 91,314	\$ 98,047	\$ 93,523		\$ 79,614	51.83	
2	\$ 94,967	\$ 101,969	\$ 97,264	\$ -	\$ 82,799	53.91	\$ -
3	\$ 98,765	\$ 106,048	\$ 101,154	\$ -	\$ 86,111	56.06	\$ -
4	\$ 102,716	\$ 110,290	\$ 105,201	\$ -	\$ 89,555	58.30	\$ -
5	\$ 106,824	\$ 114,701	\$ 109,409	\$ -	\$ 93,137	60.64	\$ -
6	\$ 111,097	\$ 119,289	\$ 113,785	\$ -	\$ 96,863	63.06	\$ -
7	\$ 115,541	\$ 124,061	\$ 118,336	\$ -	\$ 100,737	65.58	\$ -
8	\$ 121,318	\$ 130,264	\$ 124,253	\$ -	\$ 105,774	68.86	\$ -
9	\$ 123,745	\$ 132,869	\$ 126,738	\$ -	\$ 107,889	70.24	\$ -
10	\$ 126,220	\$ 135,526	\$ 129,273	\$ -	\$ 110,047	71.65	\$ -
11	\$ 128,744	\$ 138,237	\$ 131,859	\$ -	\$ 112,248	73.08	\$ -
12	\$ 131,319	\$ 141,002	\$ 134,496	\$ -	\$ 114,493	74.54	\$ -
13	\$ 133,945	\$ 143,822	\$ 137,186	\$ -	\$ 116,783	76.03	\$ -
14	\$ 136,624	\$ 146,698	\$ 139,929	\$ -	\$ 119,119	77.55	\$ -
15	\$ 139,357	\$ 149,632	\$ 142,728	\$ -	\$ 121,501	79.10	\$ -
16	\$ 142,144	\$ 152,625	\$ 145,582	\$ -	\$ 123,931	80.68	\$ -
17	\$ 144,987	\$ 155,677	\$ 148,494	\$ -	\$ 126,410	82.30	\$ -
18	\$ 147,886	\$ 158,791	\$ 151,464	\$ -	\$ 128,938	83.94	\$ -
19	\$ 150,844	\$ 161,967	\$ 154,493	\$ -	\$ 131,517	85.62	\$ -
20	\$ 153,861	\$ 165,206	\$ 157,583	\$ -	\$ 134,147	87.34	\$ -
21	\$ 156,938	\$ 168,510	\$ 160,735	\$ -	\$ 136,830	89.08	\$ -

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Interim Site Supervisor	\$ 5,000.00
WASC Facilitator	\$ 5,000.00
Hard-to-Fill SpEd	\$ 5,000.00

Board Approved: 6/18/2019
Amended: 8/20/2019
11/19/2019
5/19/2020
9/10/2020
5/18/2021
5/25/2022

PACIFIC VIEW CHARTER SCHOOL
2023-24 LEADERSHIP SALARY SCHEDULE - PROPOSED 3% INCREASE
EFFECTIVE 07/01/2023

Work Year: 248 days / 12 Month Pay

STEP	Director of Curriculum & Instruction Certificated 248 days	Per Diem	Hourly Rate	Director of Student Services Certificated 248 days	Per Diem	Hourly Rate	Director of Business & Operations Classified 248 days	Per Diem	Hourly Rate
1	\$ 121,732	\$ 490.85	\$ 61.36	\$ 121,732	\$ 490.85	\$ 61.36	\$ 121,732	\$ 490.85	\$ 61.36
2	\$ 126,601	\$ 510.49	\$ 63.81	\$ 126,601	\$ 510.49	\$ 63.81	\$ 126,601	\$ 510.49	\$ 63.81
3	\$ 131,665	\$ 530.91	\$ 66.36	\$ 131,665	\$ 530.91	\$ 66.36	\$ 131,665	\$ 530.91	\$ 66.36
4	\$ 136,931	\$ 552.14	\$ 69.02	\$ 136,931	\$ 552.14	\$ 69.02	\$ 136,931	\$ 552.14	\$ 69.02
5	\$ 142,409	\$ 574.23	\$ 71.78	\$ 142,409	\$ 574.23	\$ 71.78	\$ 142,409	\$ 574.23	\$ 71.78
6	\$ 148,105	\$ 597.20	\$ 74.65	\$ 148,105	\$ 597.20	\$ 74.65	\$ 148,105	\$ 597.20	\$ 74.65
7	\$ 154,029	\$ 621.09	\$ 77.64	\$ 154,029	\$ 621.09	\$ 77.64	\$ 154,029	\$ 621.09	\$ 77.64
8	\$ 161,731	\$ 652.14	\$ 81.52	\$ 161,731	\$ 652.14	\$ 81.52	\$ 161,731	\$ 652.14	\$ 81.52
9	\$ 164,965	\$ 665.18	\$ 83.15	\$ 164,965	\$ 665.18	\$ 83.15	\$ 164,965	\$ 665.18	\$ 83.15
10	\$ 168,265	\$ 678.49	\$ 84.81	\$ 168,265	\$ 678.49	\$ 84.81	\$ 168,265	\$ 678.49	\$ 84.81
11	\$ 171,630	\$ 692.06	\$ 86.51	\$ 171,630	\$ 692.06	\$ 86.51	\$ 171,630	\$ 692.06	\$ 86.51
12	\$ 175,063	\$ 705.90	\$ 88.24	\$ 175,063	\$ 705.90	\$ 88.24	\$ 175,063	\$ 705.90	\$ 88.24
13	\$ 178,564	\$ 720.02	\$ 90.00	\$ 178,564	\$ 720.02	\$ 90.00	\$ 178,564	\$ 720.02	\$ 90.00
14	\$ 182,135	\$ 734.42	\$ 91.80	\$ 182,135	\$ 734.42	\$ 91.80	\$ 182,135	\$ 734.42	\$ 91.80
15	\$ 185,778	\$ 749.10	\$ 93.64	\$ 185,778	\$ 749.10	\$ 93.64	\$ 185,778	\$ 749.10	\$ 93.64
16	\$ 189,493	\$ 764.09	\$ 95.51	\$ 189,493	\$ 764.09	\$ 95.51	\$ 189,493	\$ 764.09	\$ 95.51
17	\$ 193,283	\$ 779.37	\$ 97.42	\$ 193,283	\$ 779.37	\$ 97.42	\$ 193,283	\$ 779.37	\$ 97.42
18	\$ 197,149	\$ 794.96	\$ 99.37	\$ 197,149	\$ 794.96	\$ 99.37	\$ 197,149	\$ 794.96	\$ 99.37
19	\$ 201,092	\$ 810.85	\$ 101.36	\$ 201,092	\$ 810.85	\$ 101.36	\$ 201,092	\$ 810.85	\$ 101.36
20	\$ 205,114	\$ 827.07	\$ 103.38	\$ 205,114	\$ 827.07	\$ 103.38	\$ 205,114	\$ 827.07	\$ 103.38
21	\$ 209,216	\$ 843.61	\$ 105.45	\$ 209,216	\$ 843.61	\$ 105.45	\$ 209,216	\$ 843.61	\$ 105.45

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

Stipends for Advanced Degrees/ Additional Work Assignments

Masters Degree	\$ 2,000.00
Doctorate Degree	\$ 3,500.00
Interim Site Supervisor	\$ 5,000.00
WASC Facilitator	\$ 5,000.00
Construction Project	\$ 5,000.00

Board Appro 6/18/2019

Amended: 8/20/2019 5/18/2021
11/19/2019 3/15/2022
5/19/2020 2/7/2023
9/10/2020 **6/XX/2023**
2/16/2021

**PACIFIC VIEW CHARTER SCHOOL
2022-23 LEADERSHIP SALARY SCHEDULE
EFFECTIVE 07/01/2022**

Work Year: 248 days

STEP	Director of Curriculum & Instruction Certificated 248 days	Director of Student Services Certificated 248 days	Director of Business & Operations Classified 248 days	Monthly Rate	Hourly Rate
1	\$ 118,186	\$ 118,186	\$ 118,186	\$ 9,849	\$ 60
2	\$ 122,913	\$ 122,913	\$ 122,913	\$ 10,243	\$ 62
3	\$ 127,830	\$ 127,830	\$ 127,830	\$ 10,652	\$ 64
4	\$ 132,943	\$ 132,943	\$ 132,943	\$ 11,079	\$ 67
5	\$ 138,261	\$ 138,261	\$ 138,261	\$ 11,522	\$ 70
6	\$ 143,791	\$ 143,791	\$ 143,791	\$ 11,983	\$ 72
7	\$ 149,543	\$ 149,543	\$ 149,543	\$ 12,462	\$ 75
8	\$ 157,020	\$ 157,020	\$ 157,020	\$ 13,085	\$ 79
9	\$ 160,161	\$ 160,161	\$ 160,161	\$ 13,347	\$ 81
10	\$ 163,364	\$ 163,364	\$ 163,364	\$ 13,614	\$ 82
11	\$ 166,631	\$ 166,631	\$ 166,631	\$ 13,886	\$ 84
12	\$ 169,964	\$ 169,964	\$ 169,964	\$ 14,164	\$ 86
13	\$ 173,363	\$ 173,363	\$ 173,363	\$ 14,447	\$ 87
14	\$ 176,830	\$ 176,830	\$ 176,830	\$ 14,736	\$ 89
15	\$ 180,367	\$ 180,367	\$ 180,367	\$ 15,031	\$ 91
16	\$ 183,974	\$ 183,974	\$ 183,974	\$ 15,331	\$ 93
17	\$ 187,654	\$ 187,654	\$ 187,654	\$ 15,638	\$ 95
18	\$ 191,407	\$ 191,407	\$ 191,407	\$ 15,951	\$ 96
19	\$ 195,235	\$ 195,235	\$ 195,235	\$ 16,270	\$ 98
20	\$ 199,140	\$ 199,140	\$ 199,140	\$ 16,595	\$ 100
21	\$ 203,122	\$ 203,122	\$ 203,122	\$ 16,927	\$ 102

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

Stipends for Advanced Degrees/ Additional Work Assignments

Masters Degree	\$ 2,000.00
Doctorate Degree	\$ 3,500.00
Interim Site Supervisor	\$ 5,000.00
WASC Facilitator	\$ 5,000.00
Construction Project	\$ 5,000.00

Board Approved:

6/18/2019

Amended:

8/20/2019

11/19/2019

5/19/2020

9/10/2020

2/16/2021

5/18/2021

3/15/2022

2/7/2023

PACIFIC VIEW CHARTER SCHOOL
2022-23 EXECUTIVE DIRECTOR SALARY SCHEDULE
PROPOSED 3% SALARY INCREASE
Effective 7/01/2023

Work Year: 248 days

POSITION	STEP 1	Per Diem	Hourly	STEP 2	Per Diem	Hourly	STEP 3	Per Diem	Hourly	STEP 4	Per Diem	Hourly	STEP 5	Per Diem	Hourly	STEP 6	Per Diem	Hourly
Executive Director	\$ 192,464	\$ 776.06	\$ 97.01	\$ 200,162	\$ 807.11	\$ 100.89	\$ 208,169	\$ 839.39	\$ 104.92	\$ 216,496	\$ 872.97	\$ 109.12	\$ 225,155	\$ 907.88	\$ 113.49	\$ 234,162	\$ 944.20	\$ 118.02

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

Stipends for advanced degrees

Masters \$ 2,000.00
 Doctorate \$ 3,500.00

Board Approved: 6/18/2019
 Amended: 8/20/2019
 11/19/2019
 5/19/2020
 9/10/2020
 6/22/2021
 11/17/2021
 Effective: 07/01/2022 5/25/2022
 06/20/2023

12 month pay position

**PACIFIC VIEW CHARTER SCHOOL
2022-23 EXECUTIVE DIRECTOR SALARY SCHEDULE
Effective 7/01/2022**

POSITION	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
Executive Director	186,858	194,332	202,106	210,190	218,597	227,341

The Board may elect, in its sole discretion, to approve a bonus for all PVCS employees based upon the financial stability of the school, as well as, overall employee performance as it relates to the success and growth of PVCS as a whole.

Stipends for advanced degrees

Masters	\$ 2,000.00
Doctorate	\$ 3,500.00

Board Approved: 6/18/2019

Amended: 8/20/2019

11/19/2019

5/19/2020

9/10/2020

6/22/2021

Effective 07/01/2022 Amended: 11/17/2021

5/25/2022

12 month pay position

Work Year: 248 days

8.9

“HARD TO FILL INSTRUCTIONAL AIDE BONUS”

PACIFIC VIEW CHARTER SCHOOL “HARD TO FILL” INSTRUCTIONAL AIDE BONUS AGREEMENT

This “Hard to Fill” Bonus Agreement (the “Agreement”) is entered into between Pacific View Charter School (“PVCS” or the “School”) and [NAME] (the “Employee”) for the purpose of defining the Employee’s responsibilities in relation to the Employee’s receipt of a one-time “Hard to Fill” Instructional Aide Bonus from the School.

In exchange for PVCS paying the Employee a one-time “Hard to Fill” Bonus in the amount of \$2,000 (Two Thousand and no/100) for full-time employees or \$1,000 (One Thousand and no/100) for part-time employees employed by the school on July 1, 2023 or hired thereafter, the Employee agrees to act in good faith in all respects to this Agreement and to fulfill all of the following requirements:

BONUS REQUIREMENTS

1. The employee must be a full-time and part-time Instructional Aides as of July 1, 2023 or hired after July 1, 2023.
2. The Employee must be employed in a “Hard to Fill” Instructional Aide position as designated by PVCS, including Lead Instructional Aide, Lead Instructional Aide – Student Support Assistants, Full-time Instructional Aides, Hourly Instructional Aides, Full-time 1:1 Instructional Aides, Hourly 1:1 Instructional Aides, Special Education Instructional Aides, or Hourly Special Education Instructional Aides. Employees serving in multiple positions will only be eligible for one (1) Instructional Aide - Hard to Fill Bonus.
3. The Employee must work in active status at PVCS for a minimum of two (2) years from the issuance date of the one-time Hard to Fill – Instructional Aide bonus. If the Employee is unable to fulfill his/her obligation to remain in active status due to serious illness, pregnancy, or another reason considered protected by applicable law, the obligation shall extend by whatever amount of time the Employee is not in active status.
4. The Employee must agree that failure to fulfill the two (2) year service obligation, either by the Employee’s resignation or termination for cause, will result in the Employee being obligated to reimburse PVCS in full for the \$2,000 or \$1,000 “Hard to Fill” – Instructional Aide Bonus.
5. The Employee must agree that participation in the program in no way alters or impairs the at-will nature of the Employee’s employment. This means, despite the two (2) year service obligation which must be made on the Employee’s part, PVCS retains the right to release the Employee at any time, with or without cause or advance notice.

MANDATORY REIMBURSEMENT

The Employee agrees to reimburse PVCS in full for the \$2,000 (full-time) or \$1,000 (part-time) “Hard to Fill” Bonus if any of the following events occur:

1. The Employee resigns from PVCS for any reason, or declines continuing employment, prior to fulfilling the two (2) year service obligation.
2. The Employee is terminated for cause, including for any violation of the Employee's job description or any policy outlined in the PVCS Employee Handbook, prior to fulfilling the two (2) year service obligation.

REIMBURSEMENT TERMS

In the event the Employee fails to fulfill the two (2) year service requirement as outlined above, the Employee agrees that unless otherwise agreed to in writing, the \$2,000 (full-time) or \$1,000 (part-time) "Hard to Fill" Bonus shall become due and payable to PVCS as follows:

1. The Employee must reimburse PVCS for the \$2,000 (full-time) or \$1,000 (part-time) "Hard to Fill" Bonus within thirty (30) days of the Employee's separation from employment with the School.
2. Should the Employee demonstrate a financial hardship to PVCS, a reimbursement schedule may be negotiated between the School and the Employee as to time, amount, frequency, etc. of reimbursement at PVCS's discretion.
3. If the Employee defaults on the reimbursement schedule, any remaining amount owed becomes immediately due and payable to PVCS.
4. The Employee shall be liable to PVCS for any costs, including attorneys' fees, incurred by the School should PVCS be forced pursue legal action against the Employee to secure reimbursement of the \$2,000 (full-time) or \$1,000 (part-time) "Hard to Fill" Bonus.

CERTIFICATION OF ACCEPTANCE OF TERMS OF THE AGREEMENT

I have read the aforementioned responsibilities in relation to my receipt of a one-time "Hard to Fill" Instructional Aide Bonus from PVCS and agree to comply with all terms included in this Agreement.

Erin Gorence, PVCS Executive Director

Date

[NAME]

Date

Board Approved: June XX, 2023

8.10

Pacific View Charter School Course Outline

Course Title: Exit Course

Department: Elective

Course #: 1198

Credits: 1.5

Course Description:

This course is the final course required for graduation. It will allow students to synthesize and evaluate their learning and high school experiences to prepare for college and career. This course will require students to create a plan for post-graduation as well as complete all of the requirements for graduation and beyond. This culminating course will allow students to reflect on their high school experience and take steps to make concrete plans for the future.

Student Outcomes:

The student will be able to:

1. Prepare for graduation by reviewing all steps in the check-out process.
2. Set up and attend an appointment with the school counselor.
3. Outline and reflect on post high school goals.
4. Reflect in writing on their high school experience.
5. Complete a final internal assessment to measure their growth at Pacific View.
6. ~~Create a graduation planner under the supervision of an adult advisor with input and support of student's supervisory teacher.~~
7. Create a digital portfolio of key business documents including resume, and cover letter as well as a showcase of high school schoolwork, list of references, and a thank you letter.
8. Explore career opportunities and complete a mock interview to prepare for college and career.
9. Share your high school experience with Pacific View, participating in the school's cycle of improvement.

Assessment:

Assessment is based on completion and success of assignments during the course.

Instructional Materials:

Exit Course Pacing Guide and Online Schoology Course.

as well as a showcase of high school schoolwork." with ", list of references, and a thank you letter."

Board Approval Date: 5/19/15

Suggested changes 5/15/2023