

- 11.4 Charter & MOU **Action**
- 11.5 SDCOE Uniform Complaint Quarterly Reports **Action**
 - July 2013-March 2014 Quarters
- 11.6 PVCS Injury & Illness prevention Program **Action**
- 11.7 Annual Growth Report- Star Enterprise Math & Reading **Information**
- 11.8 2014/2015 Local Control Accountability Plan **Action**
- 11.9 2014/2015 Proposed Adopted Budget **Action**
- 12.0 **Closed Session**
 - 12.1 Personnel (Gov Code 54957) **Action**
 - Title: Executive Director Annual Evaluation
 - 12.2 Personnel (Gov Code 54957)
- 13.0 **Report Out To Public Action Taken In Closed Session**
 - 12.1
 - 12.2
- 14.0 **Board/Staff Discussion**
- 15.0 **Adjournment**

9.0

PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING

June 17, 2014

2013/14 TREASURER'S REPORT
FOR PERIOD ENDING May 31, 2014

PACIFIC VIEW CHARTER SCHOOL

Treasurer's Report

June 17, 2014 Board Meeting

2013/14 - Charter Schools Enterprise Fund 62-00 & Capital Outlay Fund 62-01

Statement of Activities for the Period Ending May 31, 2014

Revenues			2013/14	2013/14	#	Year-to-Date		%
			2nd Interim	Revised		7/1-05/31/14	Remaining	Budget
<u>Object</u>	<u>Resource</u>	<u>Description</u>	<u>Budget</u>	<u>Budget</u>		<u>Transactions</u>	<u>Budget</u>	<u>Remaining</u>
8011	0000	Local Control Funding Formula - State	2342411	1,942,089		1,458,907	483,182	25%
8012	1400	Education Protection Act	0	400,513		400,513	0	0%
8096	0000	Transfer to Charter School Revenue Limit	957,383	957,383		939,562	17,821	2%
8550	0000	Mandated Cost Reimbursement	17,485	17,485		17,484	0	0%
8560	1100	Lottery	62,559	60,152		36,718	23,434	39%
8560	6300	Restricted Lottery	14,067	16,574		2,506	14,068	85%
8590	0000	Categorical Block Grant/Other State Funding	1,541	1,651		604	1,047	63%
8590	7405	Common Core Standards	89,200	89,629		89,629	0	0%
8660	0000	Interest	2,810	3,910		2,883	1,027	26%
8699	0000	All Other Local Revenue	8,000	8,000		331	7,669	96%
8919	0000	Other Authorized Interfund Transfers	0	0		0	0	0%
Grand Total All Revenues:			<u>3,495,456</u>	<u>3,497,386</u>		<u>2,949,138</u>	<u>548,247</u>	<u>16%</u>

Expenditures

<u>Object</u>	<u>Certificated Personnel Salaries</u>					
1100	Teacher	1,297,438	1,322,088	1,206,980	115,108	9%
1300	Supervisors and Administrators	187,761	192,169	177,613	14,556	8%
1900	Other Certificated	0	0	0	0	0%
Total Certificated Personnel Salaries:		1,485,199	1,514,257	1,384,593	129,664	9%

PACIFIC VIEW CHARTER SCHOOL

Treasurer's Report June 17, 2014 Board Meeting

2013/14 - Charter Schools Enterprise Fund 62-00 & Capital Outlay Fund 62-01 Statement of Activities for the Period Ending May 31, 2014

<u>Description</u>	2013/14 2nd Interim Budget	2013/14 Revised Budget	Year-to-Date 7/1-05/31/14 Transactions	Remaining Budget	% Budget Remaining
<u>Object</u>					
<u>Classified Personnel Salaries</u>					
2100 Instructional Aides	31,880	13,038	10,661	2,377	18%
2300 Supervisors and Administrators	131,051	134,216	123,287	10,929	8%
2400 Clerical, Technical and Office	74,902	67,241	61,303	5,938	9%
2900 Other Classified Salaries	62,927	66,388	60,662	5,726	9%
Total Classified Personnel Salaries:	300,760	280,883	255,914	24,969	9%
<u>Total Employee Benefits:</u>	447,993	419,664	379,068	40,596	10%
<u>Books and Supplies</u>					
4100 Textbooks	3,525	3,525	1,070	2,455	70%
4200 Books and Other Reference Materials	0	0	0	0	0%
4300 Materials and Supplies	169,990	165,175	102,787	62,388	38%
4400 Non Capitalized Equipment	0	0	0	0	0%
Total Books and Supplies:	173,515	168,700	103,857	64,843	38%
<u>Services and Other Operating Expenditures</u>					
5200 Travel and Conferences	34,256	33,185	29,138	4,047	12%
5300 Dues and Memberships	7,443	7,443	6,683	761	10%
5500 Operations and Housekeeping Services	24,000	24,000	18,946	5,054	21%
5600 Rentals, Leases, Repairs, and Non capitalized Improvements	0	0	0	0	0%
5800 Professional Consulting Services & Operating Expenses	977,435	1,006,866	549,963	456,903	45%

PACIFIC VIEW CHARTER SCHOOL

Treasurer's Report

June 17, 2014 Board Meeting

2013/14 - Charter Schools Enterprise Fund 62-00 & Capital Outlay Fund 62-01 Statement of Activities for the Period Ending May 31, 2014

<u>Description</u>		2013/14 2nd Interim Budget	2013/14 Revised Budget	Year-to-Date 7/1-05/31/14 Transactions	Remaining Budget	% Budget Remaining
Object	<u>Services & Other Operating Expenses (con't)</u>					
5900	Communications	4,875	4,875	4,323	552	11%
	Total Services & Other Operating Expenses:	1,048,009	1,076,369	609,051	467,318	43%
6XXX	<u>Capital Outlay</u>	0	0	0	0	0%
7XXX	<u>Other Outgo and Transfers Out</u>					
	Grand Total All Expenditures:	<u>3,455,476</u>	<u>3,459,873</u>	<u>2,732,483</u>	<u>727,390</u>	<u>21%</u>
	Beginning Fund Balance	2,310,606	2,047,455			
	Increase/Decrease	39,980	37,513			
	Ending Fund Balance	2,350,586	2,084,968			
9711	000 Reserve for Revolving Cash	200	200			
9770	000 Designated for Economic Uncertainties	103,664	103,796			
9780	009 Deferred Maintenance Reserve	50,000	50,000			
9780	008 Erate/100 Laptops/Laptop Cart	14,848	14,848			
9780	007 Facilities Reserve	150,000	150,000			
9780	000 Land/Bldg/Deprec/Comp Absence/Growth	1,808,371	1,544,412			
9780	012 Long Term Debt Reserve (Building)	217,571	217,571			
9780	013 Long Term Debt Reserve (Automobile)	4,141	4,141			

10.1

Pacific View Charter School

A California Public School and Nonprofit 501 (c) (3) Corporation
3670 Ocean Ranch Blvd., Oceanside, California 92056

Phone # (760) 757-0161

Board of Trustees' Meeting – Tuesday, May 20, 2014

Board Minutes

1.0 Call to Order/Roll Call- President Gleisberg called the meeting to order at 5:05pm with Board Trustees Walters and Miller present. Board Trustee Renfroe was absent.

2.0 Approval of Agenda – Moved by President Gleisberg and seconded by Trustee Miller to approve agenda.

AYES: Gleisberg, Walters, Miller

NOES: None

ABSTAIN: None

3.0 Pledge of Allegiance- Sandra Benson led the Pledge of Allegiance

4.0 Public Comment - None

5.0 Introductions - Lori Bentley, Business Services; Kathi Cohen, Lead High School Teacher High School; Gayl Johnson, Director of Student Services; Sandy Benson, Business Consultant, Kathy Meck, Lead K-8 Teacher.

6.0 Executive Director's Report

- ✚ Due to the fires the school was closed at 1:30pm on Wednesday and did not re-open until Monday. There were some evacuations of staff from their homes fortunately their homes were undamaged.
- ✚ Kira, Sandy and I went up to Sacramento to the CCSA's Charter School Advocacy Day. We had hoped to meet with the legislators but they were in session, so we met with their staffers. The staffers mostly listened to us but there was a time for questions and answers. We will return next year and possibly take students up for the day.
- ✚ We are in the process of interviewing for the two positions that we have open.
- ✚ Our LCAP will be brought to the next Board Meeting for approval. There are stakeholder meetings for anyone to attend that would like to. We will also send it to Oceanside Unified and the County as an information document.
- ✚ Our Science Fair this past week was a big success. Trustee Walters was one of our judges and he also attended the LCAP stakeholder meeting that was held that same day.
- ✚ Job Corps will be presenting to our 8th grade students. The goal is to start introducing the different options to younger students to think about.

7.0 Treasurer's Report

- ✚ There were no changes in expenditures
- ✚ We received a few hundred dollars in EPA monies that was offset to LCFF
- ✚ We received an additional \$629 in interest that was not budgeted
- ✚ Increase in the end balance of \$3900
- ✚ Next big change will show in the unaudited actuals that will be sent to the County in June

8.0 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

8.1 Minutes & San Diego County Office of Education Annual Resolutions from Board Meeting of May 20, 2014

Moved by 1st Vice President Walters and seconded by Trustee Miller to approve the minutes as presented.

AYES: Gleisberg, Walters, Miller

NOES: None

ABSTAIN: None

9.0 Action/Discussion Items

9.1 Moved by President Gleisberg and seconded by Trustee Miller to approve the Business Consultant Independent Contractor Contract 2014/2015 School Year as presented.

AYES: Gleisberg, Walters, Miller

NOES: None

ABSTAIN: None

9.2 The Board will be sent the Executive Director's evaluation form to be completed and returned to President Gleisberg to formulate the evaluation from your responses.

9.3 Executive Director 2013.2014 End of Year Report

Leadership

Increase API to growth target score

2014 API remains the same as 2013 due to the transition to Smarter Balance. 2013 API was 720 an increase from 2012 of 32 points

Expand awareness of PVCS programs by promoting the school throughout the community

Participation at local events. Print ads and website. Visit with Counselors.

The school participated in several local events. This year several staff members participated in 5k runs around the community forming the Pacific View Charter School team. Print advertisement and the school's website continue to promote the school to our stakeholders. Several communications are sent out to Counselors throughout the year. Face to face meetings with counselors were conducted along with a breakfast meet and greet. PVCS participated in California Charter School Associations Advocacy Day during National Charter School week in Sacramento. Staff met with legislators to discuss pending bills.

Successfully renew Charter

The Charter has been updated and was submitted to OUSD. Waiting for feedback from OUSD.

Collaborate to implement Common Core State Standards across the Curriculum

Common Core State Standards has been successfully implemented in all English and Math courses. All courses except Algebra 1 are awaiting a-g approval.

Replicate PVCS's exceptional learning model to a second location

This goal will carry over to the 2014-2015 school year. The decision was made to postpone a second location until the completion of the Charter Renewal.

Develop PVCS plan to comply with Local Control Accountability Plan

In progress. The school has hired an outside source to assist with the creation of the LCAP. LCAP is scheduled for completion in June and will be submitted to OUSD by June 30th.

Technology

Continue to expand the functionality of School Pathways, our Learning Management System (LMS)

The student/parent portal in School Pathways has been opened up. Students and parents can now see current grades and upcoming assignments with due dates. The student dashboard has been changed to show more of the details of the Standardized Tests, breaking down the results into domains. The Automated Academic Plan function has been improved. The contact manager function has been improved to allow teachers to make a note of the meeting and how the student/parent was contacted, and whether or not the contact was successful. CAHSEE results can now be imported directly from the CAHSEE site into School Pathways. School Pathways has been made user friendly for mobile devices for students and parents to access the student/parent portal and for enrollment.

Maximize the use of technology within curriculum and instructional practices

New educational technology is constantly being investigated and incorporated into the curriculum and into the classrooms. All science classes make use of technology in a variety of ways, from internet projects to videos to interactive animations.

Aventa (Fuel Education) online curriculum is being used by all teachers for core classes and electives, as well as being used in Blended Learning classes and for credit recovery. A new component of Fuel Education, PEAK Library, is being piloted for creating new classes and for supplementing existing classes for struggling students.

iPads and iPad apps are being used in CAHSEE Prep classes and math tutoring and intervention.

Class sets of Chromebooks and Laptops are used in all classes for testing and instruction.

All teachers' offices have desktops, laptops, and Chromebooks available for student usage.

Research has been conducted on implementing a one-to-one device program where all students are given a device to use at the school and at home.

Simulclass, the broadcasting of live classes to students at home, has been expanded to each class for at least one session throughout the year. Currently we use Blackboard Collaborate, but we are researching other platforms that may allow for more student interaction and collaboration, and for more efficient teacher management

Prepare our technology resources to fully implement Smarter Balanced assessments

Following the guidelines of the Smarter Balanced consortium and the CDE, the Smarter Balanced Pilot test was carried out successfully. The technology infrastructure, which includes WiFi capabilities, was checked out and found to be more than sufficient for testing purposes. Thirty six laptops and the associated peripherals were purchased to be used for testing. The secure browser was loaded on the laptops and over a two-week period, all 3rd through 8th graders were tested. Technology problems that occurred were noted and taken care of by the test proctors and the technology staff.

Research a data collection tool that will facilitate the creation of various reports to analyze students academic history and performance

Several tools were researched. However, it was decided to work on increasing the functionality of STAR Enterprise, the program we already use for Math and English placement and for determining intervention strategies. In addition, we have begun working on increasing the functionality of School Pathways, the Learning Management System that we currently use. We have connected STAR Enterprise with School Pathways, and are beginning to use them together to generate various reports.

Assessment and Accountability

80% of students grades 9-12 will have met their individualized learning goals in Math as measured by Star Enterprise assessments.

Results are as follows:

Session 2: Aug. 8-Oct 3				
Workshop	Total # of students enrolled (for full 7 weeks)	# of students who reached targetted goal	# of students who did not reach goal	% of students who reached goal
Pre Algebra A	6	5	1	83%
Algebra A	9	4	5	44%
Geometry A	15	14	1	93%
Session 3: Oct 7-Nov 22				
Workshop	Total # of students enrolled (for full 7 weeks)	# of students who reached targetted goal	# of students who did not reach goal	% of students who reached goal
Math Foundations A	9	8	1	89%
Pre Algebra B	9	6	3	67%
Algebra A	10	9	1	90%
Algebra B	16	12	4	75%
Geometry B	9	8	1	89%
Session 4: Dec 2-Jan 31				
Workshop	Total # of students enrolled for full 7 weeks	# of students who reached targetted goal	# of students who did not reach goal	% of students who reached goal
Math Foundations B	5	4	1	80%
Pre Algebra A	11	9	2	82%
Algebra A	10	4	6	40%
Algebra B	9	4	4	44%
Geometry A	16	11	5	68.75%
Geometry A	18	14	4	78%
Session 5: Feb. 4 - March 21				
Workshop	Total # of students enrolled (for full 7 weeks)	# of students who reached targetted goal	# of students who did not reach goal	% of students who reached goal
Pre Algebra B	9	7	2	78%
Algebra A	15	10	5	67%
Geometry A	11	8	3	72.7%
Geometry B	19	12	7	63%

60% of students grades 9-12 will have met their individualized learning goals in ELA as measured by Star Enterprise assessments.

Results are as follows:

Session 2 August 20- October 3				
Workshop class	# of students enrolled (for full 7 week session)	# of students who reached targetted goal	# of students who did not reach goal	% of students who reached goal
English 10A	16	12	2	86%
English 11A	14	8	5	64%
English 11A	11	6	3	55%
English 11B	15	10	5	67%
English 12A	9	5	3	63%
English 12A	19	6	13	46%
English 12 B	21	8	11	42%
Session 3 Oct. 7-Nov. 22				
Workshop	Total # of students enrolled (for full 7 weeks)	# of students who reached targetted goal	# of students who did not reach goal	% of students who reached goal
English 9A	18	7	11	39%
English 10B	18	9	9	50%
English 11A	14	9	5	64%
English 11B	17	5	12	29%
English 11B	19	9	10	47%
English 12B	19	11	8	58%
English 12B	23	13	10	57%
English 12A	14	10	24	58%
Session 4 Dec. 2-Jan. 31				
Workshop	Total # of students enrolled (for full 7 weeks)	# of students who reached targetted goal	# of students who did not reach goal	% of students who reached goal
English 9B	17	9	8	53 %
English 11A	9	2	5	29%
English 11A	16	15	1	94%
English 11B	19	11	5	69%
English 12B	19	8	6	57%
English 10A	18	10	5	67%

Session 5				
Workshop	Total # of students enrolled (for full 7 weeks)	# of students who reached targetted goal	# of students who did not reach goal	% of students who reached goal
English 11A	16	8	8	50%
English 11B	21	10	11	48%
English 12A	6	5	1	83%
English 10B	18	11	7	61%
English 9 A	16	9	6	60%

85 % of 10th graders will pass the CAHSEE exam in both Math and English

The passing rates are as follows:

Math: 76%

ELA: 78%

Curriculum/Instruction

Targeted Math and English courses aligned to the new Common Core Standards and a-g approved

Algebra 1 was aligned to the new Common Core Standards and was a-g approved in January. Geometry was aligned to the new Common Core Standards and was submitted for a-g approval in April. English 9, 10, 11B, and 12B were aligned to the new Common Core Standards and the course outlines for the courses will go to the Board in June for approval. English 11A and 12A will be aligned to the new Common Core Standards by the end of the year and will be submitted to the Board. Once approved, all courses will be submitted for a-g approval.

Align all science classes to the new Next Generation Science Standards(NGSS)

NGSS Frameworks will not be completed until 2017, and textbook material cannot be written until they are completed. Biology B labs are mostly compliant with the NGSS; however, some parts were left as is because of a-g requirements.

A new class, Topics in Earth Science, was written and put into place this year. It was written to meet Common Core ELA Literacy Standards for Science and Technical Subjects.

Earth Science and Integrated Science will be aligned when the NGSS Frameworks are completed.

Continue to add technology-related assignments to all courses to make them interesting and relevant to all students

Visualization activities for Earth Science have been updated. Biology labs are continually being updated as new technology resources are investigated and vetted.

Topics in Earth Science is a new class that uses all digital resources to investigate relevant topics such as water resources in California.

New projects have been added to the Introductory Packet such as Timetoast timelines and Google Research tools.

New videos have been added to English classes, and students are required to do more internet research. In English classes, students use Google Docs to collaborate on projects and use internet tools such as easybib.com in order to cite internet sources correctly. Writing workshops guide students in using the internet as an effective tool.

Digital resources have been added to elective courses such as Foods to bring the information in the textbook up-to-date.

Blended courses in Algebra and Geometry have been created which combine online assignments with classroom work that includes Performance Tasks which require students to use internet resources along with critical thinking skills.

Assess all incoming students grades 2-8 on Star Enterprise and place in appropriate curriculum and instructional interventions.

All incoming grades 2-8 students were screened upon enrollment in reading and math and placed in appropriate curriculum and instructional interventions. Students were assessed again in the winter and spring testing windows, and appropriate modifications in curriculum and instruction were put in place.

Plan and implement an RTI model for K-8 students

The first year of screening and progress monitoring has been completed for all K-8 students. Students who tested at urgent intervention and intervention received additional supports in reading and math, and progress was carefully monitored. Additional programs of intervention for K-8 students in math and reading are currently being researched.

Place 80% of Tier 3 and 4 students grades 9-12 in an appropriate Math course

All students testing in the urgent intervention and intervention ranges (Tiers 3 & 4) in Math were placed in appropriate Math courses including Math Foundations, Pre-Algebra, and Algebra with Intervention. Teachers utilized a Math Placement Chart to guide their curricular choices.

Assign 100% of Tier 3 and 4 students in Math to an instructional intervention

100 % of Math students in Tier 3 and 4 were assigned additional instructional intervention in Math, however 92 % of students attended. (33 out of 36 students)

Place 80% of Tier 3 and 4 students, grades 9-12 in Read 180

83% of students qualifying for Read 180 enrolled in the program.

Expand Read 180 to a third class, and utilize the L book for all English Language Learners.

A third READ 180 class was opened and the L Book was ordered and used in the READ 180 classes for all students.

Expand all English workshop classes to 90 minutes, to allow for personalized instruction of students' recommended focus skills as targeted by Star Enterprise

All English workshop classes were expanded from 60 minutes to 90 minutes, and the additional 30 minutes was used to target skills that were shown to be deficient by the STAR Enterprise Assessment.

Finance

Prepare expenditure plan as part of the Local Control Accountability Plan to track expenditures for California Department of Education and Board

Administration is currently preparing the Local Control Accountability Plan (LCAP) to be submitted at the June board meeting. Surveys have been sent to parents as well as all stakeholders of the LCAP. Meetings are being scheduled and conducted to receive a variety of input to incorporate the best possible expenditure plan for the additional LCAP funds .

LCAP/LCFF funds will benefit all students at the School, with specific emphasis on the identified sub-groups. LCFF funds, which include supplemental and concentration grants funding will be delineated in the LCAP submittal. Special resource of 0000-500 has been specifically set up in the financial system to track supplemental and concentration grant funding.

Prepare Common Core State Standards expenditure plan to track expenditures for California Department of Education and Board

Common Core expenditure plan was submitted to the Board on October 15, 2013. Resource 7405 was set up specifically to track Common Core revenue and expenditure categories. Staff continually monitors professional development, supplies and employee time covered by resource 7405 to ensure compliance with Common Core requirements.

Curriculum Committee was instrumental in targeting the specific areas where resources should be spent for Common Core.

Common Core funds can be expended over a two year period of time. Approximately 50% of the \$89,629 has been spent during the 2013/14 school year. Balance will become part of the ending balance and then transferred to a Common Core line item for expenditures in the 2014/15 school year.

Plan and prepare for building construction for e-occupancy, tutoring rooms and warehouse to classroom conversion

Scope of construction projects has been amended to accommodate necessary improvements only. Two safety exit doors will be installed. One in building 6 and one in building 7. Restrooms in suite 3670 will be enclosed with a new alcove to meet e-occupancy standards and all restrooms will be updated to current ADA requirements.

Bid documents have been prepared and contractors walk-through has been completed. Deadline for submission of bids was May 7th and Administration will make recommendation of award at the May board meeting.

Administration continues to investigate a satellite in Riverside County. However, expansion of programs, furniture, technology and warehouse to classroom build-outs are also an option.

Monitor and update a very strong and reliable Crisis Response Plan

Our Safety Committee continues to meet on a quarterly basis to maintain the integrity of our Crisis Plan. School-wide lockdown, fire, and earthquake drills were conducted throughout the year. Staff works closely with the Risk Management Department at the San Diego County Office of Education, OPD and OFD to take full advantage of their resources to assure our students safety.

Maintain school facilities to provide a safe, clean and well maintained environment for the students, parents and staff.

With an active presence on our building association board we assure the continued high level of building maintenance. We anticipate a complete exterior re-paint within the next 24 months. Our HVAC, electrical and plumbing systems are maintained by fully licensed, competitively priced contractors. We anticipate the completion of a safety remodel project prior to the start of the 14-15 school year. Once this project is completed we will schedule a flooring replacement project.

Investigate grants, loans and other funding opportunities for additional site

Investigated California Career Pathway Trust Grant. Necessary changes to curriculum will take at least a year or more to implement. Administration is continuing to investigate grants to facilitate career and college readiness.

Investigated Pupil Estimates for New or Significantly Expanding Charters (PENSEC) for 2014/15 satellite student growth. Satellite would cause a sudden increase in enrollment and the PENSEC application will allow the school to claim increased enrollment immediately and receive proportional funding in a timely manner.

Application was completed for Prop 39 Energy Grant. Application was approved and funding set aside for school. However, Condominium Association issues with solar panel installation on the roof prevented the addition of solar panels.

Investigating application and qualifying criteria for Education Technology K-12 Voucher Program. School has a viable 5 year technology plan, which may qualify for product

purchase, qualifying hardware, software, professional development services, Microsoft operating system software and a variety of other products and services.

Review and update Website and Social Media marketing options with latest technology to reach a larger population.

Our website went through a major update this year which culminated with a fully revised home page which showcases our new video. We continue to pursue Search Engine Optimization (SEO) which will allow Pacific View to move up in the rankings on internet searches. To improve our SEO rankings Pacific View has become an early adopter of Google+. Pacific View continues to have an active presence on Facebook and Twitter. We have embedded our Instagram account into our homepage as a photo gallery. Additionally, we have increased our presence in the business community by maintaining a Yelp page and expanding our presence on the Chamber of Commerce websites.

Maintain sound fiscal policies and a balanced budget

Administration submitted the SB740, which contained a healthy reserve,. The reserves included additional funds from building refinance, as well as building and automobile assets. Local Control Funding Formula has been calculated for 2013/14 and will be an integral part of the 2014/15 Working/Adopted budget. Local Control Accountability Plan to be submitted at June board meeting will include specifics concerning the use of supplemental and concentration grants.

SB740 was approved for four years and the school continues to be financially stable and Administration is proud to report that Pacific View Charter School is a self sufficient charter. No gap loans, payroll loans or any external financing was required to fulfill obligations for the 2013/14 school year. Administration also is confident that no such fiscal action is anticipated in future years.

9.4 Moved by President Gleisberg and seconded by 1st Vice President Walters to approve the Fuel Education Online educational Products and Services Order as presented.

AYES: Gleisberg, Walters, Miller

NOES: None

ABSTAIN: None

9.5 Moved by 1st Vice President Walters and seconded by Trustee Miller to approve the School Remodel construction bid as presented.

AYES: Gleisberg, Walters, Miller

NOES: None

ABSTAIN: None

10.0 Curriculum

10.1 Moved by President Gleisberg and seconded by Trustee Miller to approve the Math 180 Agreement as presented.

AYES: Gleisberg, Walters, Miller

NOES: None

ABSTAIN: None

10.2 Moved by 1st Vice President Walters and seconded by Trustee Miller to approve the Spanish- Middlebury 1A & 1B as presented.

AYES: Gleisberg, Walters, Miller

NOES: None

ABSTAIN: None

10.3 Moved by Trustee Miller and seconded by 1st Vice President Walters to approve the Mastery by Examination as presented.

AYES: Gleisberg, Walters, Miller

NOES: None

ABSTAIN: None

11.0 Personnel

11.1 Moved by President Gleisberg and seconded by 1st Vice President Walters to approve the 2013/2014 Classified Salary Schedule with amendments as presented.

AYES: Gleisberg, Walters, Miller

NOES: None

ABSTAIN: None

11.2 The Director of Curriculum and a Supervisory Teacher have tendered their resignations. We have opened the process to include both outside and in house applications. Our goal is to have both positions filled before the end of June.

12.0 Closed Session

The board convened to Closed Session at 6:49pm

12.1 Conference with Labor Negotiators (Gov. Code 54957.6)

Executive Director: Gina Campbell

Negotiator: Sandra Benson

12.2 Personnel (Gov. Code 54957)

13.0 Report Out To Public Action Taken In Closed Session

The Board reconvened to Open Session At 7:03pm

12.1 President Gleisberg reported that the board approved the change in the Executive Director's salary schedule by a unanimous vote. The Executive Leadership Salary Schedule is to be posted on the website

12.2 President Gleisberg reported that there was no reportable action taken

14.0 Board/Staff Discussion

There was no discussion

15.0 Adjournment: President Gleisberg adjourned the meeting at 7:05 pm

11.1

May 23, 2014

This note will serve
as my resignation
from the Board for
Pacific View Charter School
as of today

Antoinette Perdue

11.2

Pacific View Charter School

Students

Student Policy #10

Internet Use Policy and Agreement

Introduction

The Internet is a place for the exchange of ideas and information. Accordingly, the Internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. Pacific View Charter School (hereinafter the "Charter School") The Charter School provides students with Internet access and email accounts to further their education and research. However, the access the Internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Despite these risks, the Charter School believes that the value of the educational information available on the Internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

The Charter School has promulgated and adopted the Student Computer Use Internet Policy and Agreement ("Policy") to ensure that student access to and use of the Internet is consistent with the educational goals and purposes of the Charter School. This agreement sets forth student responsibilities and duties when accessing and using the Internet through Charter School equipment and resource network and when using email accounts maintained by the Charter School. The Charter School has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with Charter School equipment and resource networks. The Charter School stresses that an inappropriate use does not always mean that the use is in itself "bad" or illegal, but only that the use does not further the educational goals and purposes of the Charter School.

Students are reminded that their use of Charter School equipment and resource networks reflect upon the Charter School, and Students should guide their activities accordingly.

Further, students acknowledge there is no right to privacy in their internet or email access through the Charter School. Students have no reasonable expectation that Internet use or email access using equipment or networks that the Charter School owns is private. The Charter School has the right to monitor its equipment and data networks to ensure that students are abiding by the terms of this Policy.

Student Use of Internet and Technology

Before a student is authorized to use the Charter School's technological resources, the student and his or her parent/guardian must sign and return an Internet Use Policy and Agreement Acknowledgement Form specifying user obligations and responsibilities. In that agreement, the student and his or her parent/guardian will agree to not hold the Charter School or any of its staff responsible and shall agree to indemnify and hold harmless the Charter School and all Charter School personnel for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

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. 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.

3. Copyright Rules of Conduct. Student agrees that he or she will 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 ~~Illegal acts include, but are not limited to, any activities in violation of~~ 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. ~~Student acknowledges that~~ 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. ~~Student is aware that~~ Communication over Charter School owned networks is not private ~~and acknowledges that~~ 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 agrees that he or she~~ 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. ~~The Student acknowledges that~~ Violation of this Policy can result in a loss of all Internet access and email privileges. ~~If~~ Students who violates this Policy, or in any other way uses Charter School equipment in a manner that is not consistent with educational use, ~~the Student~~ will be promptly notified that he or she has violated the Policy. The Student will be given the opportunity to explain why the Charter School should deem the activity in question a use consistent with educational purposes stated in this Policy. If the Charter School deems that the use is inconsistent with the educational purposes stated in this Policy, the Charter School may terminate the student's Internet and email privileges. However, because one of the educational purposes in providing Internet access it to teach students to use the internet appropriately, The Charter School

reserves the right to fashion penalties to specific concerns or specific violations, ~~and Student acknowledges that he or she may receive penalties less than full termination of Internet or email privileges.~~ Such penalties may include, but are not limited to, restricted access to Internet or supervised access to Internet and email.

~~Student also acknowledges that~~ The Charter School will contact the proper legal authorities if the Charter School concludes or suspects that the student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

If anyone believes that an individual is using the Charter School's equipment or networks in a manner that violates this Policy, or if an individual believes that he or she is being harassed or disparaged by a person using the Charter School's equipment or networks, please report these concerns to your Supervisory Teacher by calling or sending an email to them

ACKNOWLEDGEMENT OF THE TERMS OF THE CHARTER SCHOOL'S INTERNET USE POLICY

I, _____, parent or guardian of _____ have read and understand the Student Internet Use Policy and Agreement and agree to the terms and conditions that are set out in the Policy.

Parent Signature

I, _____, have read and understand the Student Internet Use Policy and Agreement and agree to the terms and conditions that are set out in the Policy.

Student's Signature

Adopted: 12-07-04

Amended: 06-07-05

11.3

PACIFIC VIEW CHARTER SCHOOL

Student Policy No.: 19

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) ~~in order~~ 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 ~~by the school~~ is not **to be transferable** 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 Internet Use Policy and 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

~~(Cal. Penal Code §502(c) — “Comprehensive Computer Data Access and Fraud Act.”)~~ 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 ~~including~~ 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 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** is 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 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 their personal USB drive or on sites such as Dropbox. Any files found on the hard drive will be deleted.
- 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 is not running properly, it is YOUR responsibility to tell your instructor immediately when the problem is discovered.

7. Personal Electronic Devices.

- a. ~~You~~ Students are responsible for the care and maintenance of ~~your~~ **their personal** electronic devices (iPads, laptops, net books, cell phones, Smart Phones, calculators, mp3 players, cameras, video cameras, etc.). ~~Your device is your responsibility, including when you are on campus.~~ ~~You~~ **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) 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 ~~and there may be~~ **the student involved may face** disciplinary consequences.

8. Internet/Network.

- a. Bypassing the School's web filter through a web proxy is prohibited.
- b. The School makes no guarantee that our network will be up and running 100% of the time. In the rare case that the network is down, the School will not be responsible for lost or missing data.

- c. Any unauthorized use of the School's name (or common names associated with the School) or any likeness or image of the School or its employees or agents is strictly prohibited.
- d. No online chatting ~~or e-mailing~~ is allowed. This includes, but is not limited to, having a conversation via the computer/online, text messaging, sending/sharing pictures or sending/sharing audio/video recordings.
- e. Contact a Supervisory Teachers, Lab Aides, or the Technology Technician. about any security problems encountered concerning the School's computer system/devices.
- f. If a student should receive email containing inappropriate or abusive language or if the subject matter is questionable, he/she is asked to report it to a Supervisory Teachers, Lab Aides, or the Technology Technician.
- g. If a student accidentally accesses a website that contains obscene, pornographic or otherwise offensive material, he/she is to notify ~~a teacher or a~~ Supervisory Teachers, Lab Aides, or the Technology Technician as quickly as possible so that such sites can be blocked from further access. This is not merely a request; it is a responsibility.
- h. The School may monitor computer/device activities that take place on School property including logging website access, newsgroup access, bandwidth, and network use.
- i. Students are prohibited from accessing faculty, administration, and staff computers as well as School file servers ~~for any reason~~ without explicit permission from the user or administrator of that device.
- j. Cyber bullying is defined as the use of electronic information and communication devices to willfully harm a person or persons through any electronic medium, such as text, audio, photos, or videos. PVCS will strictly enforce a zero-tolerance policy related to any cyber bullying activities.
- k. Anyone found viewing a site or posting messages/information that could be deemed questionable, offensive, or harassing, will be faced with immediate and severe disciplinary actions. It will be at the ~~Administration~~ School's discretion as to what is deemed acceptable Internet usage. This includes, but is not limited to Facebook, Twitter, Formspring, Tumbler, and other similar sites.

Examples of unacceptable behavior include but are not limited to:

- Sending/posting false, cruel, hurtful or vicious messages/comments.
- Creating or contributing to websites that have stories, cartoons, pictures, and jokes ridiculing others.
- 'Breaking into' an email account and sending vicious or embarrassing materials to others.
- Engaging someone, under false pretenses, in electronic communication, tricking that person into revealing sensitive personal information and forwarding that information to others.
- Posting of a picture of a PVCS student or employee ~~picture~~ without permission.
- Engaging in electronic communication that creates a hostile, disruptive environment on the School campus, which is a violation of the students' and staff members' right to be safe and secure. Actions deliberately threatening, harassing, and intimidating an

individual or group of individuals, placing an individual in reasonable fear of harm, damaging an individual's property, or disrupting the orderly operation of the School will not be tolerated.

- Participating in credit card fraud, electronic forgery or other forms of illegal behavior.
- Buying, selling, advertising, or otherwise conducting business or political campaigning through the use of PVCS technological resources.

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

* * * *

I/we have read and understand the Pacific View Charter School Technology Acceptable Use Policy and hereby agree to abide by this policy.

Student Name (Please Print)

Date

Student Signature

Parent Name (Please Print)

Date

Parent Signature

“With Great Power Comes Great Responsibility”

****IF YOU HAVE ANY DOUBTS, ASK FIRST****

11.4



PETITION FOR CHARTER RENEWAL

SUBMITTED TO OCEANSIDE UNIFIED SCHOOL DISTRICT

Renewal Term: July 2014-June 30, 2019

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PACIFIC VIEW CHARTER SCHOOL'S CHARTER

FEBRUARY, 2014

PURPOSE

Pacific View Charter School ("PVCS" or the "Charter School") has been committed to making a difference in the Oceanside ~~C~~community by providing a quality educational alternative for all students in grades K-12. It is the goal of PVCS to continue to offer parent/guardians and students an educational environment that provides choice and emphasizes the pursuit of excellence through a Personalized Learning Model.

The staff at Pacific View Charter School passionately cares about children and the way they learn. The Learning Team, which consists of the Supervisory Teacher, the parent/guardian and the student, works in an atmosphere of collaboration and mutual understanding as they strive to help the student meet his/her academic goals. In addition to the pursuit of high academic skills, staff and students work together to create rich opportunities for learning and service outside of PVCS's environment. Students are highly encouraged to participate in activities that assist them in becoming responsible, creative individuals who will be prepared to successfully fulfill their citizenship and educational responsibilities as adults in the twenty-first century.

To help students achieve their full potential, curriculum has been developed that takes learning styles into consideration and meets the Common Core State Standards ("CCSS"); sensitive and thorough monitoring of student progress is an ongoing process; personalized learning plans are generated to help each student develop and reach his/her full academic potential; students are provided the opportunity to work independently as well as in small group settings; and parent/guardians, students and teachers collaboratively develop and monitor the student's yearly goals and objectives. Opportunities to enrich the curriculum and student activities are actively researched and pursued in order to offer ~~Pacific View~~PVCS students a full and rich environment for learning.

The parent/guardian and staff are accountable for meeting the academic needs of all students attending PVCS. Parents/Guardians are an integral part of their student's educational program. They are also encouraged to assist in Charter sSchool activities and serve on Charter sSchool committees. With the support of family, the community and the staff, Pacific View Charter School will continue to meet the needs of students through a personalized learning program designed to facilitate the educational success of each and every student.

MISSION

The Pacific View Charter School community is focused on the success of each student and genuinely involves parents/guardians in the education of their children. PVCS is committed to providing appropriate physical space, materials, qualified personnel, and staff development in order to guide the learning of its K-12 students. These efforts take place in a safe and healthy environment.

VISION

Students at Pacific View Charter School become confident, self-motivated individuals who are academically and technologically proficient. They become productive citizens who show respect for themselves and others. They develop into effective global communicators who listen, speak, read and write in an effective manner. The individual needs and learning styles of students are accommodated through personalized learning. When students leave Pacific View Charter School, they have the skills to be life-long, reflective learners who are able to be rational and objective when making decisions.

CORE VALUES

The Personalized Learning Model

We believe that creating an Individualized Learning Plan for students that encompasses the development of 21st Century skills and content knowledge will prepare them for success in college and the work force.

Parental Involvement

We believe parents are an integral part of the student's personal and academic success. Pacific View Charter School partners with parents in the education of their children and in the governance of the Charter School.

Students Succeeding in the 21st Century

We believe it is critical that students develop learning and innovation skills in the areas of creativity, critical thinking, problem solving, communication, and collaboration. Curriculum that utilizes information and communication technology (ICT) literacy tools, and media will prepare students for the 21st Century.

Fiscal Solvency

We believe the prudent use of fiscal resources is essential to the vision and mission of the Charter [School](#).

HISTORY

Pacific View Charter School opened its doors in August 1999 as a K-12 public school chartered-authorized by the Board of Trustees-Education of the Oceanside Unified School District ("OUSD" or the "District"). PVCS provides Oceanside and the neighboring communities with an alternative educational environment that provides a Personalized Learning Model. Enrollment at PVCS is strictly on a voluntary basis. All students in the Oceanside Unified School District, San Diego County and contiguous counties are able to attend PVCS. Pacific View Charter School's enrollment has grown from 132 in its first year of operation to 500 in 2014, its 15th year of operation.

PVCS has successfully been able to provide students and parents/guardians with a quality academic program designed to meet the needs of each individual student. As a confirmation of the quality of PVCS's program PVCS voluntarily sought accreditation from the Western Accreditation of Schools and Colleges of its K-12 program to affirm the vision, goals, and accomplishments of our program. PVCS received an excellent oral report and was granted a six year accreditation in 2003. In 2009 PVCS received an additional six year accreditation with another excellent report at the mid-term visit in 2012. PVCS is currently in the renewal process for WASC Accreditation.

CHARTER RENEWAL

In accordance with Education Code Section 47607(a)(3)(A), the District shall consider increases in pupil academic achievement as the most important factor in determining whether to grant a charter renewal.

The following shall serve as documentation confirming that the Charter School exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b):

- The Charter School has exceeded its API growth target in the prior year, both schoolwide and for all groups of pupils served by the Charter School. (Education Code Section 47607(b)(1))

<u>Year</u>	<u>API Growth Score</u>	<u>API Growth Target</u>	<u>Actual Growth</u>	<u>Met Growth Target Schoolwide and Subgroups</u>
<u>2013</u>	<u>720</u>	<u>6</u>	<u>+32</u>	<u>Yes</u>
<u>2012</u>	<u>685</u>	<u>5</u>	<u>-18</u>	<u>No</u>
<u>2011</u>	<u>708</u>	<u>5</u>	<u>-42</u>	<u>No</u>
<u>2010</u>	<u>752</u>	<u>5</u>	<u>+52</u>	<u>Yes</u>
<u>2009</u>	<u>700</u>	<u>7</u>	<u>+37</u>	<u>Yes</u>

- The Charter School has ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in two of the last three years. (Education Code Section 47607(b)(3))

<u>Year</u>	<u>Similar Schools Ranking</u>
<u>2012</u>	<u>5</u>
<u>2011</u>	<u>10</u>
<u>2010</u>	<u>10</u>
<u>2009</u>	<u>9</u>
<u>2008</u>	<u>10</u>

Therefore, the Charter School has exceeded the minimum criteria for renewal by meeting two of three of the possible criteria.

ELEMENT #1: Educational Program

Governing law: A description of the education program of ~~PVCS~~the school, designed among other things, to identify those whom ~~PVCS~~the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.

-Education Code Section 47605(b)(5)(A)(i)-(iii)

GOALS AND OBJECTIVES

Pacific View Charter School provides a personalized learning program that is designed to meet the needs of each individual student. Through the collaborative efforts of the Supervisory Teacher, the parent/guardian, and the student, a personalized lesson plan is developed to provide high academic success in a safe and nurturing environment for each student.

Pacific View Charter School will strive to:

1. Foster student learning
2. Address the multiple intelligences with the intention of raising and supporting achievement in academic learning
3. Increase educational opportunities for all students
4. Provide and implement innovative teaching methods

5. Provide parent/guardians and students with expanded choices in the types of educational opportunities available within the publicly funded school system
6. Meet all statewide standards and conduct all pupil testing required by state law

EDUCATIONAL PROGRAM

Pacific View Charter School offers a Personalized Learning Model that includes the following:

1. The Supervisory Teacher, parent/guardian or designated support person, and student collaborate in developing and achieving high academic success in a personalized learning program. Supervisory Teachers meet one-on-one with the parent/guardians and the student at regularly scheduled conferences to review assigned work completed by students.
2. A variety of instructional strategies are available at all levels to address individual student needs and school goals. These may include such things as: utilization of computer based instruction, online curriculum, small group learning, tutoring opportunities, educational field trips, community service, and guided textbook use, among others.
3. Curriculum is aligned to the Common Core State Standards. Specialized small group instruction may be offered to elementary, middle school, and high school students in various academic subjects and extra-curricular activities to provide support and promote social interaction.
4. High school students are encouraged to take community college classes to assist them in furthering their educational goals.
5. The high school program operates on a year-round flexible open entry/open exit model following a two-track system using a 175-day school year calendar. An extended year component is also offered. The elementary school program is closely aligned to a traditional school year and also uses a 175-day school year calendar.
6. An online course of study is available to students who choose to utilize the services of PVCS in a virtual environment. Online delivery may include but not be limited to instruction, curriculum, assigning lessons, learning team meetings, communication, collecting assignments, etc.

Upon enrollment at Pacific View Charter School, professional staff members assess each student's current performance in the areas of reading and math through a computer based diagnostic tool. A Personalized Learning Plan which adheres to

~~California Standards~~CCSS, Curriculum Frameworks, and the Pacific View Charter School graduation requirements is developed for each student.

Pacific View Charter School offers a pathway to academic success for each student. Pacific View's educational program is based upon a highly effective, multi-tiered Response to Intervention Model. Upon enrollment, Supervisory teachers examine the academic history and state assessments of all students, as well as assess levels of Math and Reading through a local assessment tool. The Supervisory teacher then assigns appropriate curriculum and instructional support to each student based on their academic needs, as well as carefully develops goals for each student to achieve. Student progress towards these goals is carefully monitored throughout the school year by frequent assessments. Certificated staff ~~and instructional assistants~~ work in ~~collaboration~~ to ensure that all students are progressing towards their goals, and often adjust the curriculum and instructional support students receive throughout the year to meet the students' needs.

Whom will PVCS educate:

Pacific View Charter School is open to all students seeking an alternative educational program. Pacific View is non-sectarian in its program, admissions policies, employment practices, and in all other operations. PVCS does not charge tuition, or discriminate on the basis of ~~race, ethnicity, national origin, gender, religion, sexual orientation, marital status, or disability~~ the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). PVCS uses a variety of publicity and public relations opportunities to encourage enrollment of a diverse population of students.

Research has shown that students experience greater success in school settings that are structured to create close, sustained relationships between student and teacher. PVCS provides such relationships through multi-age/multi-grade groupings where students and parents/guardians remain with the same teacher for several consecutive years. Pacific View Charter School believes this close relationship fosters higher achievement for students and fewer behavioral problems.

What it means to be an “educated person” in the 21st century:

We believe an “educated person” in the 21st century is an individual who has a desire to become a self-motivated, lifelong reflective learner; an effective global communicator; proficient in academic skills, and a productive citizen as stated in the Vision of Pacific View Charter School. PVCS assists students in acquiring the skills needed to prosper in the 21st century. These skills include the ability to read, write, compute, speak, ask

questions, listen, problem solve, work both independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and comfortably relate with others.

Pacific View expects all students to be active learners and demonstrate continued measurable growth. The School will also promote curiosity, integrity, social responsibility, and confidence. Development in these areas will strengthen students' self esteem and take an active role in their lifelong learning process.

How learning best occurs:

Pacific View Charter School believes learning best occurs:

1. When meaningful collaboration between the teacher, parent/guardian and student occurs in a regular, consistent manner
2. When a Personalized Learning Plan is designed to meet the individual needs of each student
3. When a variety of learning modalities are incorporated into the curriculum
4. When teaching and assessment occur on a regular on-going basis insuring understanding, mastery and progress in subject matter
5. When students are involved in meaningful, real-life experiences
6. When students have a solid foundation in language arts, writing and math
7. When students have good study skills and are proficient in the use of technology

In accordance with the Goals and Objectives established by Pacific View Charter School, PVCS will continue to work with parents/guardians and students using the Personalized Learning Model to develop—enable students to become self-motivated, competent, lifelong learners ready to take their places as productive citizens of the 21st century.

High School Program

PVCS notifies students of the transferability of courses to other public high schools, and the eligibility of courses to meet college entrance requirements, by listing courses and a-g eligibility on our website. The students transcripts are reviewed with parents and students to ensure graduation requirements are met and to assess transferability of courses to meet college entrance requirements.

The core curriculum at Pacific View Charter School is based on ~~California~~ Common Core State Standards and Expected Schoolwide Learning Results (ESLR) as approved by the Western Association of Schools and Colleges (WASC). In accordance with Education Code Section 47605(b)(5)(A)(ii) these courses are transferable to other public high schools. Each term, the School will advise parents and students as to which courses, if any, have been approved by the University of California or California State University as creditable under the “a-g” admissions criteria for college entrance requirements.

SPECIAL NEEDS STUDENTS WITH DISABILITIES:

PVCS shall comply with all applicable provisions of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (“ADA”). PVCS shall be solely responsible for compliance with Section 504 and the ADA. With regard to serving special education students, PVCS shall be considered a public school of the ~~Local Educational Agency (LEA) that granted the charter~~ District pursuant to Education Code Section 47641(b) and shall work jointly with the District to ensure full compliance with IDEA. PVCS and the District shall describe the flow of special education services and funding to Charter School students that is consistent with Education Code Section 47646, and more fully described in the MOU, so that PVCS shall participate in state and federal funding for special education in the same manner as any other public school of the District, and shall receive an equitable share of special education funding and services. In accordance with Education Code Section 51745(c), no student with special needs shall be allowed to participate in Independent Study/Personalized Learning unless it is written into his/her Individualized Education Plan, or unless the student is otherwise eligible for special education services under federal or state law which is applicable to California ~~C~~ charter ~~S~~schools.

ELEMENT #2

The measurable pupil outcomes identified for use by ~~PVCS~~ the charter school. “Pupil Outcomes,” for purposes of this part means the extent to which all pupils of ~~PVCS~~ the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in ~~PVCS’s~~ the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

Based on the California Department of Education Independent Study Manual, student compulsory attendance is based upon outcomes rather than time in seat. Students are required to submit work products, including assessments and evaluations, on a regular basis. Attendance is based upon the amount of work accomplished and learning demonstrated, plus the time value of that work. All work is evaluated by a credentialed teacher.

Mastery of the core instructional standards is demonstrated through assessment, work products and conferences. The Common Core State Standards are used in choosing curriculum and in developing courses. Lesson plans clearly describe the objectives students are expected to master during each lesson.

Learning team conferences are held on a regular basis for both high school and K-8 students. Progress towards ~~California~~ Common Core State Standards and course objectives will be monitored during these conferences.

ELEMENT #3

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

In compliance with Education Code § 47605.6, Pacific View Charter School will develop a Local Control Accountability Plan in accordance with the template adopted by the State Board of Education in order to help monitor progress towards Pacific View Charter School's objectives. This plan will be reviewed and updated annually and the budget revised to implement the actions described in the plan as submitted to Oceanside Unified School District. Pacific View Charter School will engage the school community in the plan development and review process. Further, Pacific View Charter School will comply with all applicable regulations and compliance requirements developed in this regard.

Curriculum-based assessments built around rigorous Common Core State Standards are used to determine acquisition and mastery of the curriculum. Pacific View Charter School desires to maintain a high measure of accountability and seeks close alignment between what is taught and what is assessed. Pacific View Charter School measures work through a diverse range of assessment tools including, but not limited to, standardized testing, rubrics, work samples, and projects.

Supplemental assessment measures have been implemented to test the accuracy and viability of the educational program. A variety of assessments are given frequently by credentialed teachers. Modifications are made as a result of discussed needs.

Standardized Testing: State-mandated criterion referenced tests are administered as required by Education Code [Sections 47605\(c\)\(1\) and 60640](#).

Diagnostic Assessment: A variety of independent assessment diagnostic tools are utilized.

Portfolios: Multiple work samples create an ongoing record of student work and learning experiences.

Rubrics: Rubrics, based on Common Core [State](#) Standards, are used to evaluate student work.

Projects: A series of assigned student projects demonstrate mastery of various content areas.

Students who enroll at PVCS perform at or above comparable students at other schools in Oceanside Unified School District (~~OUSD~~) as Pacific View Charter School's overall outcome objective. PVCS annually uses its measurable outcomes to compare itself to comparable ~~ed~~ District schools. PVCS also compares its students' current performance to its own historical record in order to develop a plan for continuous improvement.

~~At a minimum, PVCS meets all statewide standards and conducts assessments required pursuant to Ed Code 60640 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. Commencing January 1, 2005, Pacific View Charter School commenced participation in the State Accountability Program. PVCS shall also comply with the provisions required by Charter Schools of the state's Elementary & Secondary Education Act formerly NCLB.~~

ELEMENT #4

The governance structure of ~~PVCS~~the school, including, but not limited to, the process to be followed ~~by PVCS~~ to ensure parental~~/guardian~~ involvement. Education Code Section 47605(b)(5)(D).

Governance Structure

Pacific View Charter School is operating as a non-profit public benefit corporation. It maintains a defined set of by-laws, which outlines and delineates the rights and responsibilities of its Board of Trustees.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix C, please find the Charter School Articles of Incorporation, and Conflict of Interest Code.

The governance structure of Pacific View Charter School is based upon the philosophy that the community must be more generally involved in educating its children, and that parents/guardians must be more specifically and actively involved in the education of their children.

The PVCS by-laws govern the number of Board Trustees. Trustees may include, but are not limited to, community members, business owners, educators, parent/guardians, and other Charter School operators. It is desirable for at least one member of the Board to be a parent/guardian of a PVCS student. A District representative may be included as an advisor to the Charter Board at the discretion of the Oceanside Unified School District. The Board of Trustees will exclude present and past employees of PVCS and their spouses.

The responsibilities of the Board of Trustees will include fiscal policy, school policy, instructional program review, and strategic planning processes. The Board of Trustees will also be responsible for the academic program terms and conditions of employment of the Executive Director, and legal compliance. Decisions made by the Board of Trustees require a simple majority for approval and will abide by the approved by-laws according to law. The Governance Board will follow the guidelines established in the Brown Act for holding open public meetings.

A Conflict of Interest policy has been developed that complies with the Political Reform Act, government code Section 87100 *et. seq.* and nonprofit corporation law that applies to all board members and employees. Board members shall reveal any conflict of interest as it arises in the course of Charter School business and shall not participate in any discussion and/or vote on any matter(s) where such a conflict exists. Annual disclosure statements are required.

ELEMENT #5

The qualifications to be met by individuals to be employed by PVCSthe school. Education Code Section 47605(b)(5)(E).

Employee-Teacher Qualifications

As required by law, Supervisory Teachers at Pacific View Charter School are required to hold a California Commission of Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold for the State of California.

Executive Director Qualifications

The Executive Director qualifications as described in the Executive Director Job Description are:

1. Master's degree in education, administration, or other relevant area
2. Experience in education as a teacher and/or administrator
3. Preferably holds or is willing to obtain an administrative credential or has 3-5 years of administrative experience in a charter school

Employment Conditions

Employees shall enter into an employment agreement. This agreement sets forth the rights and responsibilities of these employees. Employees do not accrue tenure, seniority, or any rights for future employment by PVCS.

As provided by law, the Charter exercises flexibility with regard to those teaching non-core, non-college preparatory courses. (Non-core, non-college preparation courses are those other than: Language Arts, Math, Social Science, and Science.) PVCS may employ qualified adults to assist credentialed teachers in student instruction. Qualified adults are individuals that are interviewed and hired to teach non-core subjects by the administration of PVCS. These individuals are required by law to have fingerprint and criminal background checks, as do all employees of Pacific View Charter School.

Within the provisions of law, Pacific View Charter School reserves the right to recruit, interview and hire anyone, at any time, who has the best qualifications to fill any of its positions. PVCS maintains the legally required level of the student-to-teacher ratio mandated by the State of California as outlined in the California Department of Education Independent Study Manual.

ELEMENT #6

The procedures that PVCS-the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of PVCS-the school furnish PVCS-the school with a criminal record summary as described in Education Code § Section 44237. Education Code Section 47605(b)(5)(F).

Health and Safety Procedures

Pacific View Charter School has a comprehensive set of health, safety, and risk management procedures in place, which are on file at the Charter School and available for inspection at any time. These procedures address the following topics, at a minimum:

- All enrolling students are required to provide records documenting immunizations to the extent required for enrollment in non-charter public schools, or a waiver.
- Pacific View Charter School's Safety Plan outlines procedures for response to natural disasters and emergencies, including fires and earthquakes, lockdown, CPR/AED.
- Instructional and administrative staff has been trained in the prevention of contaminating blood-borne pathogens.
- Staff will receive training as to PVCS's procedure relating to the administration of prescription drugs and other medicines.
- The facilities in which PVCS operates shall be maintained at the expense of PVCS to ensure the safety of students and staff.
- PVCS will function as a drug, alcohol, and tobacco free workplace.
- Prior to employment with PVCS, all potential employees shall voluntarily submit to a criminal background check as required by Education Code Section 44237. All Pacific View Charter School employees and contractors shall be subject to the fingerprinting requirements of Education Code Sections 45125, 45125.01, and 45125.1, as applicable. PVCS shall comply with child abuse reporting laws as required.

These procedures will be incorporated as appropriate into both the Staff Handbook and also the Parent/Guardian/Student Handbook, and will be reviewed on an ongoing basis in PVCS's staff development efforts and governing board policies.

ELEMENT #7

The means by which PVCS-the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of PVCS-the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

It is the sincere desire and the intent of Pacific View Charter School to achieve a racial and balance in its enrollment consistent with Education Code Section 47605(b)(5)(G).

Pacific View Charter School actively recruits new students with the goal of reflecting the racial and ethnic balance of the general population residing within the territorial jurisdiction of the Oceanside Unified School District. PVCS's recruiting efforts include but are not limited to: distribution of informational materials to schools, community centers, churches, civic organizations, neighborhood meeting areas, community events, and other places where diverse student families may be reached. PVCS also publicizes information in newspapers and local magazines in order to reach a diverse population.

ELEMENT #8

Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Student Admission Requirements

Pacific View Charter School will actively recruit a diverse student population from the dDistrict and surrounding areas who understand and value PVCS's mission and are committed to PVCS's instructional and operational philosophy. Pacific View Charter School identifies the following admission requirements and parameters:

- Students will be considered for admission without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics)~~ethnicity, national origin, gender, disability, sexual orientation or achievement level as required by Education Code 47605(d).~~

- Pacific View Charter School complies with the necessary laws that establish minimum and maximum age of attendance, proof of residency, and immunization documentation needed to attend a public school.
- Admission to PVCS shall be open to any eligible student as defined by Charter School Law up to PVCS's staffing and physical layout capacity.
- Prior to being admitted to PVCS, prospective students and their parents/guardians may attend an informational meeting. They are informed about PVCS's instructional program, operational philosophy, and the required parent/guardian involvement and student responsibilities.
- Parents/Guardians understand that admission to Pacific View Charter School demands a significant degree of academic involvement and support of their students. Master Agreements are signed upon enrollment indicating that the parent/guardian and student understand the requirements for attending Pacific View Charter School.
- Admission tests are not required. Students in grades two through eleven will take diagnostic assessments to ascertain performance levels in mathematics, reading, and/or language arts.
- Pacific View Charter School retains the right to admit suspension pending expulsion and/or expelled students from Oceanside or other Districts, upon approval of PVCS's Board of Trustees.
- Students seeking to enroll must submit a complete and truthful application as a condition of admission, and agree to comply with the charter and the policies in the Student Handbook.

In the event that more students wish to attend than PVCS has capacity, a public random drawing will be held. Preference in the drawing shall be extended to pupils currently attending the Charter School and to students in the following preferences, which are listed below in order of priority:

- Relatives of the Charter School's founding families (not to exceed 10% of the Charter School's total population)
- Students residing within the boundaries of the sponsoring District.
- Siblings of students currently enrolled in the Charter School
- Relatives of staff and governing board members (not to exceed 10% of the total student population)

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested

parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

ELEMENT #9

The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

Annual Audit

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

~~Each fiscal year the Executive Director or designee oversees the preparation and completion of an annual audit of PVCS's financial affairs. Such an audit will, at a~~

~~minimum, verify the accuracy of Pacific View's financial statements, revenue-related data collection, attendance and enrollment accounting practices, and examine PVCS's internal controls. Pacific View will contract with an independent auditor experienced in auditing public schools to insure generally accepted accounting principles are utilized. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Governing Audit Standard. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year. The PVCS Executive Director and/or designee review any audit exceptions or deficiencies and report to PVCS's Board with recommendations on how to resolve them.~~

~~Consistent with Education Code Sections 47605(b)(5)(I) and 47605(m), PVCS will submit its annual, independent financial audit report to the District, the County Superintendent of Schools and the State Controller by December 15 of each year.~~

Annually, before or upon June 1, Pacific View will submit an estimated budget to the District detailing projected estimated revenues and expenditures, based on identified and reasonable assumptions. ADA reports will be submitted to the District for auditing prior to PVCS submitting to the County Office of Education as required for the attendance periods of P1, P2, and Annual.

Pacific View Charter School shall pay the District (1%) of Pacific View's revenues for the actual costs of the District's supervisory oversight of Pacific View Charter School. "Revenue" for purposes of this calculation shall include those funds described in subdivisions (a) and (b) of Education Code Section 47632, ~~including General Purpose Entitlements and Categorical Block Grant Funds~~ per Education Code § Section 47613(f).

ELEMENT #10

The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

The Charter School maintains a comprehensive set of student discipline policies. The rules for student discipline for Pacific View Charter School and a summary of the Student Discipline, Suspension and Expulsion Policy, and other relevant requirements and procedures are distributed as part of the School's Parent/Student Handbook and clearly describe expectations regarding attendance, mutual respect, substance abuse, violence, safety and work habits.

Each student and his or her parent or guardian is required to acknowledge they have received the policies at their enrollment meeting. These policies provide all students with an opportunity for due process and are developed to conform to applicable federal law regarding students with exceptional needs.

The Executive Director or designee may suspend students who fail to comply with these policies at any time. Students who habitually fail to comply with these policies may also be expelled by the Board of Trustees after due process and upon the recommendation of the Executive Director. Pacific View Charter will comply with any District expulsion notification requirements and includes suspension and expulsion data in its annual School Accountability Report Card (SARC).

ELEMENT #11

The manner by which staff members of ~~PVCSs~~ the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or ~~F~~ederal ~~S~~ocial ~~S~~ecurity. Education Code Section 47605(b)(5)(K).

All employees of Pacific View Charter School will participate in State Teachers' Retirement System (STRS) or Public Employees' Retirement System (PERS) and federal social security may continue their participation. Employees will contribute at the rate established by STRS or PERS. PVCS will make all employer contributions for STRS, PERS, workers compensation insurance, unemployment insurance, and any other payroll obligations of a public school employer in the State of California. The Board of Trustees may establish retirement plans for employees that may include, but shall not be limited to, the establishment of a Section 403(b) plan, and/or contracting with STRS and/or PERS. The Executive Director is responsible for ensuring that appropriate arrangements for coverage have been made.

Faculty and staff of PVCS may have access to other benefit plans including but not limited to Tax Sheltered Annuities (TSA) according to policies established by PVCS's Board.

ELEMENT #12

The public school attendance alternatives for pupils residing within ~~PVCS~~ the school district ~~that who~~ chooses not to attend charter schools. Education Code Section 47605(b)(5)(L).

Attendance Alternatives

Enrollment in Pacific View Charter School is strictly on a voluntary basis. Students in the Oceanside Unified School District who do not wish to attend Pacific View Charter School may attend their public school of residence/choice. No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the

Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT #13

A description of the rights of any employee of ~~PVCS the school~~ district upon leaving the employment of ~~PVCS the school~~ district to work in a charter school, and of any rights or return to ~~PVCS the school~~ district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

~~Terms and Conditions of Employment for Certificated Employees~~

~~Employee rights, terms, and conditions of employment shall be those described by PVCS's policy and in compliance with applicable California and federal law. Pacific View Charter School hires any or all school staff. All PVCS teachers will be offered employment agreements to be considered employees of PVCS~~

~~Any person may be considered for employment at PVCS through an open application process, and if hired by PVCS, shall enter into an employment agreement under which PVCS shall have the authority to terminate the position. PVCS and OUSD shall have no obligation to ensure that an employee of PVCS will be automatically placed within the District.~~

~~Terms and Conditions of Employment for Classified Employees~~

~~Employee rights, terms and conditions of employment shall be those described by PVCS's policy and in compliance with applicable California and federal law. Pacific View Charter School hires any or all school staff.~~

Employee Rights

~~PVCS currently employs all employees on an “at-will” basis. Employment agreements will be used in the hiring of staff positions for PVCS unless otherwise authorized by the Board of Trustees.~~

ELEMENT #14

~~**Dispute Resolution Process, Oversight, Reporting, and Renewal**~~

The procedures to be followed by PVCS the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

Both the Oceanside Unified School District and Pacific View Charter School will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. In the event a formal dispute arises between the Oceanside Unified School District and Pacific View Charter School, relating to provisions of this charter, these procedures will be followed:

- 1) One party will notify the other in writing concerning the nature of the dispute and the facts that support it. Such notices will be sent to or from the Executive Director of Pacific View Charter School and the Oceanside Unified School District Superintendent. Absent extenuating circumstances, a written notice will be provided within 15 calendar days of when either Pacific View Charter School or the Oceanside Unified School District becomes aware of the dispute.
- 2) Upon receipt of the notice, the Superintendent and Pacific View Charter School Executive Director, or their designees, will meet within 15 days and attempt to resolve the dispute. If they reach a resolution, they shall co-author a description of that resolution and distribute it to both parties.
- 3) If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director. Mediation shall be held within 60 business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.~~If no resolution is~~

~~reached, either party may request that the dispute be submitted to arbitration. The outcome of any such arbitration shall be advisory only.~~

- 4) Except for those disputes between the Oceanside Unified School District and Pacific View Charter School relating to provisions of this charter, all other disputes involving Pacific View Charter School shall be resolved by PVCS policies.

ELEMENT #15

A declaration whether or not ~~PVCS the charter school~~ shall be deemed the exclusive public school employer of the employees of ~~PVCS the charter school~~ for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(P).

Pacific View Charter School is the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA"). The Charter School shall comply with the EERA.

ELEMENT #16

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for maintenance and transfer of pupil records. **California Education Code Section 47605(b)(5)(P).**

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the San Diego County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in

accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

~~The following procedures shall apply in the event the charter school closes. The following procedures apply regardless of the reason for closure.~~

~~Closure of the School shall be documented by official action of the Board of PVCS. The action shall identify the reason for closure. The PVCS Board shall promptly notify Oceanside Unified School District within 10 business days of the effective date of the closure.~~

~~The PVCS Board shall ensure notification to the parents and students of the school of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice shall be provided promptly within 10 business days following the PVCS Board's decision to close the school. As applicable, the school shall transfer all appropriate student records to either OUSD or the student's district of residence. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.~~

~~As soon as reasonably practical, the school shall prepare final financial records. The school shall also have an independent audit completed as soon as reasonably practical, which is generally no more than six months after closure. The school shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by the school and shall be provided to OUSD promptly upon completion.~~

~~On closure of the School, all assets of the school, including but not limited to all leaseholds, tangible and intangible personal property and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of PVCS and shall be distributed in accordance with the School's Articles of Incorporation and applicable law upon dissolution of the School. On closure, the School shall remain responsible for satisfaction of all liabilities arising from the operation of the school.~~

~~As the School is organized as a nonprofit public benefit corporation under California law, the PVCS Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.~~

ADDITIONAL CONSIDERATIONS

CHARTER AND DISTRICT RELATIONSHIP:

The desired professional relationship Pacific View Charter School wishes to establish with the District is one based on mutual respect coupled with accountability. PVCS will provide an annual report to the Oceanside School District Board, which shall be more fully described in the Memorandum of Understanding (MOU). This report will highlight student and academic success, and program achievements in the area of financial services, curriculum, and parent/guardian participation.

CONTRACTS:

Pacific View Charter School shall have no authority to enter into contracts for, or on behalf of, the District. Any valid contracts, purchase orders, or other documents which bind PVCS but which are not approved or ratified by the Governing Board of the District, ~~as required by law, including, but not limited to, Education Code Section 39656,~~ shall be unenforceable against the District and shall be the sole responsibility of Pacific View Charter School.

PVCS will not negotiate for any of the following: general obligation bond proceeds, parcel taxes, developers' fees, community facilities, district revenues, redevelopment funds, and local donations to the District unless they are specifically donated to PVCS, or as allowable by law.

Budget and Financial Reporting

The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- ~~4-5.~~ By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Administrative Services

The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

FACILITIES:

The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

Pacific View Charter School may follow the guidelines of the Division of State Architect, or abide by local city requirements in selecting and occupying a facility for PVCS, pursuant to Education Code Sections s 47610 and 47610.5. Knowing the limited District facilities available in the Oceanside Unified School District, PVCS will continue to house its program without using District facilities. The District shall comply with Education Code Section 47614 requirements and Proposition 39. PVCS is currently located at: 3670 Ocean Ranch Blvd, Oceanside, CA.

PVCS will abide by ~~California Charter~~ Law in the establishment of ~~branch resource centers~~ and satellite offices.

INSURANCE:

PVCS will maintain all appropriate insurance needed for the operation of PVCS as more fully described in the MOU.

MANDATED REPORTING AND PROGRAMS:

PVCS will participate without District assistance in State Mandated testing and programs in the annual operation of PVCS.

TERMS:

| The terms of this Charter shall begin on July 1, 2014 and end on June 30, 2019. Pacific View Charter School intends to continuously examine its programs and adjust them as necessary. PVCS will make improvements in the best interest of its students and the larger community in accordance with provisions of the Charter.

The Oceanside Unified School District and Pacific View Charter School agree to work together to accomplish all tasks necessary to fully implement this charter, including the submission of any necessary and duly prepared waiver requests to the State Board of Education.

|

ATTACHMENT A

Student Performance 10th Grade Students Passing CAHSEE

	ELA	Math
2013	50/61 82%	54/67 81%
2012	77/97 79%	76/104 73%
2011	72/97 74%	66/96 69%
2010	74/85 87%	70/82 85%

CAHSEE INFO FOR GRADUATES

	ELA	MATH
2013	90/90 graduates passed	89/90 graduates passed
2012	77/77 graduates passed	77/77 graduates passed
2011	86/86 graduates passed	86/86 graduates passed
2010	59/59 graduates passed	59/59 graduates passed

The CAHSEE Prep class is offered to 10th, 11th, and 12th graders who need to practice either ELA or math skills.

ACADEMIC PERFORMANCE INDEX (API)

Number of Students Included for 2013 Growth API	2013 Growth	2012 Base	2013 State Ranking	2013 Similar Schools
224	720	688	5	Not Available
Number of Students Included for 2012 Growth API	2012 Growth	2011 Base	2012 State Ranking	2012 Similar Schools
226	688	703	2	5
Number of Students included for 2011 Growth	2011 Growth	2010 Base	2011 State Ranking	2011 Similar Schools
208	708	750	3	10
Number of Students Included for 2010 Growth API	2010 Growth	2009 Base	2010 State Ranking	2010 Similar Schools
184	752	700	6	10

The School's API score increased 32 points in 2013. PVCS continues to place a high emphasis on each student's individual progress making sure they are enrolled in the correct courses so that they will be able to maximize their learning before taking the CAHSEE and CSTs. PVCS continues to use STAR Enterprise from Renaissance Learning, as the local assessment tool. STAR Enterprise assists in monitoring student progress throughout the school year giving more accurate data.

STAR RESULTS – PROFICIENCY LEVELS
ELA STAR 2011, 2012, AND 2013
PROFICIENT/ADVANCED

# students tested 2011	Prof	Adv	# students tested 2012	Prof	Adv	# students tested 2013	Prof	Adv
<u>Grade 2</u> 18 students	56%	6%	5 students	0	40%	7 students	29%	14%
<u>Grade 3</u> 12 students	42%	8%	13students	46%	15%	4 students	50%	0%
<u>Grade 4</u> 5 students	60%	40%	15 students	47%	20%	8 students	25%	25%
<u>Grade 5</u> 13 students	38%	23%	8 students	50%	25%	14 students	29%	36%
<u>Grade 6</u> 13 students	15%	46%	16 students	31%	25%	3 students	100%	0%
<u>Grade 7</u> 24 students	38%	38%	21 students	30%	30%	20 students	45%	10%
<u>Grade 8</u> 25 students	40%	32%	17 students	12%	47%	18 students	22%	44%
<u>Grade 9</u> 73 students	32%	16%	44 students	32%	25%	44 students	39%	18%
<u>Grade 10</u> 92 students	18%	11%	106 students	25%	6%	61 students	15%	16%
<u>Grade 11</u> 106 students	27%	15%	135 students	24%	10%	128 students	27%	6%

When analyzing the ELA scores, it is evident that high school students need more practice in language arts skills. Readiness classes have been created for these students in order to develop their skills and give them the opportunity to succeed in their reading and writing ability. English classes include workshops which provide students with more practice to increase their writing skills.

PROFICIENT/ADVANCED ON MATH STAR, 2011, 2012, & 2013

# students tested 2011	Prof	Adv	# students tested 2012	Prof	Adv	# students tested 2013	Prof	Adv
Grade 2 18 students	44%	17%	5 students	20%	20%	7 students	29%	14%
Grade 3 12 students	25%	8%	13 students	54%	15%	4 students	25%	0%
Grade 4 5 students	40%	20%	15 students	27%	0	8 students	13%	13 %
Grade 5 13 students	8%	0%	8 students	50%	13%	14 students	50%	0%
Grade 6 12 students	25%	33%	15 students	20%	0	3 students	67%	0
Grade 7 22 students	50%	14%	20 students	16%	5%	18 students	33%	0%
Grade 7 0 students Algebra 1	0%	0%	1 student Algebra 1	100%	0	0 student Algebra 1	0%	0
Grade 8 1 student General Math	0%	0%	5 students General Math	0	0	4 students General Math	0	0
Grade 8 22 students Algebra 1	9%	0%	9 students Algebra 1	0	11%	14 students Algebra 1	7%	0%
Grade 8 0 students Geometry	0	0	0 students Geometry	0	0	1 students Geometry	100%	0
Grade 9 42 students General Math	19%	5%	17 students General Math	18%	0	26 students General Math	27%	0
Grade 9 22 students Algebra 1	5%	0%	19 students Algebra1	16%	0	12 students Algebra1	8%	0
Grade 9 6 students Geometry	0%	0%	7 students Geometry	14%	0	5 students Geometry	40%	0
Grade 10 36 students Algebra 1	3%	0%	54 students Algebra 1	2%	0	25 students Algebra 1	0%	0
Grade 10 24 student Geometry	4%	0%	26 students Geometry	0	0	7 students Geometry	0	0
Grade 10 11 students Algebra II	9%	0%	5 students Algebra II	0	0	6 students Algebra II	0	0

# students tested 2011	Prof	Adv	# students tested 2012	Prof	Adv	# students tested 2013	Prof	Adv
Grade 10 0 students Integrated Math	0	0	0 students Integrated Math	0	0	1 student Integrated Math	0	0
Grade 10 26/97 students did not take an extra math test	NA	NA	30/115 students did not take an extra math test	NA	NA	22/61 students did not take an extra math test	NA	NA
Grade 11 22 students Algebra 1	0%	0%	54 students Algebra 1	9%	0	30 students Algebra 1	3%	0
Grade 11 30 students Geometry	3%	0%	41 students Geometry	0	0	24 students Geometry	0	0
Grade 11 8 students Algebra II	0%	0%	16 students Algebra II	0	0	8 students Algebra II	0	0
Grade 11 0 students Integrated Math	0	0	0 students Integrated Math	0	0	15 students Integrated Math	13	0
Grade 11 50/110 students did not take any extra math test	NA	NA	28/139 students did not take an extra math test	NA	NA	56/133 students did not take an extra math test	NA	NA

Math is an area that requires intensive teaching for many of our high school students. PVCS has implemented Math classes that meet three times a week for Math Foundations, Pre-Algebra, Algebra, and Geometry. Math tutoring is also available in the study hall.

ATTACHMENT B

AFFIRMATIONS/ASSURANCES

PACIFIC VIEW CHARTER SCHOOL ~~PVCS~~ will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to

- ❖ Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code § Sections 60605 and 60851, and any other statewide standards authorized in ~~the~~ statute, or student assessments applicable to students in non-charter public schools.
[Ref. Education Code § 47605(~~Cc~~)(1)]
- ❖ Shall be deemed the exclusive public school employer of the employees of Pacific View Charter School for purposes of the Educational Employment Relations Act.
[Ref. Education Code § 47605(b)(5)(O)]
- ❖ Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. Shall adhere to applicable state and federal employment laws. [Ref. Education Code § 47605(d)(1)]
- ❖ Shall not charge tuition. [Ref. Education Code § 47605(d)(1)]
- ❖ Shall admit all students who wish to attend the Pacific View Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), A admission to the Charter School shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within the State. ~~However, if the number of students who wish to attend the Charter School exceeds the school's capacity, attendance, except for existing students of the school, shall be determined by a public random drawing. If a drawing is necessary, preference will be given to students currently attending the Charter School and students who reside in the district (except as provide for in section 47614.5) and as approved within this charter in accordance with 47605(d)(2)(B) and 47605.3. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C).~~ [Ref. Education Code § 47605(d)(2)(A)-(~~BC~~)]
- ❖ Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section

422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. Education Code § 47605(d)(1)]

- ❖ Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974⁴³, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- ❖ Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations § 11967.5.1(f)(5)(C)]
- ❖ Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which the teacher-s in other public schools are required to hold. As allowed by the statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code § 47605(l)]
- ❖ Shall at all times maintain all necessary and appropriate insurance coverage.
- ❖ Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code § 47612.5(a)(1)(A)-(D).
- ❖ If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide the school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code § 47605(d)(3)]
- ❖ Will follow any and all other federal, state, and local laws and regulations that apply to the Pacific View Charter School including but not limited to:
- ❖ The Pacific View Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- ❖ The Pacific View Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- ❖ The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- ❖ The Pacific View Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- ❖ The Pacific View Charter School shall comply with all applicable portions of the ~~No Child Left Behind~~ Elementary and Secondary Education Act.
- ❖ The Pacific View Charter School shall comply with the Brown Act, the Political Reform Act, and the Public Records Act.
- ❖ The Pacific View Charter School shall comply with the Family Educational Rights and Privacy Act (FERPA).
- ❖ The Pacific View Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

ATTACHMENT C

ARTICLES OF INCORPORATION, & CONFLICT OF INTEREST CODE

2167985

ARTICLES OF INCORPORATION
OF
PACIFIC VIEW CHARTER SCHOOL

ENDORSED - FILED
IN THE OFFICE OF THE
SECRETARY OF STATE
OF THE STATE OF CALIFORNIA

JUN 24 1999

BILL JONES, SECRETARY OF STATE

I

The name of this corporation is Pacific View Charter School.

II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

B. The specific purpose of this corporation is to manage, operate, guide, direct and promote Pacific View Charter School, a California public school.

III

The name and address in the State of California of this corporation's initial agent for service of process is:

Gregory V. Moser
c/o Foley & Lardner
402 West Broadway 23rd Floor
San Diego, California 92101

IV

A. This corporation is organized and operated exclusively for public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

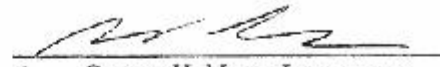
B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

V

The property of this corporation is irrevocably dedicated to public purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member hereof or to the benefit of any private person. Upon dissolution or winding up of this corporation, its assets shall be distributed to a California public entity engaged in education and/or a nonprofit fund, foundation or corporation which is organized and operated

exclusively for public purposes or for charitable purposes, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

Dated: 6/20/1999


Gregory V. Moser, Incorporator



**RESOLUTION REGARDING
CONFLICT OF INTEREST CODE OF
PACIFIC VIEW CHARTER SCHOOL**

1. Standard Code of FPPC

The Political Reform Act of 1974 (Government Code § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency, Pacific View Charter School ("PVCS") is therefore required to adopt such a code. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. § 18730) which contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of 2 Cal. Code of Regs. § 8730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of PVCS. This Code shall take effect when approved by the Board of Supervisors for the County of San Diego, and shall thereupon supersede any and all prior codes adopted by PVCS.


3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in 2 Cal. Code of Regs. § 18730(b), designated employees set forth in the Appendix shall file Statements of Economic Interests (Form 700) with the Secretary of PVCS. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Board of Supervisors for the County of San Diego. Statements for all other designated employees shall be retained by the Secretary.

APPROVED AND ADOPTED by the Board of Directors of PVCS on the 15th day of September, 2009.


Martha Brown, President
Pacific View Charter School

ATTEST:


Gina Campbell, Secretary
Pacific View Charter School

Gina Campbell, Executive Director PVCS

Date

Pacific View Charter School Board of Trustees' approved on (date).

Oceanside Unified School District Board approved on (date)

MEMORANDUM OF UNDERSTANDING BETWEEN THE OCEANSIDE UNIFIED SCHOOL DISTRICT AND THE PACIFIC VIEW CHARTER SCHOOL

This Memorandum of Understanding (“MOU” or “Agreement”) is made and entered into on this ____ day of June 2014, by and between the Oceanside Unified School District (“District”), 2111 Mission Avenue, Oceanside, California 92058, and Pacific View Charter School (“PVCS”), 3670 Ocean Ranch Boulevard Oceanside, CA 92056-2669.

RECITALS

A. The District is a school district existing under the laws of the State of California.

B. PVCS has operated since 1999 as an independent, tax-exempt Internal Revenue Code Section 501(c)(3), California Nonprofit Public Benefit Corporation, under the chartering authority of District as set forth in Education Code Section 47600 *et seq.* (hereafter, “Education Code”). The charter petition for PVCS was renewed on May 2004 to be effective through June 30, 2009.

C. On [date], 2014, the District approved the PVCS Charter renewal for a five-year term, effective July 1, 2014 through June 30, 2019, pursuant to Education Code Section 47605(b), (hereafter, “Charter”). On this date the District also authorized approval and execution of this MOU.

D. The District and PVCS (hereafter collectively referred to as, “the parties”) recognize and agree that PVCS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220, and that such provisions of non-discrimination shall apply as well to employment.

AGREEMENT

In consideration of the mutual promises set forth herein, the parties agree as follows:

1. **Purpose.** The purpose of this MOU is to clarify matters in the Charter and to address matters not provided for in the Charter in order for the District and PVCS to cooperate in its operation, and to satisfy each party’s desire to establish an effective working relationship, which is consistent with federal and state laws.

2. **Term.** This MOU shall continue to apply for five years unless either party gives notice to the other of a desire to renegotiate any portion of the agreement at least sixty (60) days before the start of any fiscal year. PVCS and the District intend to use this Agreement as the basis for developing similar understandings in future years. The term of this MOU automatically expires upon the date the Charter is rescinded, or non-renewed or revoked by the District Board of Education (“District Board”) or other authorized entity.

3. Compliance with California Charter Law. PVCS agrees that at all times it shall be subject to the California Charter Schools Act of 1992 and regulations implementing the Act, and Education Code Section 47600 *et seq*, and other applicable state and federal laws.

4. Budget. PVCS shall prepare and submit the following financial information to the District on an annual basis:

- (1) On or before June 1 of the prior fiscal year, a proposed budget for the upcoming fiscal year showing projected revenues and expenditures based on reasonable assumptions.
- (2) By July 1, an annual update (Local Control and Accountability Plan) required pursuant to Education Code Section 47606.
- (3) On or before December 1, an interim financial report showing the approved budget and actual revenues and expenditures received through October 31.
- (4) On or before December 1, a copy of the independent annual audit.
- (5) On or before March 1, a second interim financial report showing the approved budget and actual revenues and expenditures received through January 31.
- (6) On or before September 15, a final unaudited financial report for the full prior year.
- (7) The District shall use any financial information it obtains from PVCS, including, but not limited to, the reports required by this section, to monitor the fiscal condition of PVCS pursuant to Education Code Section 47604.32(d).
- (8) The cost of performing the duties required by this section shall be funded with supervisorial oversight fees collected pursuant to Education Code Section 47613.

5. Oversight and Administrative Services. In accordance with Education Code Section 47613 PVCS shall pay the District for the actual costs of supervisory oversight; an amount equal to one percent of PVCS' revenue, as defined in Education Code Section 47632(a) and (b). The parties agree that the one (1) percent is a reasonable estimate of the cost of providing mandated oversight, and no documentation of actual expense shall be required. This fee assumes that PVCS is not housed in District facilities; such fees shall be adjusted accordingly if PVCS were to occupy District facilities at a future date.

The District shall have the option to designate a representative to serve on PVCS

governing board in an advisory position only.

PVCS shall be responsible for providing its own administrative services, including budget and accounting, purchasing and warehouse, attendance accounting, payroll and benefits, insurance and risk management, annual audit, information technology, and human resources. District responsibilities for administrative services shall be limited to supervisory oversight.

PVCS shall maintain its status as a 501(c)(3) tax-exempt, non-profit public benefit corporation.

6. PVCS Personnel. No employment relationship exists between PVCS employees and the District, and PVCS will obtain a signed statement from each of its employees which acknowledges this fact, in substantially the same form found at Attachment A, which is incorporated by reference. PVCS employees are not eligible to participate in District health and welfare benefit programs.

7. Facilities. PVCS shall not be entitled to any of the following:

- a) General obligation bond proceeds;
- b) Parcel taxes;
- c) Developer's fees;
- d) Revenues from the District's community facilities;
- e) Redevelopment funds;
- f) Local donations to the District, unless they are specifically donated to PVCS;
- g) School bond dollars, unless required by Proposition 39 or unless PVCS is explicitly included in the bond;
- h) Because PVCS operates a non-classroom-based program, it has no intention of using District facilities unless the District specifically identifies facilities not currently being used by the District for instructional or administrative purposes, or facilities that have not been historically used for rental purposes, as described in Education Code Section 47614. Nothing in this language prevents PVCS from participating in the Charter School Facility Grant Program referenced in Education Code Section 47614.5.

8. Special Education/Section 504 and Funding.

- (a) Roles and Responsibilities. PVCS shall be solely responsible for compliance with Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities Act ("ADA"). PVCS shall operate consistent with the requirements of the ADA and Section 504.

PVCS shall be deemed a public school of the District for the sole purpose of special education. In accordance with Education Code Section 47646, the Charter School and the District shall be responsible for compliance with the Individuals with Disabilities Education Act ("IDEA") and California special education law in regard to the provision of services and funding on the terms and conditions described herein.

The District shall work collaboratively with PVCS to provide appropriate support in to PVCS and in a manner consistent with its instructional model for the provision of special education and related services in the same manner as in other public schools of the District.

- (b) Identification and Referral. PVCS shall be responsible for identifying, evaluating and referring students who have or may have exceptional needs that qualify them to receive special education and related services, to the same extent as other schools of the District. Accordingly, PVCS will develop, maintain and implement policies and procedures to ensure identification, evaluation and referral of students who have, or may have, such needs. These policies and procedures will be in accordance with federal and state law, and with the policies of the District and the North Coastal Consortium for Special Education (“NCCSE”) Special Education Local Planning Area (“SELPA”).

PVCS shall be responsible for “Child Find” which is a continuous process of public awareness activities, screening and evaluation designed to locate, identify, and refer as early as possible all students with disabilities and their families who are in need of special education and related services under the IDEA and state law, to the same extent as other schools of the District.

PVCS shall be responsible for obtaining the cumulative files, prior and/or current individual education programs (“IEPs”) and other special education information regarding any student enrolling from a non-District school. PVCS shall notify the District within two (2) business days of any student who enrolls with a current IEP.

PVCS shall not agree to fund independent educational evaluations (“IEEs”) without the approval of the District.

Decisions regarding eligibility, goals, objectives, programs, placement and exit from special education shall be the decision of the IEP team. IEP team participants shall comply with federal and state law, and shall include designated representatives from both PVCS and the District. PVCS shall cooperate with the District to assist in the development of IEPs and having the appropriate IEP team members, including but not limited to representatives from PVCS and the District in attendance at the IEP team meetings, who are knowledgeable about the general education program at PVCS and special education program at the District.

- (c) Service Provision. To the extent that a PVCS student’s IEP requires special education or related services to be delivered by staff other than PVCS staff, the District shall assist in arranging for such services, and the District shall be responsible for the provision of such services in the same

manner, and to the same extent as such services are provided to other schools of the District, to the extent feasible and consistent with the PVCS program and Education Code Section 51745(c). Given the Independent Study program of the Charter, it is anticipated that special education and related services may be provided at a PVCS and/or District facility or through Virtual On-line meetings. The District may contract with other school districts, companies or organizations to serve PVCS students, due to staffing limitations.

PVCS shall be responsible for providing special education and related services under this Agreement to all properly enrolled and eligible PCVS students regardless of their district of residence, to the same extent as other schools of the District provide such services.

To the extent that District staff provides services at a PVCS facility including but not limited to resource specialist program (“RSP”) services, PVCS agrees to provide an office for District staff.

- (d) SELPA Representation. The District superintendent or designee shall represent PVCS at all SELPA meetings, as it represents the needs of all schools of the District. The District shall regularly communicate changes in SELPA policies and rules to PVCS in the same manner as it communicates with other schools of the District.
- (e) SELPA/District Policies and Procedures. PVCS agrees to adhere to the policies and procedures of the SELPA and District pertaining to special education that are consistent with the specific provisions of this MOU.

PVCS agrees to abide by all federal and state laws applicable to PVCS as they pertain to special education.

- (f) Retention of Special Education Funds by District. The District shall retain all state and federal special education funding allocated for PVCS students.

9. Data Reporting. PVCS shall make information available to District as follows:

- (a) California Basic Education Data System (“CBEDS”). PVCS shall maintain a student information database consistent with CBEDS standards, shall maintain a CDS code number from the California Department of Education, and shall complete and submit enrollment and other necessary demographic information to the California Department of Education.

- (b) Annual Progress Report. PVCS will provide an annual report to the District Board, which shall highlight student and academic success, and program achievements in the areas of financial services, curriculum, and parent participation.

10. **Uniform Complaint Procedures, Special Education Due Process Proceedings, and Indemnification.**

- (a) **Uniform Complaint Procedures.** The District will investigate and respond to complaints about special education and related services received under the Uniform Complaint Procedure. PVCS shall cooperate with the District and be responsible for complaints arising from the conduct of PVCS and their respective agents, officers and employees.
- (b) **Special Education Due Process Proceedings.** The District may file a request for a special education due process hearing regarding a PVCS student, if the District determines that it is legally necessary to do so, in order to comply with special education law. The District and PVCS shall cooperate to defend any due process hearing requests filed by, or on behalf of, a PVCS student. In the event that the District determines that legal counsel representation is needed, the District and PVCS shall be jointly represented by legal counsel, unless there is a conflict of interest. In the case where separate counsel is needed or requested by PVCS, PVCS shall be responsible for the separate costs of its legal counsel. PVCS shall indemnify and hold the District harmless from and against any and all liability arising from acts or omissions by PVCS, and their respective agents, officers and employees (hereafter collectively referred to in this paragraph as “PVCS”) agents regarding the provision of special education and related services to PVCS students. This indemnification shall include the legal defense of the District, and their respective agents, officers and employees (hereafter collectively referred to in this paragraph as “District”) against special education due process hearing requests and/or complaints to state or federal agencies. PVCS shall indemnify District against any remedies, including compensatory education, reimbursements and/or money damages, that may be awarded or agreed to for PVCS’s failure to provide appropriate special education and related services. The District shall indemnify and hold PVCS harmless from and against any and all liability arising from acts or omissions by the District related to the District’s provision of special education and related services by the District to PVCS students. This indemnification shall include the legal defense of the PVCS against special education due process hearing requests and/or complaints to state or federal agencies. The District shall indemnify PVCS against any damages, including compensatory education and reimbursements, that may be awarded or agreed to for District’s failure to provide agreed upon special education and related services.
- (c) **Claims Arising From Acts or Omissions of PCVS.** PVCS hereby agrees to defend and indemnify the District and their respective agents, officers and employees (hereafter collectively referred to in this paragraph as “District”) from any claim, action or proceeding against the District, arising out of the acts or omissions of PVCS in the

performance of this MOU. At its discretion, the District may participate at its own expense in the defense of any such claim, action or proceeding, but such participation shall not relieve PVCS of any obligation imposed by this MOU. The District shall notify PVCS promptly of any claim, action or proceeding and cooperate fully in the defense.

- (d) **Claims Arising From Acts or Omissions of the District.** The District hereby agrees to defend and indemnify PVCS and their respective agents, officers and employees (hereafter collectively referred to in this paragraph as “PVCS”) from any claim, action or proceeding against PVCS, arising out of the acts or omissions of the District in the performance of this MOU. At its discretion, PVCS may participate at its own expense in the defense of any such claim, action or proceeding, but such participation shall not relieve the District of any obligation imposed by this MOU. PVCS shall notify the District promptly of any claim, action or proceeding and cooperate fully in the defense.
- (e) **Claims Arising From Concurrent Acts Or Omissions.** PVCS and District hereby agree to defend each of their own interests from any claim, action or proceeding arising out of the concurrent acts or omissions of any other party. In such cases, PVCS and District agree to retain their own legal counsel, bear their own defense costs, and waive their right to seek reimbursement of such costs, except as provided in paragraph (g) below.
- (f) **Joint Defense.** Notwithstanding paragraph (e) above, in cases where both parties agree in writing to a joint defense, the parties may appoint joint defense counsel to defend the claim, action or proceeding arising out of the concurrent acts or omissions of the parties. Joint defense counsel shall be selected by mutual written agreement of the parties. The parties agree to share the costs of such joint defense and any agreed settlement in equal amounts, except as provided in paragraph (g) below. The parties further agree that neither party may bind the other to a settlement agreement without the written consent of the other party. This paragraph shall not apply to special education due process hearing matters covered by paragraph (b) above.
- (g) **Reimbursement And/Or Reallocation.** Where a trial verdict or arbitration award allocates or determines the comparative fault of the parties, the District and/or PVCS may seek reimbursement and/or reallocation of defense costs, settlement payments, judgments and awards, consistent with such comparative fault. This paragraph shall not apply to special education due process hearing matters covered by paragraph (b) above.

11. Insurance. PVCS shall pay for and maintain in full force and effect with one or more insurance companies admitted by the California Insurance Commissioner to do business in the State of California, or self-insurance pools such as ASCIP or the CCSA-JPA, and rated not less than the Best’s rating, if any, for similar coverage provided by the San Diego County Office of Education’s Risk Management Joint Powers Authority and Fringe Benefits Consortium for small districts, (hereafter, “Insurance JPA”) and available to PVCS with the following policies of insurance:

COMMERCIAL GENERAL LIABILITY insurance which shall include contractual, products and completed operations; corporal punishment, sexual misconduct and harassment coverages; and bodily injury and property damage liability insurance; with combined single limits of not less than \$1,000,000 per occurrence.

COMMERCIAL AUTO LIABILITY insurance which shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than \$1,000,000 per person, per occurrence, and property damage liability limits of not less than \$500,000 per occurrence.

WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than the statutory minimums.

PROPERTY AND FIRE INSURANCE which shall include coverage for: (a) Real Property, against risk or direct loss, commonly known as Special Form; (b) Fire Legal Liability, to protect against liability for portions of premises leased or owned; and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of PVCS. If any District property is leased, rented or borrowed, it shall also be insured by PVCS in the same manner as (a) and (b) above.

The above policies of insurance shall be written on forms consistent with those provided by the Insurance JPA. The policies shall be endorsed to name the District, its officers, employees, volunteers, and agents, as additional insured as respects PVCS's operations. Said Additional Insured endorsement shall be provided to the District prior to PVCS's commencement of operations. If at any time said policies of insurance lapse or are canceled, this may become grounds for revocation of the Charter. The acceptance by the District of the above required insurance does not serve to limit the liability or responsibility of the insurer or PVCS to the District. Benefits of said policies shall be available to the District in spite of the District being named as "Additional Insured."

12. Public Meetings and Requests for Information. PVCS agrees to comply with the Ralph M. Brown Act (Government Code Sections 54950 *et seq.*), the California Public Records Act (Government Code Sections 6250 *et seq.*), and Education Code Section 47604.3.

13. Records. PVCS understands and agrees that it will be responsible for maintaining accurate and legal records regarding its business, including but not limited to, student records (e.g., medical records), personnel records (e.g., time cards, etc.), and that such records and information shall not be the District's responsibility.

14. Student Education Records. PVCS shall comply with federal and state laws, including the Family Educational Rights and Privacy Act ("FERPA") (20 USC § 1232g), 34 CFR Part 99, and implementing regulations, Education Code Section 49076, and Title 5 of the California Code of Regulations, regarding the retention and destruction of student educational records.

15. Communications. Notices and communications shall be sent to the parties and addresses set forth below, or such other parties or addresses as PVCS or District may designate in writing:

PVCS:

Gina Campbell
Director
Pacific View Charter School
3670 Ocean Ranch Blvd
Oceanside, CA 92056
(760) 757-0161
(760) 435-2666 fax
gcampbell@pacview.org

District:

Luis Ibarra Ed.D.
Associate Superintendent, Business Services
Oceanside Unified School District
2111 Mission Avenue
Oceanside, CA 92058
(760) 966-4047
(760) 966-0189

16. Construction and Enforcement, Venue. This MOU shall be construed and enforced in accordance with the laws of the State of California with venue in San Diego County.

17. Entire Agreement. This MOU and any attachments shall constitute the full and complete agreement between the parties. All prior representations, understandings and/or agreements are merged into and superseded by this Agreement, with the exception of the Charter, which shall be binding on the parties.

18. Amendments. This MOU may be altered, amended, changed, or modified only by agreement in writing executed by PVCS and the District's duly authorized representative, subject to District Board of Education approval, with a specific reference to this Agreement and the section to which it alters, amends or modifies. Those provisions of this MOU, which are subject to annual review, however, may be amended by PVCS and the District staff in writing.

19. Invalidity of Provisions of this MOU. The terms of this MOU are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the MOU shall remain in effect, unless mutually agreed otherwise by the District and PVCS' governing boards or unless the terms that are unenforceable or invalid would warrant revocation of the Charter. The District and PVCS agree to meet and discuss and resolve any issues or differences relating to provisions in a timely, good faith fashion. PVCS and the District shall propose amendments to this MOU as necessary.

20. Assignment. This MOU shall not be assigned by either party without the prior written consent of the other party, provided that PVCS may, without the consent of the District, delegate the performance but not responsibility for certain duties and obligations of PVCS as set forth in California Charter Law.

21. No Waiver. No waiver of any provision of this MOU shall be deemed or shall constitute a waiver of any other provision, nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

22. Survival. All representations, warranties, and indemnities made herein shall survive termination of this MOU for events occurring during the term of this MOU.

IN WITNESS WHEREOF, the Parties have executed this Memorandum of Understanding on the day and year first written above, which was approved at the June ___, 2014, board meeting.

Dated: _____ 2014

OCEANSIDE UNIFIED SCHOOL DISTRICT

By: _____
Larry Perondi
District Superintendent

Dated: _____, 2014

PACIFIC VIEW CHARTER SCHOOL

By: _____
Gina Campbell
Executive Director

Ratified by the Board of Education,
Oceanside Unified School District
at its meeting, _____, 2014

Approved by the Board of Trustees,
Pacific View Charter School
at its meeting _____, 2014.

Attachment A

Pacific View Charter School Exclusive Employment Acknowledgement

This document is signed by all new employees of PVCS to clarify the employment relationship of PVCS and the Oceanside Unified School District.

The undersigned understands and agrees that he or she is an employee of PVCS and is not an employee of the Oceanside Unified School District. In signing below, I agree that employment offered by PVCS does not obligate the District to any employment terms, conditions or benefits as part of my employment with PVCS.

Employee Signature

Date

00261.00021/145194.1

11.5

SDCOE Uniform Complaint Quarterly Reports Database

Williams and Valenzuela Settlements

Quarterly Complaint Summary ADD a new summary record

[Back to Home Menu](#)User ID: Quarter to
Add: ▼

Please fill in the following table. Enter 0 in any cell that does not apply.

Number of Complaints for Quarter			
	Received	Resolved	Unresolved
CAHSEE Intensive Instruction	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Submitted
By: Title: [Main Menu](#)

SDCOE Uniform Complaint Quarterly Reports Database

Williams and Valenzuela Settlements

Quarterly Complaint Summary ADD a new summary record

[Back to Home Menu](#)User ID: Quarter to
Add: ▼

Please fill in the following table. Enter 0 in any cell that does not apply.

Number of Complaints for Quarter			
	Received	Resolved	Unresolved
CAHSEE Intensive Instruction	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Submitted
By: Title: [Main Menu](#)

SDCOE Uniform Complaint Quarterly Reports Database

Williams and Valenzuela Settlements

Quarterly Complaint Summary ADD a new summary record

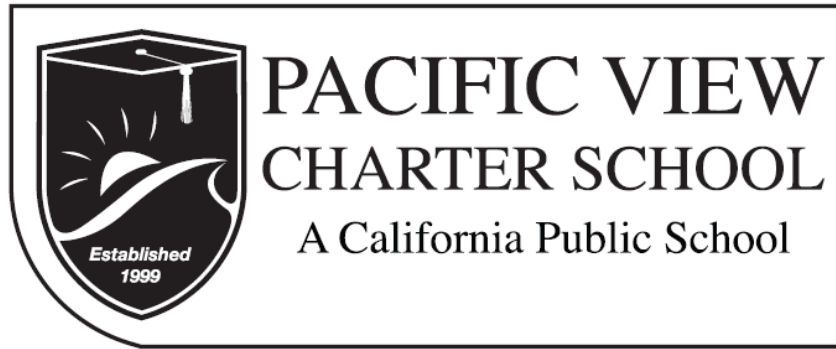
[Back to Home Menu](#)User ID: Quarter to
Add: ▼

Please fill in the following table. Enter 0 in any cell that does not apply.

Number of Complaints for Quarter			
	Received	Resolved	Unresolved
CAHSEE Intensive Instruction	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Submitted
By: Title: [Main Menu](#)

11.6



PACIFIC VIEW CHARTER SCHOOL INJURY & ILLNESS PREVENTION PROGRAM

Pacific View Charter School is committed to providing and maintaining a safe and healthful work environment. To achieve this, an Injury & Illness Prevention Program (IIPP) has been developed. We also believe that safety is every employee's responsibility and expect all employees to use safe work practices and report any unsafe condition that they observe. Supervisors shall consistently promote safety and shall correct unsafe conditions and/or work practices through education, training and enforcement.

GENERAL INFORMATION

Name of facility: Pacific View Charter School
Address: 3670 Ocean Ranch Blvd., Oceanside, CA 92056
Phone: (760) 757-0161

DESIGNATED PERSON(S)

Lori Bentley / Kira Fox

EMPLOYEE COMPLIANCE

All employees are responsible for complying with safe and healthful work practices. Our system of ensuring that all employees comply includes:

- Informing employees of the provisions of our IIPP.
- Evaluating the safety performance of all employees.
- Employee recognition.
- Providing retraining to employees whose safety performance is deficient.

COMMUNICATIONS

All managers and supervisors are responsible for communicating with employees about matters related to occupational safety and health. We encourage all employees to report hazardous acts and conditions without fear of reprisal. We accomplish this through the following:

- Reviewing the IIPP, safety and health policies and procedures, etc., during new employee orientation.
- Training programs.
- Safety meetings.
- Posted and/or distributed safety literature.
- A system for employees to anonymously notify management of hazards.

HAZARD IDENTIFICATION

Periodic inspections to identify hazards will be completed in the following areas:

- | | |
|--------------------------|----------------------|
| ▪ Administrative Offices | ▪ Computer Lab |
| ▪ Biology Lab | ▪ Student Study Hall |
| ▪ Classrooms | ▪ Warehouses |

Inspections are performed:

- When the program is first established.
- When new substances, equipment, processes, etc., are introduced.
- When new or previously unidentified hazards are recognized.
- On-going on an Annual Basis

ACCIDENT INVESTIGATION

Occupational injuries and illnesses are to be investigated by the immediate supervisor as soon as possible after the incident. The purpose of the investigation is to determine the cause so that appropriate corrective action can be taken to prevent recurrence.

HAZARD CORRECTION

Unsafe or unhealthy acts or conditions will be addressed as soon as possible after receiving notification. Those hazards considered most severe will be dealt with first.

TRAINING & INSTRUCTION

All employees will be provided with safety and health training in general safe work practices and with respect to the hazards unique to their specific job assignment. Training will be provided:

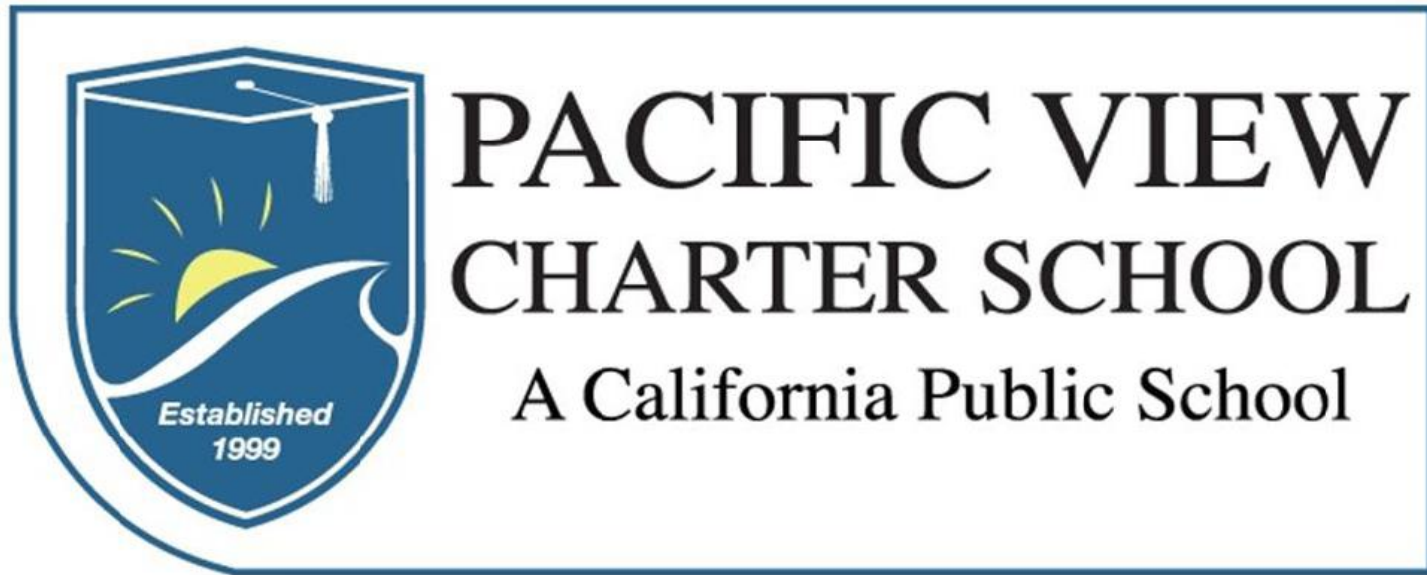
- When the program is first established.
- To all new employees.
- To all employees given new job assignments for which training has not previously been received.
- Whenever new substances, procedures, processes, equipment, etc., are introduced and represent a new hazard.
- Whenever the employer is made aware of a new or previously unrecognized hazard.
- For supervisors to familiarize themselves with the hazards to which the employees under their immediate direction may be exposed.

This Injury and Illness Prevention Program (IIPP) has been reviewed and approved.

Gina Campbell, Executive Director
Signature and Title

Date

11.8



Local Control &
Accountability Plan
2014-15

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Pacific View Charter School

Contact: Gina Campbell, Executive Director

gcampbell@pacificview.org (760) 757-0161

LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
---------------------	----------------

Involvement Process	Impact on LCAP
<p>Pacific View Charter School is a non-classroom based K-12 charter school, serving over 1036 students. As a direct-funded charter school, Pacific View Charter School is its own LEA. Our school began work on an Action Plan in 2013, as part of the WASC Ongoing Self-Study Focus on Learning Process.</p> <p>Pacific View Charter School provides a rigorous academic curriculum that supports the Common Core State Standards with numerous academic supports to address the learning gaps of its students.</p> <p>Pacific View Charter School informed its stakeholder about LCFF/LCAP using numerous modes of communication: Executive Director's Meeting with Parents/Community, School wide events, staff presentation, electronic mail, correspondence sent home, and the school's website.</p> <p>In order to gather input, Pacific View Charter School developed an online self-administered questionnaire for all stakeholders (Community, Parents, Staff, and students) using a 5-point scale, which addressed each of the 8 State Priorities to ensure meaningful input and engagement in the drafting of our school's LCAP report. In addition, the online questionnaire for parents an additional set of questions that required feedback on various areas including subject-specific student performance and academic supports. To ensure adequate input from all stakeholders and subgroups, students and parents of students were asked for their racial background and if they identified with any of the subgroups including "unduplicated counts." To ensure anonymity, the online questionnaire did not collect any names.</p> <p>The following documents were collected, reviewed, disaggregated and analyzed in the development of the LCAP:</p> <ul style="list-style-type: none"> • Charter Petition • WASC Midterm Report 	<p>After numerous meetings and presentations with stakeholders, Pacific View Charter School, identified common themes, which are listed below. The input received from various stakeholders served to align the LCAP with the WASC Action Plan, whose focus is to ameliorate student achievement.</p> <ul style="list-style-type: none"> • Provide Professional Development for teachers on CCSS and Instructional Practice for 21st Century Learners • Implement Common Core aligned benchmark assessments • Providing academic intervention/support for struggling students • Expanding parent opportunities and workshops to support their child's academic progress • Developing a strategic plan for students to prepare them for College & Career Readiness • Developing a data-driven culture <p>There was a total of 42 respondents from the online questionnaire from all stakeholders, comprised of staff, parents and students.</p> <ul style="list-style-type: none"> • 12% of respondents identified as school staff • 19% identified as students • 62% identified as parents • 7% Community Members

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> • WASC Visiting Committee Report • Benchmark Assessments • CELDT Assessment Results • RTI Tier Reports • College to Career Reports • California Standards Test Results (CST) • Academic Performance Index (API) Reports • Annual Yearly Progress Reports (AYP) • Student/School Demographics • School Accountability Report Card (SARC) • 2013-14 Action Plan • 2012-14: ADA Reports • CALPADS Reporting <p>A draft version of the LCAP was presented to all stakeholders and posted on our school's website for additional feedback, review and consultation, in May 2014.</p> <p>On June 17, 2014, Pacific View Charter School's LCAP was presented to the governing board for Board Approval along with the Final Budget. .</p>	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific

subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
NEED: To have all teachers appropriately assigned and fully credentialed, provide broad range of standards-aligned instructional materials, and safe, secure & clean facilities METRIC: CALPADS, SARC Report	GOAL #1: Students will have access to standards-aligned instructional resources & materials needed for learning.	All Students	Pacific View Charter School		100% of students will have access to a fully certified, highly qualified teacher (HQT). 100% of students will have access to standards-aligned curriculum & instructional materials. All students	100% of students will continue to have instructional access from a fully certified, highly qualified teacher (HQT). 100% of students will continue to have access to standards-aligned curriculum & instructional materials.	100% of students will continue to have instructional access to a fully certified, highly qualified teacher (HQT). 100% of students will continue to have access to standards-aligned curriculum & instructional materials.	Priority 1: Basic Services Priority 2: Implementation of Common Core State Standards Priority 6: School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					will receive instruction in facilities that are safe, secure, clean and well maintained.	All students will continue to receive instruction in facilities that are safe, secure, clean and well-	All students will continue to receive instruction in facilities that are safe, secure, clean and well-	
NEED: To provide instruction to support structured language development, and effective program to identify, assess, support and serve EL students <ul style="list-style-type: none"> Annually increase the 	GOAL #2: Professional Development focused on Common Core State Standards ELA and ELD Standards.	All Students English Learners	Pacific View Charter School		Students will receive instructional access by teachers who are participating in CCSS ELA/ELD Framework training. Provide additional academic intervention course &	Students will receive instruction by teachers who continue to create, revise and reflect on subject matter lesson/unit plans. Continue to provide additional academic	Students will receive instruction by teachers who continue to build expertise on all core content areas. Continue to provide additional	Priority 2: Implementation of the CCSS Priority 4: Student Achievement Priority 5: Student Engagement Priority 8: Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
number of EL who reclassify as Fluent English Proficient • Increase EL reclassification Rates METRIC: CELDT, Local Benchmark Assessments, CAASPP, Reclassification Rates, AMAO1 & AMAO2					web-based resources for EL students as needed EL students will improve by one performance level annually as identified via CELDT Increase percentage of EL students who are reclassified as RFEP by 5%.	intervention course & web-based resources for EL students EL students will improve by one performance level annually as identified via CELDT Increase percentage of EL students who are reclassified as RFEP by 5%.	academic intervention course & web-based resources for EL students EL students will improve by one performance level annually as identified via CELDT Increase percentage of EL students who are reclassified as RFEP by 5%.	
NEED: Improve Professional	GOAL #3: All teachers	All Students	Pacific View Charter		Students are instructed	Students are instructed	Teachers who utilize teacher	Priority 2: Implementation of the

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Development Continue to close the achievement gap for all subgroups to ensure that all students are on track to graduate, and prepared for college</p> <p>METRIC: CELDT, IEP's, local benchmark assessments, classroom & Peer observations, CAASPP</p>	will participate in Professional Development to enhance their instructional practice and focus on 21 st century instruction and learning.	English Learners Students with Disabilities	School		by teachers, who engage in a variety of Professional Development trainings to enhance 21 st century instruction and core content. Using RTI, identify low performing students for academic intervention. Provide every student with an	by teachers, who continue to develop and refine a balanced instructional design. Using RTI, identify low performing students for academic intervention. Provide every student with an individualized learning plan with growth targets &	rounds to continue to reflect and refine their 21st century instruction instruct students. Using RTI, identify low performing students for academic intervention. Provide every student with an individualized learning plan with growth targets & monitor	Common Core State Standards and ELD Standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					individualized learning plan with growth targets & monitor for progress. Students with disabilities will meet annual IEP Goals.	monitor for progress. Students with disabilities will meet annual IEP Goals.	for progress. Students with disabilities will meet annual IEP Goals.	
NEED: For students to gain academic content knowledge through the implementation of the CCSS. Annually increase number of EL and SPED students	GOAL #4: Students will meet or exceed the expectations defined by the Common Core State Standards.	All Students	Pacific View Charter School		2014-15 CAASPP (ELA & Math) assessment results will serve to establish a baseline.	Students scoring proficient or above on the CAASPP in ELA and math will demonstrate at least one year of growth from 2015 to 2016. Students scoring	Students scoring proficient or above on the CAASPP in ELA and math will demonstrate at least one year of growth from 2016 to 2017. Students scoring	Priority 1: Basic Services Priority 2: Implementation of CCSS Priority 4: Student Achievement Priority 5: Student

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
demonstrating growth. METRIC: CAASPP, Benchmark Assessments					Implement Common Core Aligned benchmark assessments for all students in ELA & Math.	below proficient will make greater than one year's growth as necessary to reach proficiency within three years or less. Continue to implement Common Core aligned benchmark assessments for ELA, & Math. Expand Common Core aligned benchmark assessments to	below proficient will make greater than one year's growth as necessary to reach proficiency within three years or less. Continue to implement Common Core aligned benchmark assessments for ELA, and math. Continue to implement Common Core	Engagement Priority 6: School Climate Priority 8: Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
						include History & Science.	aligned benchmark assessments for all core subjects.	
NEED: Using RTI, to identify students who require targeted academic intervention METRIC: ELA/Math Benchmark Assessments, CAASPP, SARC, Teacher & Student Surveys	GOAL #5: Increase supplemental resources, and technology to support academic success.	All Students	Pacific View Charter School		Students will have increased access to supplemental materials such as non-fiction texts and computer-based instructional programs. Implement 1:1 laptops for Grades 6-8	Students will have increased access to supplemental materials and computer-based program that will bridge identified gaps in learning. Expand 1:1 laptops/tablets for grades K-5	Students will have increased access to supplemental materials and computer-based programs that will meet individual needs and enrich their learning. Expand 1:1 laptops for grades 9-12	Priority 2: Implementation of CCSS & ELD Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access Priority 8: Other Student Outcomes
Need: To	GOAL #6:	All	Pacific		80% of	Maintain	Maintain	Priority 2:

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>ensure all students have access to academic/counselor and are not credit deficient. Provide CAHSEE ELA & CAHSEE Math Prep including academic tutoring for K-12.</p> <p>Metrics: Course Pass Rate; CAHSEE Passing Rates, EAP Reporting</p>	Students will graduate on time and ready for College & Career	Students	View Charter School		<p>Grade 10 students will pass CAHSEE ELA & Math</p> <p>Increase passing rate for credit deficient students by 5%</p> <p>100% of Grade 11 students will take the CAASPP ELA/Math for EAP</p> <p>Host annual College Application & Financial</p>	<p>an 80% Pass Rate in CAHSEE ELA & Math for Grade 10 students</p> <p>Increase passing rate for credit deficient students by 7%</p> <p>100% of Grade 11 students will take the CAASPP ELA/Math for EAP.</p> <p>Student Ambassadors & Professors visit and</p>	<p>an 80% Pass Rate in CAHSEE ELA/Math for Grade 10 students</p> <p>Increase passing rate for credit deficient students by 9%</p> <p>100% of Grade 11 students will take the CAASPP ELA/Math for EAP</p> <p>Visit 2 Colleges/Universities</p>	<p>Implementation of Common Core State Standards</p> <p>Priority 4: Student Achievement</p> <p>Priority 5: Student Engagement</p> <p>Priority 7: Course Access</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Aid Workshop	present College Program Options		
Need: To expand the school's SIS/LMS to collect & disaggregate student achievement data Metric: School Pathways Reports	GOAL #7: Continue to implement the systematic operation tool to support data-driven decision-making	All Students	Pacific View Charter School		Collect, disaggregate, analyze & develop longitudinal student achievement/ data reports.	Collect, disaggregate, analyze & develop longitudinal student achievement/ data reports.	Collect, disaggregate, analyze & develop longitudinal student achievement/ data reports.	Priority 4: Student Achievement Priority 8: Other Student Outcomes
Need: Increase counseling services and other mental health services. Establish parent workshops to support student achievement	GOAL #8: Increase resources and services to students, and parents to ensure student engagement, school connectedness and	All Students	Pacific View Charter School		Students will have access to an increased number of counselors & mental health providers who will support individualized	An increased number of counselors and mental health providers will support individualized student needs.	An increased number of counselors and mental health providers will support individualized student needs.	Priority 3: Parent Involvement Priority 5: Student Engagement Priority 6: School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>.</p> <p>Metric: Student & Parent Surveys, Referrals to Counselor & Mental Health Professionals</p>	positive school culture.				<p>student needs.</p> <p>Decrease suspension rates by 5%</p> <p>Maintain ADA at 96%.</p> <p>Students & parents will provide feedback on school safety, connectedness and motivation .</p>	<p>Decrease suspension rates by an additional 5%</p> <p>Increase ADA at 97%</p> <p>Students & parents will continue to provide feedback on school safety, connectedness and motivation .</p>	<p>Decrease suspension rates by an additional 5%</p> <p>Increase ADA at 98%</p> <p>Students & parents will continue to provide feedback on school safety, connectedness and motivation .</p>	
Need: To provide parents with training to actively participate	GOAL #9: Increase parent involvement workshops	All Students	Pacific View Charter School		Develop parent engagement opportunities	Increase the number of parents involved in engagement	Continue to Increase the number of parents involved in	Priority 3: Parent Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
in their child's education. Metric: LCAP Stakeholder Engagement , Parent Surveys, Participation in Trainings	, activities, and parent input in decision-making.				through a variety of trainings and input opportunities.	nt opportunities through a variety of trainings and input opportunities.	engagement opportunities through a variety of trainings and input opportunities.	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
GOAL #1: Students will have access to standards-aligned instructional resources & materials needed for learning.	Priority 1: Basic Services	Teacher Quality, Highly Qualified Teacher Authorizations	LEA-wide		\$2,008 Object 5200	\$2,192 Object 5200	\$2,000 Object 5200
GOAL #1: Students will have access to standards-aligned instructional resources & materials needed for learning.	Priority 1: Basic Services Priority 2: Implementation of Common Core State Standards Priority 6: School Climate	Purchase of Common Core aligned curriculum & instructional materials (ELA, math, Science & History).	LEA-wide		\$58,904 Object 5800	\$60,208 Object 5800	\$55,461 Object 5800
GOAL #3: All teachers will participate in Professional Development to enhance their instructional practice and focus on 21 st century	Priority 2: Implementation of Common Core State Standards	Costs for Professional Development on Common Core State Standards including (Differentiated Instruction; Using Technology to Improve Student Learning &	LEA-wide		\$4,500 Object 5200	\$4,914 Object 5200	\$4,445 Object 5200

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
instruction and learning.		engagement; Using student achievement data to drive instruction, 21 st Century Learning, Special Education, Using Academic Intervention Programs (i.e. Renaissance Learning, Math 180, Read 180); and formalizing RTI					
GOAL #4: Students will meet or exceed the expectations defined by the Common Core State Standards.	Priority 1: Basic Services	Costs for CCSS aligned benchmark assessments	LEA-wide		\$2,000 Object 5200	\$5,459 Object 5200	\$3,938 Object 5200
	Priority 2: Implementation of CCSS Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate Priority 8: Other Student Outcomes				\$7,000 Object 4300	\$7,643 Object 4300	\$6,913 Object 4300
GOAL #4: Students will meet or exceed the	Priority 1: Basic Services Priority 2:	Costs for CAASPP Testing materials. Costs for IT	LEA-wide		\$	\$4,959 Object 4300	\$4,485 Object 4300

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
expectations defined by the Common Core State Standards.	Implementation of CCSS Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate Priority 8: Other Student Outcomes	Specialist to provide technical support					
GOAL #5: Increase supplemental resources, and technology to support academic success.	Priority 2: Implementation of CCSS & ELD Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access Priority 8: Other Student Outcomes	Costs for supplemental materials such as non-fiction texts and computer-based instructional programs. Costs for RTI Program Expansion	LEA-wide		\$1,300 Object 4100 \$15,500 Object 4300 \$1,000 Object 5200	\$1,420 Object 4100 \$16,924 Object 4300 \$1,092 Object 5200	\$1,284 Object 4100 \$15,308 Object 4300 \$988 Object 5200
GOAL #5: Increase supplemental	Priority 2: Implementation of CCSS & ELD	Costs for 1:1 laptop program expansion.	LEA-wide		\$18,450 Object 4300	\$20,145 Object 4300	\$18,211 Object 4300

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
resources, and technology to support academic success.	Priority 4: Student Achievement	Costs for hardware and software.			\$5,533 Object 4300/5800	\$6,041 Object 4300/5800	\$5,464 Object 4300/5800
	Priority 5: Student Engagement	Costs for infrastructure upgrades.			\$5,000 Object 5200	\$5,459 Object 5200	\$4,938 Object 5200
	Priority 7: Course Access	Costs for IT Specialist			\$1,020 Object 5800	\$1,114 Object 5800	\$1,008 Object 5800
	Priority 8: Other Student Outcomes						
GOAL #6: Students will graduate on time and ready for College & Career	Priority 2: Implementation of Common Core State Standards	Costs for full-time Director of Curriculum & Director of Student Services.	LEA-wide		\$300 Object 4300	\$328 Object 4300	\$297 Object 4300
	Priority 4: Student Achievement	Costs for Grade 11 CAASPP ELA & Math testing for EAP designation					
	Priority 5: Student Engagement						
	Priority 7: Course Access						
GOAL #6: Students will graduate on time and ready for College & Career	Priority 2: Implementation of Common Core State Standards	Costs for hosting College Application & Financial Aid (FAFSA) workshops, Navigating the enrollment process, and	LEA-wide		No Cost-Volunteered time	No Cost-Volunteered time	No Cost-Volunteered time
	Priority 4: Student Achievement						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>Priority 5: Student Engagement</p> <p>Priority 7: Course Access</p>	<p>placement examinations for students & families.</p> <p>Costs for guest speakers on College & Careers.</p> <p>Costs for parents meeting with teachers to discuss student academic progress.</p>					
GOAL #6: Students will graduate on time and ready for College & Career	Priority 2: Implementation of Common Core State Standards	Costs for CAHSEE ELA & Math Prep.	LEA-wide		\$1,200 Object 4300	\$1,310 Object 4300	\$1,185 Object 4300
	Priority 4: Student Achievement	Costs for Study Hall			\$19,572 Object 5800	\$21,370 Object 5800	\$19,329 Object 5800
	Priority 5: Student Engagement	Costs for academic tutoring					
	Priority 7: Course Access	Costs for Edutech supplemental course to frontload students with lesson lecture.					
GOAL #7: Continue to implement the systematic operation tool to support	Priority 4: Student Achievement	Costs for School Pathways SIS/LMS	LEA-wide		\$10,000 Object 5800	\$10,919 Object 5800	\$9,876 Object 5800
	Priority 8: Other Student	Costs for Director of Student Services to collect,					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
data-driven decision-making	Outcomes	disaggregate, analyze and report student achievement data and prepare longitudinal reports for all stakeholders.					
GOAL #8: Increase resources and services to students, and parents to ensure student engagement, school connectedness, and positive school culture.	Priority 3: Parent Involvement	Cost for mental health professionals.	LEA-wide		\$400 Object 4300	\$437 Object 4300	\$395 Object 4300
	Priority 5: Student Engagement Priority 6: School Climate	Costs for counselor (social issues not academic) Costs for implementation of student & parent surveys. Costs for student workshops on bullying, code of conduct Costs for Field Trips			\$4,000 Object 5800	\$4,368 Object 5800	\$3,951 Object 5800
GOAL #9: Increase parent involvement workshops, activities, and parent input in decision-making.	Priority 3: Parent Involvement	Costs for establishing parent workshops & speakers on the following topics: <ul style="list-style-type: none"> Common Core State Standards – understanding the standards, rigor, and 	LEA-wide		\$500 Object 4300	\$546 Object 4300	\$494 Object 4300

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		instruction <ul style="list-style-type: none"> • Providing online videos for parents on instructional strategies (how to teach lessons) • Using technology to enhance learning • Understanding student achievement data & testing requirements • Character Education 					

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		For low income pupils:					
GOAL #6: Students will graduate on time and ready for College & Career	Priority 2: Implementation of Common Core State Standards	Costs for targeted academic tutoring	LEA-wide		\$59,040 Object 5800	\$64,465 Object 5800	\$58,308 Object 5800
	Priority 4: Student Achievement	Costs for RTI Tier 1-4 Services					
	Priority 5: Student Engagement	Costs for Read 180 & Math 180 Program					
	Priority 7: Course Access						
GOAL #8: Increase resources and services to students, and parents to ensure student engagement,	Priority 3: Parent Involvement	Cost for mental health professionals.	LEA-wide		\$4,000 Object 5800	\$4,368 Object 5800	\$3,951 Object 5800
	Priority 5: Student Engagement	Costs for counselor (social issues					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
school connectedness, and positive school culture.	Priority 6: School Climate	not academic)					
		For English learners:					
GOAL #2: Professional Development focused on Common Core State Standards ELA and ELD Standards.	Priority 2: Implementation of the CCSS Priority 4: Student Achievement Priority 5: Student Engagement Priority 8: Other Student Outcomes	Professional Development expenses for CCSS ELA & ELD Frameworks. Purchase of CCSS ELA/ELD Curricular & supplemental materials that support EL's including but not limited to Read 180 and L-Book designated for EL's	LEA-wide		\$1,000 Object 5200	\$1,092 Object 5200	\$988 Object 5200
GOAL #2: Professional Development focused on Common Core State Standards ELA and ELD Standards.	Priority 2: Implementation of the CCSS Priority 4: Student Achievement Priority 5: Student Engagement	Costs for additional academic intervention course & web-based resources for EL students including but not limited to Read 180/Math	LEA-wide		\$5,942 Object 5800	\$6,488 Object 5800	\$5,868 Object 5800

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Priority 8: Other Student Outcomes	180 Program					
GOAL #2: Professional Development focused on Common Core State Standards ELA and ELD Standards.	Priority 2: Implementation of the CCSS Priority 4: Student Achievement Priority 5: Student Engagement Priority 8: Other Student Outcomes	Costs for ELD Services to improve student achievement for EL's (program & service costs) Costs for CELDT Coordinator & Testing materials.	LEA-wide		\$423 Object 4300/5800	\$423 Object 4300/5800	\$383 Object 4300/5800
		For foster youth:					
GOAL #6: Students will graduate on time and ready for College & Career	Priority 2: Implementation of Common Core State Standards Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access	Costs for targeted academic tutoring Costs for RTI Tier 1-4 Services Costs for Read 180 & Math 180 Program	LEA-wide		Allocations listed above.	Allocations listed above.	Allocations listed above.
GOAL #8:	Priority 3:	Cost for	LEA-		Allocations	Allocations	Allocations

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase resources and services to students, and parents to ensure student engagement, school connectedness, and positive school culture.	Parent Involvement Priority 5: Student Engagement Priority 6: School Climate	mental health professionals. Costs for counselor (social issues not academic)	wide		listed above.	listed above.	listed above.
		For redesignated fluent English proficient pupils:					
GOAL #2: Professional Development focused on Common Core State Standards ELA and ELD Standards.	Priority 2: Implementation of the CCSS Priority 4: Student Achievement Priority 5: Student Engagement Priority 8: Other Student Outcomes	Professional Development expenses for CCSS ELA & ELD Frameworks. Purchase of CCSS ELA/ELD Curricular & supplemental materials that support EL's including but not limited to Read 180 and L-Book designated for EL's	LEA-wide		Allocations listed above.	Allocations listed above.	Allocations listed above.
GOAL #2: Professional	Priority 2: Implementation	Costs for additional	LEA-wide		Allocations listed	Allocations listed	Allocations listed

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Development focused on Common Core State Standards ELA and ELD Standards.	of the CCSS Priority 4: Student Achievement Priority 5: Student Engagement Priority 8: Other Student Outcomes	academic intervention course & web-based resources for EL students including but not limited to Read 180/Math 180 Program			above.	above.	above.
GOAL #2: Professional Development focused on Common Core State Standards ELA and ELD Standards.	Priority 2: Implementation of the CCSS Priority 4: Student Achievement Priority 5: Student Engagement Priority 8: Other Student Outcomes	Costs for ELD Services to improve student achievement for EL's (program & service costs) Costs for CELDT Coordinator & Testing materials.	LEA-wide		Allocations listed above.	Allocations listed above.	Allocations listed above.

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of

enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Pacific View Charter School increase in 2014/15 GAP funding is \$68,134. Pacific View Charter School did not receive EIA funding, but allocated expenditures for 2013/14 in the amount of \$89,570 (in-lieu of EIA) were dedicated to our populations of unduplicated students. Pacific View Charter School's additional supplemental and concentration spending requirements is 7.31%. Details of future year 2014/15 expenditures for unduplicated students are provided above. Explanations of Goal, Actions and Services and anticipated cost are addressed accordingly.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Refer to sections of LCAP specifically identified as unduplicated counts students. Higher percentage of EL identification, Specific 1:1 laptop allocations are designed to target unduplicated students at higher percentage than other students based on the fact that Pacific View Charter School population is over 55% unduplicated count. Credit deficit student achievements shall increase at an estimated 2% per year. Pacific View Charter School serves a transient population and the school accommodates many students that are credit deficient and part of the unduplicated count as well. Reading and math curriculum programs are geared to unduplicated count population. Math 180 shall be purchased (100% investment, but 75% will serve unduplicated count) and Read 180 expanded to address the unduplicated count students as well. In many ways Pacific View Charter School identified by a high level of at risk students, from economically disadvantaged backgrounds, ELL and a small population of foster students. Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grants attached below.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

11.9

PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING

June 17, 2014

2014/15 PROPOSED/ADOPTED BUDGET

**Pacific View Charter School
2014/15 Proposed/Adopted Budget
Financial Summary – June 17, 2014**

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 2014/15 financial status, Proposed/Adopted 2014/15 Budget and projections for two subsequent fiscal years. The 2014/15 Budget will require the Board's review and action.

The Proposed/Adopted 2014/15 Budget includes the following items:

- ✓ 2014/15 Proposed/Adopted Multi-year Projection and Assumptions
- ✓ 2014/15 Proposed/Adopted LCFF Spreadsheets & Charts
- ✓ 2014/15 School Services of California Dart Board

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	7,011	7,116	7,328	8,491
Supplemental Grants	20%	20%	20%	20%
Concentration Grants	50%	50%	50%	50%

- The School has a Memorandum of Understanding with the Oceanside Unified School District (OUSD) to provide special education services to our students. OUSD receives all PVCS's NCCSE revenue in exchange for the programs and services provided to our students.

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

	2013/14	2014/15	2015/16	2016/17
Enrollment	427	427	427	427
A.D.A.	408.60	408.60	408.60	408.60
A.D.A. Ratio	95.69%	95.69%	95.69%	95.69%

Pacific View Charter School
2014/15 Proposed/Adopted Budget
Financial Summary – June 17, 2014

The enclosed reports provide updated, detailed financial information for our 2014/15 budget and projections for the subsequent two fiscal years. Following are the major highlights of the 2014/15 budget which form the foundation for the Executive Director's Goals and the School's Mission.

1. Implementation of Math 180 Curriculum for High School program
2. Additional instructional materials for Read 180
3. Implementation of ST Math for K-8 program
4. Contract for family counseling services
5. Enhanced Aventa curriculum with Peak Library
6. Implementation of 1.1 computers in grades 6-8
7. Purchase of additional Chromebooks
8. Creation of Common Core collaborative classroom
9. Researching a student computer donation program
10. Common Core Professional Development
11. Smarterbalanced Testing Professional Development
12. Technology Professional Development
13. Identify and support unduplicated count students
14. Modernization, Improvement, and Transformation Initiative Project

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2014-2017 Proposed/Adopted Budget**

ENTERPRISE FUND		2013-14 Estimated Actuals 5/31/2014	2014-15 Working/ Adopted Budget	2015-16 Projected Budget	2016-17 Projected Budget
A. REVENUES					
1) Revenue Limit Sources	8010-8099	3,299,985	3,424,062	3,719,091	3,864,901
2) Other Federal Revenues	8100-8299	0	0	0	0
3) Other State Revenues	8300-8599	185,391	92,627	92,627	92,627
4) Other Local Revenues	8600-8799	12,910	10,000	10,320	10,659
5) TOTAL REVENUES		3,498,286	3,526,689	3,822,038	3,968,187
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	1,514,257	1,470,107	1,528,911	1,590,068
2) Classified Salaries	2000-2999	280,883	330,492	343,712	357,460
3) Employee Fringes	3000-3999	419,664	494,976	521,548	563,000
4) Books, Supplies, Non-Capital Equip	4000-4999	168,700	116,127	119,611	123,199
5) Services, Other Operating Exp	5000-5999	1,076,369	1,061,356	1,093,197	1,125,993
7) Other Outgo	7100-7299	0	0	0	0
8) Direct Support/Indirect Costs	7300-7399	0	0	0	0
9) TOTAL EXPENDITURES		3,459,873	3,473,058	3,606,978	3,759,719
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES & USES		38,413	53,631	215,060	208,467
D. Other Financing Sources/Uses					
1) Interfund Transfers In - 8919					
2) Interfund Transfers Out - 7619		0			
E. Net Increase(Decrease) in Fund Balance		38,413	53,631	215,060	208,467
F. FUND BALANCE, RESERVES					
1) Fund 62/62-01 Beginning Balance/July 1		2,310,606	2,349,019	2,402,650	2,617,710
2) Ending Balance		2,349,019	2,402,650	2,617,710	2,826,177
Components of Fund Balance					
Restricted for Econ Uncert.		103,796	104,192	108,209	112,792
Restricted for Special Purposes		2,245,223	2,298,458	2,509,500	2,713,386
Undesignated		0	0	0	0
Total Components of Fund Balance		2,349,019	2,402,650	2,617,710	2,826,177
SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS		386,088	387,088	388,088	389,088

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2014-2017 Proposed/Adopted Budget**

		2013-14 Estimated Actuals	2014-15 Working/ Adopted	2015-16 Projected Budget	2016-17 Projected Budget
Designated for Economic Uncertainty	9770-000	103,796	104,192	108,209	112,792
TOTAL		103,796	104,192	108,209	112,792
Revolving Cash Reserve	9711-000	200	200	200	200
Deferred Maintenance Reserve	9780-009	50,000	50,000	50,000	50,000
Erate/100 Laptops/Laptop Cart	9780-008	14,848	14,848	15,293	15,752
Payroll/Facilities Reserve	9780-007	150,000	150,000	150,000	150,000
Land/Bldg/Deprec/Comp Absence/Growth	9780-000	1,808,463	1,861,698	2,072,295	2,275,721
Long Term Debt Reserve (Building)	9780-012	217,571	217,571	217,571	217,571
Long Term Debt Reserve (Automobile)	9780-013	4,141	4,141	4,141	4,141
TOTAL		2,245,223	2,298,458	2,509,500	2,713,385
Undesignated	9790-000	(0)	0	0	0
TOTAL		(0)	0	0	0
TOTAL RESERVES		2,349,019	2,402,650	2,617,710	2,826,177

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2014-2017 Proposed/Adopted Budget**

	2014-15 PROJECTED	2015-16 PROJECTED	2016-17 PROJECTED
<u>REVENUE</u>			
1. COLA	0.850%	2.10%	2.30%
2. LOTTERY	\$156.00	\$156.00	\$156.00
3. ENROLLMENT ESTIMATES			
Totals	427	427	427
4. ENROLLMENT INCREASE(DECREASE)	0	0	0
Percentage Change	0.00%	0.00%	0.00%
5. REVENUE LIMIT ADA	408.60	408.60	408.60
<u>EXPENDITURES</u>			
1. FRINGE BENEFIT RATES			
STRS State Teachers Retirement System	9.50%	9.50%	9.50%
PERS Public Employee Retirement System	11.77%	11.77%	11.77%
Social Security	6.20%	6.20%	6.20%
Medicare	1.45%	1.45%	1.45%
SUI State Unemployment Insurance/ 09/10 .30%	1.10%	1.10%	1.10%
Workers Compensation/09/10 1.80%	1.89%	1.89%	1.89%
Health Insurance cost per year	\$ 175,076	\$ 192,584	\$ 221,471
Books and Supplies/Other Operating Services	3%	3%	3%

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2014-2017 Proposed/Adopted Budget**

REVENUES	2014-15	2015-16	2016-17
<i>Total Student Enrollment</i>	<i>427</i>	<i>427</i>	<i>427</i>
<i>Total Student ADA</i>	<i>408.60</i>	<i>408.60</i>	<i>408.60</i>
Student ADA at 95.69% - MS - Grade K-3	28.60	28.60	28.60
Student ADA at 95.69% - MS - Grade 4-6	23.27	23.27	23.27
Student ADA at 95.69% - MS - Grade 7-8	33.89	33.89	33.89
Student ADA at 95.69% - HS - Grade 9-12	362.82	362.82	362.82
Revenue Limit Sources			
0000-000 8011 LCFF Base Funding	1,742,863	1,996,872	2,144,219
0000-000-8011-001 LCFF Base Funding Prior Year	0		
0000-500-8011 Supplemental & Concentration Grants	233,134	253,684	229,468
0000-500-8011-001 Supplemental & Concentratio Grants PY	0		
1400-000-8012 Education Protection Account	482,500	482,500	482,500
1400-000-8012-001 Education Protection Account Prior Year	0		
0000-000-8096 In lieu of Property Taxes-Included in Prin Appor	965,565	986,035	1,008,714
TOTALS	3,424,062	3,719,091	3,864,901
Other State Revenues			
0000-000-8550 Mandated Costs	17,485	17,485	17,485
7405-000-8590 Common Core Funding	0	0	0
7405-000-8590-001 State Prior Year	0	0	0
Various-8590 Star/CAHSEE Testing Revenue	1,450	1,450	1,450
1100-000-8560 State Lottery - CY Unrestricted	59,336	59,336	59,336
1100-000-8560-001 State Lottery - Prior Year Unrestricted	0	0	0
6300-000-8560 State Lottery - CY Restricted	14,356	14,356	14,356
6300-000-8560-001 State Lottery Restricted Adjustment	0	0	0
TOTALS	92,627	92,627	92,627
Other Local Revenues			
0000-000-8660 Interest	2,000	2,080	2,172
0000-000-8699 All other local revenue	8,000	8,240	8,487
TOTALS	10,000	10,320	10,659
TOTAL REVENUE	\$3,526,689	\$3,822,038	\$3,968,187

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2014-2017 Proposed/Adopted Budget**

EXPENDITURES		2014-15	2015-16	2016-17
		18.5	18.5	18.5
<i>Certificated Salaries</i>				
1000-1999		1,470,107	1,528,911	1,590,068
Teacher salaries based on 15.5 FTE				
Admin Salaries 3.0 FTE				
<i>Classified Salaries</i>				
2000-2999		330,492	343,712	357,460
Support staff & office salaries 5.0 FTE				
Admin Salaries 1.0 FTE				
<i>Employee Fringes</i>				
3111 STRS		140,959	145,247	151,056
3212 PERS		38,902	40,455	42,073
3312 Social Security		20,491	21,310	22,163
3321/3322 Medicare		26,109	27,153	28,239
3401/3402 Health & Welfare Benefits		175,076	192,584	221,471
3501/3502 Unemployment Insurance		59,408	59,407	61,189
3601/3602 Workman's Compensation Ins.		34,031	35,393	36,808
TOTALS		494,976	521,548	563,000
<i>Books and Supplies</i>				
4000-4999		116,127	119,611	123,199
<i>Services, Other Operating Expense</i>				
5000-5999		1,061,356	1,093,197	1,125,993
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		\$3,473,058	\$3,606,978	\$3,759,719

**Charter School Data Elements required to calculate the LCFF
for 2013-14 through 2016-17**

Pacific View Charter

6/10/14

	2013-14	2014-15	2015-16	2016-17
COLA	1.57%	0.86%	2.12%	2.30%
GAP Funding rate	11.78%	28.05%	33.95%	21.67%
In-Lieu of Property Tax	957,332	965,565	986,035	1,008,714
<i>This should be the amount reported on CDE Exhibit: Charter School Block Grant Funding COE use Line B-3, EHS use Line B-5, Unified use Line E-5. Ask sponsoring District to provide estimate</i>				
Statewide 90th percentile rate	14,500	14,500	14,500	14,500

ENROLLMENT AND UNDUPLICATED COUNT

	Enrollment	Unduplicated Count	Unduplicated %	
2013-14	427.00	229.50	53.75%	1 yr average
2014-15	427.00	229.50	53.75%	2 yr average
2015-16	427.00	229.50	53.75%	3 yr average
2016-17	427.00	229.50	53.75%	3 yr rolling avg
2017-18	427.00	229.50	53.75%	3 yr rolling avg

UNDUPLICATED % OF DISTRICT

Enter data for the district that the charter school is physically located in. If located in more than one district, enter % for the district with the highest percentage.

District	Unduplicated %	
2013-14	66.44%	1 yr average
2014-15	66.44%	2 yr average
2015-16	66.44%	3 yr average
2016-17	66.44%	3 yr rolling avg
2017-18	66.44%	3 yr rolling avg

AVERAGE DAILY ATTENDANCE (ADA)

Enter P2 Data - Note Charter School ADA is always funded on Current Year

2013-14				
Grade Span	2013-14 ADA	LCFF ADA	Ungr	Total
Grades K-3	28.60	28.60	-	28.60
Grades 4-6	23.27	23.27	-	23.27
Grades 7-8	33.89	33.89	-	33.89
Grades 9-12	362.82	362.82	-	362.82
Ungraded (or enter by grade)				-
SUBTOTAL ADA	448.58	448.58	-	448.58
2014-15				
Grade Span	2014-15 ADA	LCFF ADA	Ungr	Total
Grades K-3	28.60	28.60	-	28.60
Grades 4-6	23.27	23.27	-	23.27
Grades 7-8	33.89	33.89	-	33.89
Grades 9-12	362.82	362.82	-	362.82
Ungraded (or enter by grade)				-
SUBTOTAL ADA	448.58	448.58	-	448.58
2015-16				
Grade Span	2015-16 ADA	LCFF ADA	Ungr	Total
Grades K-3	28.60	28.60	-	28.60
Grades 4-6	23.27	23.27	-	23.27
Grades 7-8	33.89	33.89	-	33.89
Grades 9-12	362.82	362.82	-	362.82
Ungraded (or enter by grade)				-
SUBTOTAL ADA	448.58	448.58	-	448.58

Grade Span	2016-17			Total
	2016-17 ADA	LCFF ADA	Ungr	
Grades K-3	28.60	28.60	-	28.60
Grades 4-6	23.27	23.27	-	23.27
Grades 7-8	33.89	33.89	-	33.89
Grades 9-12	362.82	362.82	-	362.82
Ungraded (or enter by grade)				-
SUBTOTAL ADA	448.58	448.58	-	448.58

LCFF Calculator Universal Assumptions	
Pacific View Charter	6/10/14

Summary of Funding					
	2013-14	2014-15	2015-16	2016-17	
Target	\$ 4,168,744	\$ 4,204,141	\$ 4,293,071	\$ 4,391,958	
Floor	2,979,899	3,119,945	3,424,062	3,719,090	
CY Gap Funding	140,046	304,117	295,028	145,810	
ERT	-	-	-	-	
Minimum State Aid	-	-	-	-	
Total Phase-In Entitlement	\$ 3,119,945	\$ 3,424,062	\$ 3,719,091	\$ 3,864,901	

Components of LCFF By Object Code					
	2012-13	2013-14	2014-15	2015-16	2016-17
8011 - State Aid	\$ 1,298,632	\$ 1,680,113	\$ 1,975,997	\$ 2,250,556	\$ 2,373,687
8011 - Fair Share	-	-	-	-	-
8311 & 8590 - Categoricals	305,280	-	-	-	-
8012 - EPA	614,333	482,500	482,500	482,500	482,500
<i>Local Revenue Sources:</i>					
8021 to 8048 - Property Taxes net of in-lieu	-	-	-	-	-
8096 - Charter's In-Lieu Taxes	959,225	957,332	965,565	986,035	1,008,714
TOTAL FUNDING	\$ 3,177,470	\$ 3,119,945	\$ 3,424,062	\$ 3,719,091	\$ 3,864,901
<i>Excess Taxes</i>	\$ -	\$ (0)	\$ (0)	\$ 0	\$ 0
<i>EPA in excess to LCFF Funding</i>	\$ -	\$ 0	\$ 0	\$ (0)	\$ (0)

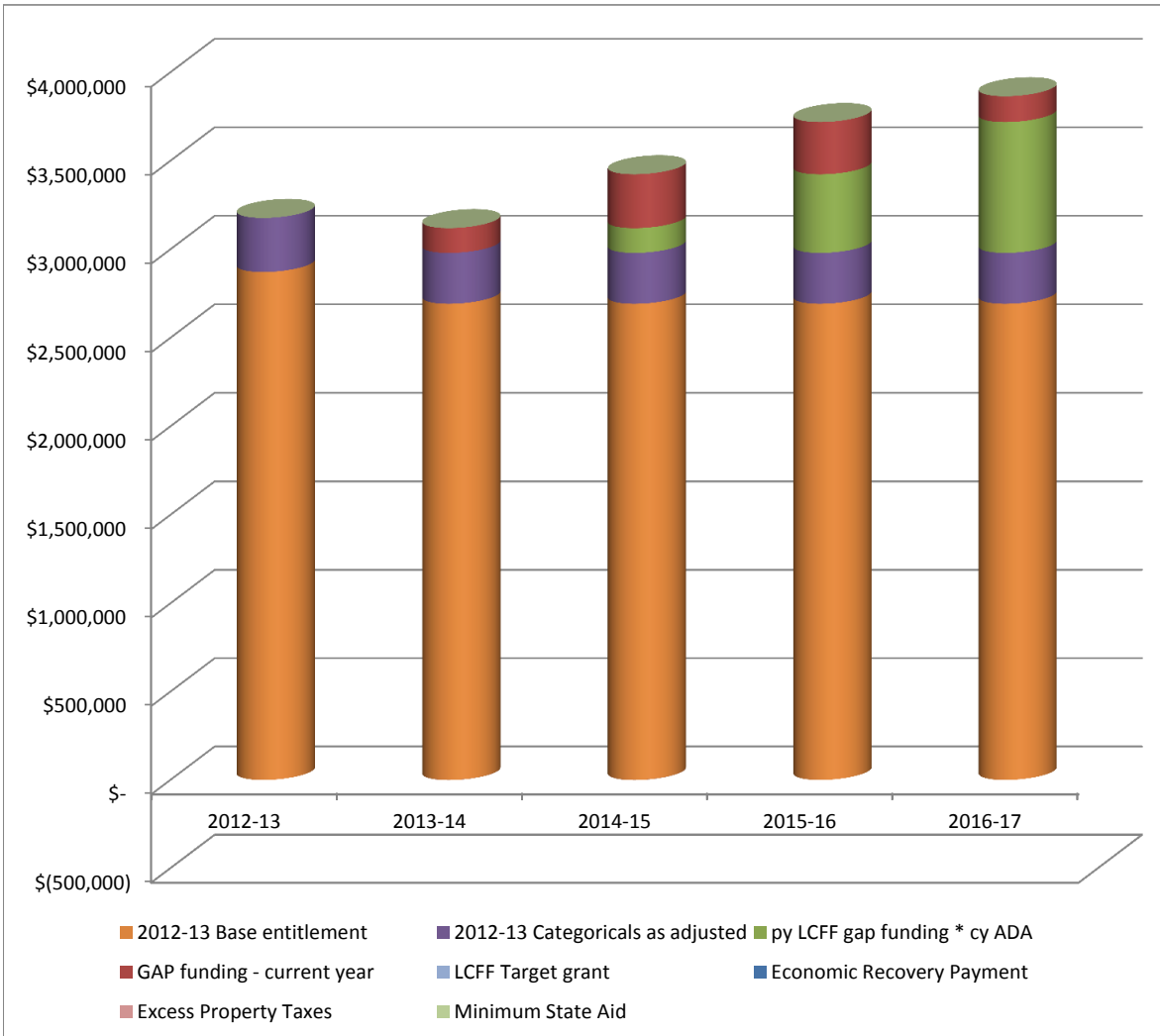
Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant					
	2013-14	2014-15	2015-16	2016-17	
Estimated Total LCFF Funding	3,119,945	\$ 3,424,062	\$ 3,719,091	\$ 3,864,901	
Estimated Base Grant	N/A	\$ 3,190,928	\$ 3,465,407	\$ 3,635,433	
Estimated Total of Supplemental and Concentration Grants	N/A	\$ 233,134	\$ 253,684	\$ 229,468	
Proportional Increase or Improvement in Services	N/A	7.31%	7.32%	6.31%	
Current year estimated supplemental and concentration grant funding in the LCAP year	\$	233,134	\$ 253,684	\$ 229,468	
Current year Minimum Proportionality Percentage (MPP)		7.31%	7.32%	6.31%	

Pacific View Charter

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LOCAL CONTROL FUNDING FORMULA

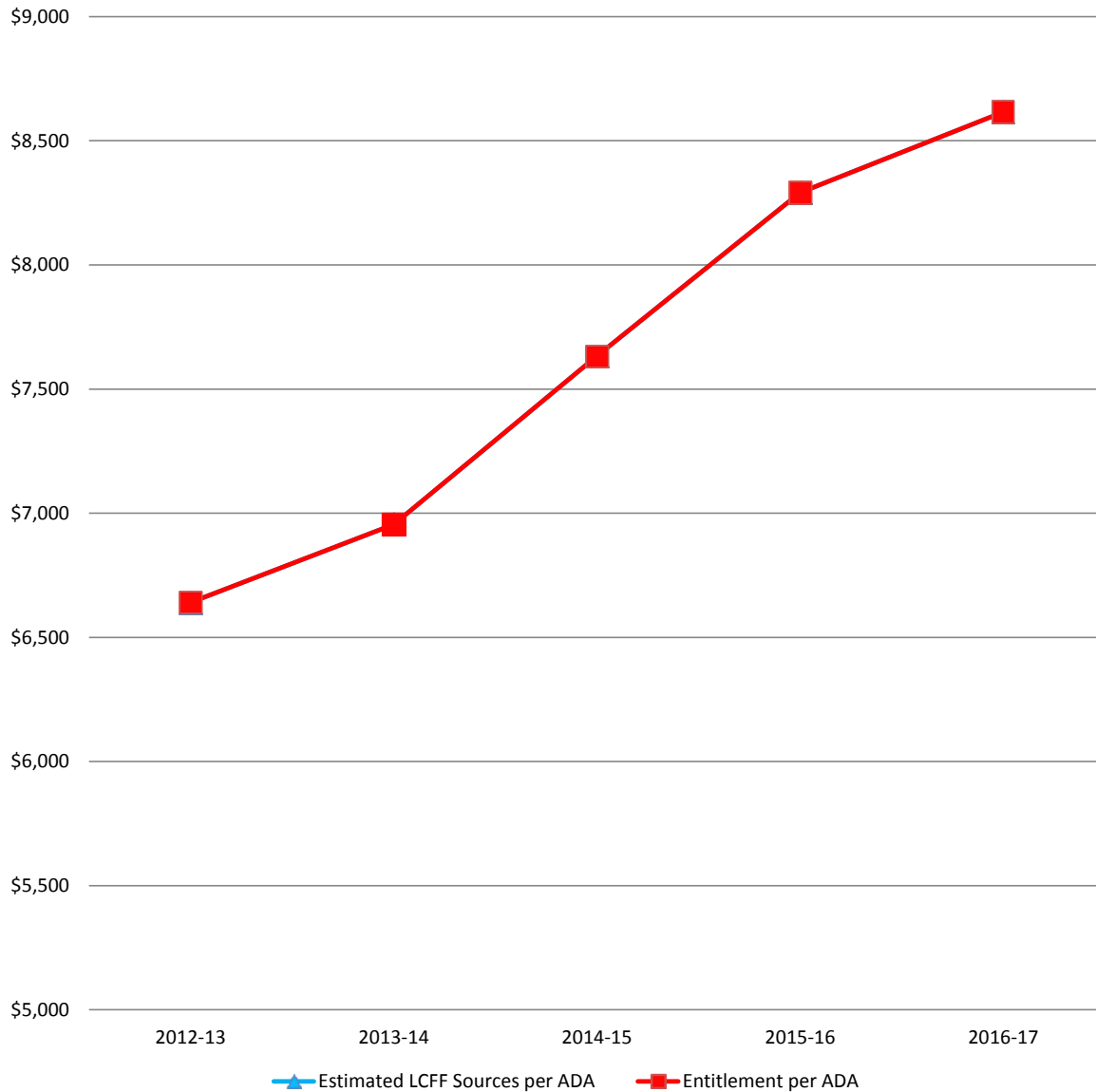
	2012-13	2013-14	2014-15	2015-16	2016-17
Excess Property Taxes	\$ -	\$ (0)	\$ (0)	\$ 0	\$ 0
Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -
Economic Recovery Payment	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Target grant	\$ -	\$ -	\$ -	\$ -	\$ -
GAP funding - current year	\$ -	\$ 140,046	\$ 304,117	\$ 295,028	\$ 145,810
py LCFF gap funding * cy ADA	\$ -	\$ -	\$ 140,046	\$ 444,163	\$ 739,191
2012-13 Categoricals as adjusted	\$ 305,280	\$ 287,360	\$ 287,360	\$ 287,360	\$ 287,360
2012-13 Base entitlement	\$ 2,872,190	\$ 2,692,539	\$ 2,692,539	\$ 2,692,539	\$ 2,692,539
Total General Purpose Funding	\$ 3,177,470	\$ 3,119,945	\$ 3,424,062	\$ 3,719,091	\$ 3,864,901
Calculator tab: Recap total LCFF	\$ 3,177,470	\$ 3,119,945	\$ 3,424,062	\$ 3,719,091	\$ 3,864,901
Proof	TRUE	TRUE	TRUE	TRUE	TRUE
P2 ADA	478.51	448.58	448.58	448.58	448.58



LCFF Entitlement and Funding Sources before COE Transfer, Choice and Charter Supplemental

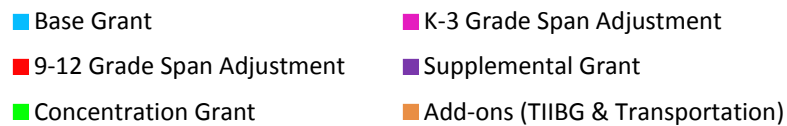
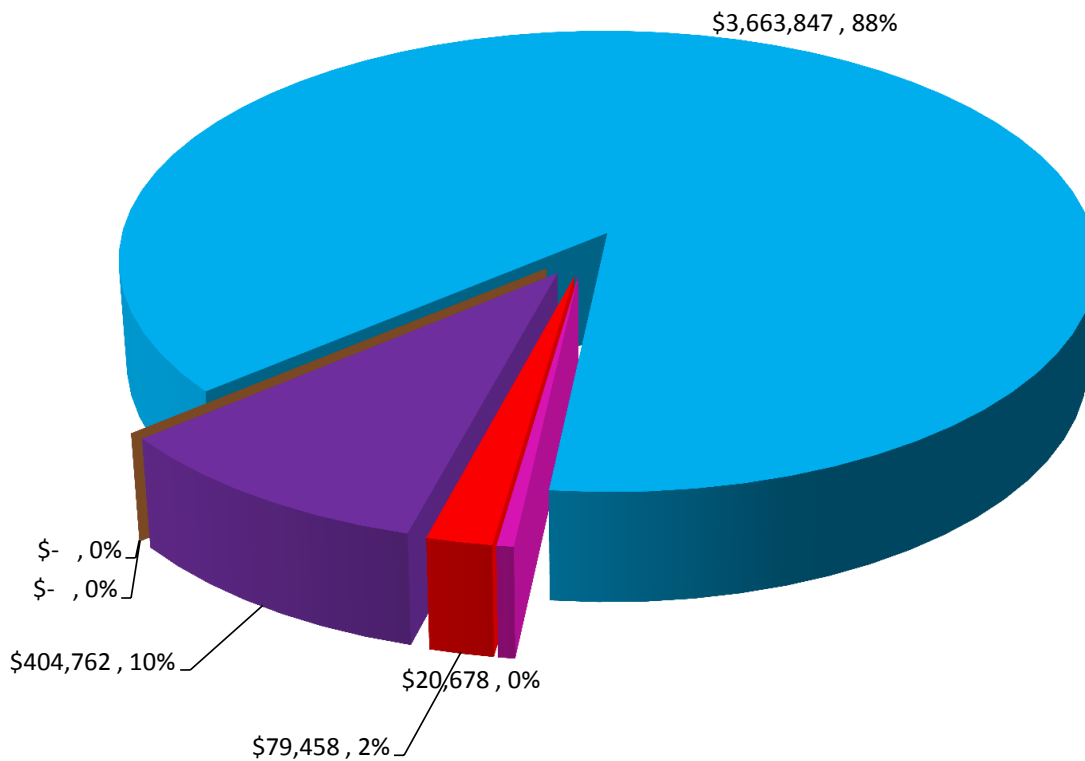
LCFF Entitlement per ADA

	2012-13	2013-14	2014-15	2015-16	2016-17
ADA	478.51	448.58	448.58	448.58	448.58
Estimated LCFF Sources per ADA	\$ 6,640.34	\$ 6,955.16	\$ 7,633.11	\$ 8,290.81	\$ 8,615.86
Net Change per ADA		\$ 314.82	\$ 677.96	\$ 657.70	\$ 325.05
Net Percent Change		4.74%	9.75%	8.62%	3.92%
Estimated LCFF Entitlement per ADA	\$ 6,640.34	\$ 6,955.16	\$ 7,633.11	\$ 8,290.81	\$ 8,615.86
Net Change per ADA		\$ 314.82	\$ 677.95	\$ 657.69	\$ 325.05
Net Percent Change		4.74%	9.75%	8.62%	3.92%



Components of LCFF Target Entitlement

Base Grant	\$	3,663,847
K-3 Grade Span Adjustment	\$	20,678
9-12 Grade Span Adjustment	\$	79,458
Supplemental Grant	\$	404,762
Concentration Grant	\$	-
Add-ons (TIIBG & Transportation)	\$	-
Total	\$	4,168,745



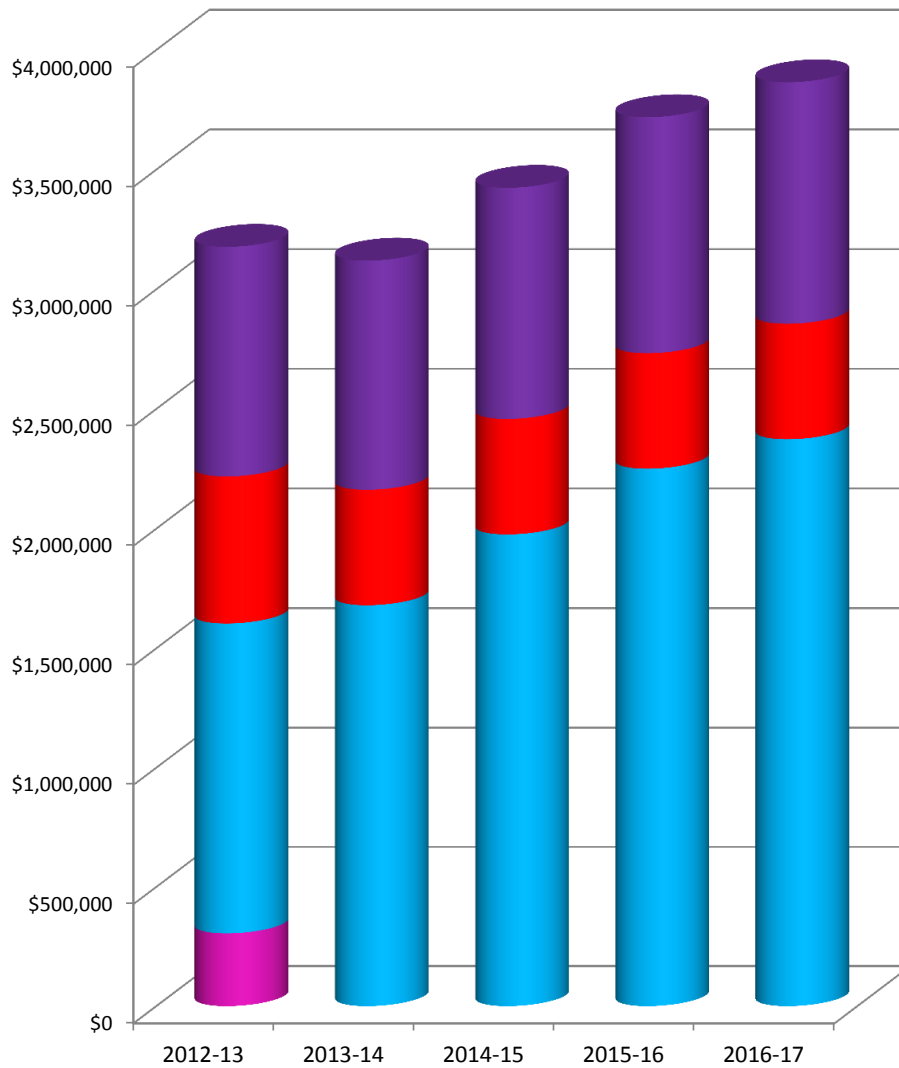
Pacific View Charter						6/10/14		
LOCAL CONTROL FUNDING FORMULA								
Summary of Funding								
	2013-14		2014-15		2015-16		2016-17	
Target	\$	4,168,744	\$	4,204,141	\$	4,293,071	\$ 4,391,958	
Floor		2,979,899		3,119,945		3,424,062	3,719,090	
CY Gap Funding		140,046		304,117		295,028	145,810	
ERT		-		-		-	-	
Minimum State Aid		-		-		-	-	
Total Phase-In Entitlement	\$	3,119,945	\$	3,424,062	\$	3,719,091	\$ 3,864,901	
Components of LCFF By Object Code								
	2012-13		2013-14		2014-15		2015-16	2016-17
8011 - State Aid	\$	1,298,632	\$	1,680,113	\$	1,975,997	\$ 2,250,556	\$ 2,373,687
8011 - Fair Share		-		-		-	-	-
8311 & 8590 - Categoricals		305,280		-		-	-	-
8012 - EPA		614,333		482,500		482,500	482,500	482,500
Local Revenue Sources:								
8021 to 8048 - Property Taxes net of in-lieu		-		-		-	-	-
8096 - Charter's In-Lieu Taxes		959,225		957,332		965,565	986,035	1,008,714
TOTAL FUNDING	\$	3,177,470	\$	3,119,945	\$	3,424,062	\$ 3,719,091	\$ 3,864,901
Excess Taxes	\$	-	\$	(0)	\$	(0)	\$ 0	\$ 0

Pacific View Charter

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LOCAL CONTROL FUNDING FORMULA

EPA in excess to LCFF Funding \$ - \$ 0 \$ 0 \$ (0) \$ (0)



■ 8311 & 8590 - Categoricals ■ 8011 - State Aid
■ 8012 - EPA ■ 8021 to 8048 - Property Taxes net of in-lieu
■ 8096 - Charter's In-Lieu Taxes

LCFF Entitlement	\$	3,177,470	\$	3,119,945	\$	3,424,062	\$	3,719,091	\$	3,864,901
Excess Taxes		-		(0)		(0)		0		0
Minimum EPA		-		0		0		-		-
Proof Total all Sources	\$	3,177,470	\$	3,119,945	\$	3,424,062	\$	3,719,091	\$	3,864,901
		TRUE		TRUE		TRUE		TRUE		TRUE

Pacific View Charter					6/10/14
Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant					
	2013-14	2014-15	2015-16**	2016-17**	
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		407,902	416,588	426,175	
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils					
		165,000	169,950	175,049	
Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp	89,570 TRUE				
3. Difference [1] less [2]		242,902	246,638	251,127	
4. Increase in Estimated Supplemental & Concentration Grant Funding [3] * GAP funding rate		68,134	83,734	54,419	
GAP funding rate		28.05%	33.95%	21.67%	
5. Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1])		233,134	253,684	229,468	
6. Base Funding LCFF Phase-In Entitlement less [5]		3,190,928	3,465,407	3,635,433	
LCFF Phase-In Entitlement		3,424,062	3,719,091	3,864,901	
7/8. Minimum Proportionality Percentage* [5] / [6]		7.31%	7.32%	6.31%	
*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year. If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5. **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.					
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP					
	2014-15	2015-16	2016-17		
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 233,134	\$ 253,684	\$ 229,468		
Current year Minimum Proportionality Percentage (MPP)	7.31%	7.32%	6.31%		

SSC School District and Charter School Financial Projection Dartboard 2014-15 May Revision

This version of SSC's Financial Projection Dartboard is based on the Governor's 2014-15 May Revision Proposal. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. 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 ENTITLEMENT FACTORS				
Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2013-14 Initial Grants	\$6,952	\$7,056	\$7,266	\$8,419
COLA at 0.85%	\$59	\$60	\$62	\$72
2014-15 Base Grants	\$7,011	\$7,116	\$7,328	\$8,491

Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2014-15 Base Grants	\$7,011	\$7,116	\$7,328	\$8,491
Adjustment Factors	10.40% CSR	-	-	2.6% CTE
CSR and CTE amounts	\$729	-	-	\$221
2014-15 Adjusted Base Grants	\$7,740	\$7,116	\$7,328	\$8,712

Supplemental Grants (% Adj. Base)	20%	20%	20%	20%
Concentration Grants	50%	50%	50%	50%
Concentration Grant Threshold	55%	55%	55%	55%

LCFF DARTBOARD FACTORS						
Factor	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
LCFF Planning Factors	SSC Simulator ¹	SSC Simulator ¹	SSC Simulator ²	SSC Simulator ²	SSC Simulator ²	SSC Simulator ²

PLANNING FACTORS						
Factor	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Statutory COLA	1.565%	0.85%	2.10%	2.30%	2.50%	2.60%
COLA on state and local share only of Special Education, Child Nutrition, American Indian Education Centers/American Indian Early Childhood Education	1.565%	0.85%	2.10%	2.30%	2.50%	2.60%
California CPI	1.40%	2.10%	2.30%	2.50%	2.70%	2.60%
California Lottery ³	Base	\$124	\$126	\$126	\$126	\$126
	Proposition 20	\$30	\$30	\$30	\$30	\$30
Interest Rate for Ten-Year Treasuries	2.80%	3.10%	3.50%	3.60%	3.70%	3.60%
CalPERS Employer Rate	11.442%	11.771%	12.60%	15.00%	16.60%	18.20%
CalSTRS Employer Rate	8.25%	9.50%	11.10%	12.70%	14.30%	15.90%

RESERVES		
State Reserve Requirement	District ADA Range	Reserve Plan ⁴
The greater of 5% or \$63,000	0 to 300	SSC recommends one year's increment of planned revenue growth
The greater of 4% or \$63,000	301 to 1,000	
3%	1,001 to 30,000	
2%	30,001 to 400,000	
1%	400,001 and higher	

¹ Go to the SSC LCFF Simulator at www.sscal.com. Your LCFF amounts for multiyear planning purposes will be provided based on your district-specific data.

² For the forecast years, the total dollar amount needed to fund the statutory COLA is applied to the LCFF Simulator.

³ The forecast for Lottery funding per ADA includes both base (unrestricted) funding and the amount restricted by Proposition 20 (2000) for instructional materials. Lottery funding is initially based on prior-year annual ADA—and is ultimately based on current-year annual ADA—times the historical statewide average excused absence factor of 1.04446.

⁴ District reserve requirements as stated in the State Board of Education (SBE) adopted criteria and standards based solely on district size is not as relevant when financial volatility and exposure is disparate under the LCFF. We recommend that every district first observe the current SBE-required reserve for the traditional economic uncertainties. We also recommend the establishment of a separate reserve based on the annual LCFF revenue increase projected for the district in Year 2 and Year 3 of the multiyear projection. We recommend that the district develop a plan to, over time, set aside one year's growth in LCFF funding as a reserve due to the potential volatility inherent in the LCFF. Within that set aside, we also recommend assigning the supplemental and concentration dollars.