

This meeting will be by teleconference pursuant to Board finding adopted pursuant to provisions of AB 361 (2001).

The Board of Directors (“Board”) and employees of the Pacific View Charter School shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at:

<https://us04web.zoom.us/j/73206141662?pwd=ENb8eYtEI25Z6GPXbXTAIVEG1df8tt.1>

Members of the public who wish to comment during the Board meeting may use the “raise hand” tool on the Zoom platform. Members of the public calling in will be given the opportunity to address the Board during the meeting. Individual comments will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: A copy of the agenda and written materials which have been submitted to the Board on Open Session items may be reviewed by any interested persons on The Pacific View Charter School’s website or at the main office at the address below following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by calling (760) 757-0161x105. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

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

AGENDA

Board of Trustees’ Meeting

Tuesday, June 21, 2022

3:30pm

- | | | |
|-----|------------------------------------|-------------|
| 1.0 | <u>Call to Order/Roll Call</u> | |
| 2.0 | <u>Approval of Agenda</u> | Action |
| 3.0 | <u>Pledge of Allegiance</u> | |
| 4.0 | <u>Introductions</u> | |
| 5.0 | <u>Public Comment</u> | |
| 6.0 | <u>Executive Director's Report</u> | Information |

7.0 Consent Calendar

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

- | | |
|---|--------|
| 7.1 Minutes from Board Meeting of May 3, 2022 | |
| Minutes from Board Meeting of May 25, 2022 | Action |

8.0 Action/Discussion Items

- | | |
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| 8.1 Board Warrant Listing May 1, 2022 through May 31, 2022 | Action |
| 8.2 2022-2023 Organizational Chart | Action |
| 8.3 2022-2023 Working Adopted Budget | Action |
| 8.4 2022-2023 LCAP Final & Parent Overview | Action |
| 8.5 2022-2023 El Dorado Master Contracts Non-Public Agency Services
Specialized Therapy Solutions | Action |

9.0 Curriculum

- | | |
|---|--------|
| 9.1 Edgenuity Spanish A&B Course Outlines | Action |
| 9.2 Curriculum & Instruction Policy #9- Credit Recovery | Action |

10.0 Board/Staff Discussion

11.0 Adjournment

7.1

Pacific View Charter School

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3670 Ocean Ranch Blvd., Oceanside, California 92056

Phone # (760) 757-0161

Board of Trustees' Special Meeting –Tuesday May 3, 2022

3:30 p.m.

Board Minutes

1.0 Call to Order/Roll Call

Chairperson Walters called the meeting to order at 3:30 pm with, Trustee Sanchez present.

2.0 Approval of Agenda

Moved by Chair Walters and seconded by Trustee Sanchez to approve the agenda as presented.

AYES: Walters, Sanchez

NOES: None

ABSTAIN: None

ABSENT: None

Trustee Walley arrived at 3:34

3.0 Pledge of Allegiance

The Pledge of Allegiance was led by Trustee Sanchez

4.0 Public Comment - None

5.0 Introductions – Kathy Meck, Site Supervisor Moreno Valley; Erin Gorence, Director of Curriculum; Linda Moore, Special Education Coordinator.

6.0 Action/Discussion Items

6.1 Moved by Trustee Sanchez and seconded by Trustee Walley to appoint Chairman Walters as the Board Negotiator for the Executive Director's Contract.

AYES: Walters, Sanchez, Walley

NOES: None

ABSTAIN: None

ABSENT: None

6.2 Moved by Chairman Walters and seconded by Trustee Walley to change the May Board meeting from May 17, 2022 to May 25, 2022.

AYES: Walters, Sanchez, Walley

NOES: None

ABSTAIN: None

ABSENT: None

7.0 Board Staff Discussion - None

8.0 Adjournment - Chair Walters adjourned the meeting at 3:42 p.m.

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 –Wednesday May 25, 2022

Closed Session 3:00pm

Open Session 3:30 p.m.

Board Minutes

1.0 Call to Order/Roll Call

Chairperson Walters called the meeting to order at 3:04 pm with, Trustee Sanchez, Trustee Walley present.

2.0 Approval of Agenda

Moved by Chairman Walters and seconded by Trustee Walley to approve the agenda as presented.

AYES: Walters, Sanchez, Walley

NOES: None

ABSTAIN: None

ABSENT: None

3.0 Pledge of Allegiance

The Pledge of Allegiance was led by Kira Fox

4.0 Closed Session Public Comment

None

5.0 Closed Session

The Board convened to Closed session at 3:06pm.

5.1 Public Employee Appointment (Gov Code 54959)

Title: Executive Director

6.0 Report Out to Public Action Taken In Closed Session

The Board reconvened to Open Session at 3:22pm

5.1 No reportable action taken in Closed Session

7.0 Introductions – Gayl Johnson, Director of Student Services; Lori Bentley, HR& Business Services Coordinator; Geoff Weeks, Lead Teacher Elementary; Erin Gorence, Director of Curriculum; Diane Gibson, Lead High School Teacher; Dr. Richard Lawrence, Kathi Cohen.

8.0 Public Comment

None

9.0 Executive Director's Report

- ✚ The school is in the process of hiring the summer hires
- ✚ Postings on Edjoin are for Moreno Valley K8 and High School
- ✚ There are also posting for a Marketing Specialist and Education Specialist
- ✚ Moreno Valley and Oceanside had their 8th grade promotion ceremonies this past Tuesday
- ✚ Graduation is tomorrow at the Center for the Arts in Escondido we would love to have the Board there. Trustee Sanchez confirmed that he would be in attendance.
- ✚ Closing the year with 438 students Moreno Valley with 118 and Oceanside with 320
- ✚ Looking at numbers for next year there is a decline in the number of students going into the preregistration.
- ✚ Continue building for summer with a target of 1,000

10. Consent Calendar

10.1 Moved by Chair Walters & seconded by Trustee Walley to approve the Consent Calendar as presented.

AYES: Walters, Sanchez, Walley

NOES: None

ABSTAIN: None

ABSENT: None

11.0 Action/Discussion Items

11.1 Moved by Trustee Sanchez and seconded by Trustee Walley to appoint Kathi Cohen as a new Board Trustee.

AYES: Walters, Sanchez, Walley

NOES: None

ABSTAIN: None

ABSENT: None

11.2 Moved by Chair Walters and seconded by Trustee Sanchez to approve Trustee Cohen to the position of Vice-Chair.

AYES: Walters, Sanchez, Walley, Cohen

NOES: None

ABSTAIN: None

ABSENT: None

11.3 Moved by Chair Walters and seconded by Trustee Cohen to approve repealing the old board policies as presented.

AYES: Walters, Sanchez, Walley, Cohen

NOES: None
ABSTAIN: None
ABSENT: None

11.4 Moved by Trustee Cohen and seconded by Chair Walters to approve new Board Governance Policies as presented.

AYES: Walters, Sanchez, Walley, Cohen
NOES: None
ABSTAIN: None
ABSENT: None

11.5 Moved by Chairman Walters and seconded by Trustee Walley to approve the Fiscal Policies as presented.

AYES: Walters, Sanchez, Walley, Cohen
NOES: None
ABSTAIN: None
ABSENT: None

11.6 Moved by Trustee Sanchez and seconded by Trustee Cohen to approve the Facilities Policies as presented.

AYES: Walters, Sanchez, Walley, Cohen
NOES: None
ABSTAIN: None
ABSENT: None

11.7 Moved by Chairman Walters and seconded by Trustee Cohen to approve the Board Warrant Listing for April 2022 as presented.

AYES: Walters, Sanchez, Walley, Cohen
NOES: None
ABSTAIN: None
ABSENT: None

11.8 Moved by Chairman Walters and seconded by Trustee Cohen to approve the AB361 Teleconference Executive Order N-29-20 for the month of June as presented.

AYES: Walters, Sanchez, Walley, Cohen
NOES: None
ABSTAIN: None
ABSENT: None

11.9 Moved by Trustee Cohen and seconded by Trustee Sanchez to approve the 2022-2023 El Dorado Selpa Master Contracts for ATX, The Beach Kids Therapy, The Stepping Stones Group, and Total Education Solutions as presented.

AYES: Walters, Sanchez, Walley, Cohen

NOES: None

ABSTAIN: None

ABSENT: None

11.10 LCAP Public Hearing opened at 4:33pm for public comment and discussion the Public Hearing was closed at 4:43pm.

11.11 Moved by Chairman Walters and seconded by Trustee Walley to approve the Surplus Inventory Disposal as presented.

AYES: Walters, Sanchez, Walley, Cohen

NOES: None

ABSTAIN: None

ABSENT: None

12.0 Personnel

12.1 Moved by Chairman Walters and seconded by Trustee Cohen to approve the San Diego County Superintendent of Schools Special Education Intern Credential program Agreement as presented.

AYES: Walters, Sanchez, Walley, Cohen

NOES: None

ABSTAIN: None

ABSENT: None

12.2 Moved by Trustee Cohen and seconded by Trustee Sanchez to approve the 2022-23 Salary Schedules as presented.

AYES: Walters, Sanchez, Walley, Cohen

NOES: None

ABSTAIN: None

ABSENT: None

12.3 Moved by Chairman Walters and seconded by Trustee Cohen to approve the Temporary Director of Curriculum Job Description as presented.

AYES: Walters, Sanchez, Walley, Cohen

NOES: None

ABSTAIN: None
ABSENT: None

12.4 Moved by Trustee Cohen and seconded by Trustee Sanchez to approve the Temporary Director of Business & Operations Job Description as presented.

AYES: Walters, Sanchez, Walley, Cohen
NOES: None
ABSTAIN: None
ABSENT: None

12.5 Moved by Trustee Cohen and seconded by Trustee Sanchez to approve the updated Technology Technician Job Description adding that the position would Chair the Safety Committee.

AYES: Walters, Sanchez, Walley, Cohen
NOES: None
ABSTAIN: None
ABSENT: None

12.6 Moved by Chairman Walters and seconded by Trustee Walley to approve the 2021-22 Executive Leadership Salary Schedule as presented.

AYES: Walters, Sanchez, Walley, Cohen
NOES: None
ABSTAIN: None
ABSENT: None

12.7 Moved by Trustee Cohen and seconded by Trustee Sanchez to approve the 2022-2023 Declaration of Need for Fully Qualified Educators as presented.

AYES: Walters, Sanchez, Walley, Cohen
NOES: None
ABSTAIN: None
ABSENT: None

12.8 Moved by Trustee Cohen and seconded by Trustee Sanchez to approve the 2021- 2022 Annual Bonus removing the language non-substitute or non temporary.

AYES: Walters, Sanchez, Walley, Cohen
NOES: None
ABSTAIN: None
ABSENT: None

12.9 Moved by Trustee Cohen and seconded by Trustee Sanchez to approve the Acceptance of the Compensation Study for the purpose of comparing salary similar to the Executive Director position.

AYES: Walters, Sanchez, Walley, Cohen

NOES: None

ABSTAIN: None

ABSENT: None

12.10 Moved by Chairman Walters and seconded by Trustee Cohen to approve the negotiations of the Executive Director Contract as follows: Placed on Step 1 of salary schedule at \$186,858 annually, Master Stipend of \$2000.00, additional compensations \$811.36.

AYES: Walters, Sanchez, Walley, Cohen

NOES: None

ABSTAIN: None

ABSENT: None

13.0 Curriculum

13.1 Moved by Trustee Cohen and seconded by Trustee Walley to approve the updates to the Curriculum and Instruction Policy #7 – Independent Study as presented.

AYES: Walters, Sanchez, Walley, Cohen

NOES: None

ABSTAIN: None

ABSENT: None

14.0 Board Staff Discussion

None

15.0 Adjournment - Chair Walters adjourned the meeting at 5:34 p.m.

8.1

Board Warrant Report - Pacific Viuew Charter

May 2022

Warrant ID	Name	Payment Date	Total Warrant Amount	Description	Fund	Invoice Fund Amount	PO No.
14890481	Carlsbad Village Lock & Key, Inc	5/2/2022	\$ 107.62	Locksmith Services - Oceanside	6200	\$ 107.62	0000001342
14890482	BAY ALARM	5/2/2022	\$ 688.05	Fire Alarm System - Oceanside	6200	\$ 688.05	0000001340
14890483	CDW GOVERNMENT, INC.	5/2/2022	\$ 72,432.56	SURFACE GO ERGO WHITAKER	6200	\$ 46.97	0000001493
14890483	CDW GOVERNMENT, INC.	5/2/2022	\$ 72,432.56	CHROMEBOOKS FOR STUDENTS	6200	\$ 9,600.00	0000001498
14890483	CDW GOVERNMENT, INC.	5/2/2022	\$ 72,432.56	CHROMEBOOKS FOR STUDENTS	6200	\$ 62,785.59	0000001498
14890484	AT&T MOBILITY	5/2/2022	\$ 451.03	Cell phone service	6200	\$ 429.69	0000001302
14890484	AT&T MOBILITY	5/2/2022	\$ 451.03	Cell Phone Replacements	6200	\$ 21.34	0000001302
14890485	OFFICE DEPOT	5/2/2022	\$ 299.68	Office Depot Instructional Supplies	6200	\$ 29.71	0000001398
14890485	OFFICE DEPOT	5/2/2022	\$ 299.68	Office Supplies - OCEANSIDE CA	6200	\$ 269.97	0000001376
14890486	VCC OCEAN RANCH CONDO. ASSOC.	5/2/2022	\$ 6,158.00	Property Association Fees - Oside	6200	\$ 6,158.00	0000001370
003401	SOUTH COUNTY PEST CONTROL, INC	5/4/2022	\$ 90.00	Pest Control Services	6200	\$ 90.00	0000001367
14892064	Citi Cards	5/5/2022	\$ 5,501.22	Rental Vehicles - Sports Team	6200	\$ 165.60	0000001461
14892064	Citi Cards	5/5/2022	\$ 5,501.22	Citibank - Costco Student Supplies	6200	\$ 279.32	0000001407
14892064	Citi Cards	5/5/2022	\$ 5,501.22	Citibank - Child Nutrition - Costco	6200	\$ 3,831.91	0000001387
14892064	Citi Cards	5/5/2022	\$ 5,501.22	Auto expenses - Gas, Maintenance	6200	\$ 669.74	0000001303
14892064	Citi Cards	5/5/2022	\$ 5,501.22	Janitorial Services - Oceanside	6200	\$ 338.53	0000001346
14892064	Citi Cards	5/5/2022	\$ 5,501.22	Admin Supplies - Costco - MoVal	6200	\$ 12.28	0000001305
14892064	Citi Cards	5/5/2022	\$ 5,501.22	Admin - Costco Supplies - Oside	6200	\$ 62.97	0000001304
14892064	Citi Cards	5/5/2022	\$ 5,501.22	Janitorial Supplies - MoVal	6200	\$ 140.87	0000001347
14892065	MISSION FEDERAL CREDIT UNION	5/5/2022	\$ 5,694.14	Instructional Supplies - SpEd	6200	\$ 136.67	0000001403
14892065	MISSION FEDERAL CREDIT UNION	5/5/2022	\$ 5,694.14	Attorney YMC - Trainings	6200	\$ 80.00	0000001395
14892065	MISSION FEDERAL CREDIT UNION	5/5/2022	\$ 5,694.14	Mission Federal - Instructional Supplies	6200	\$ 392.37	0000001386
14892065	MISSION FEDERAL CREDIT UNION	5/5/2022	\$ 5,694.14	Postage Services - MV Stamps	6200	\$ 24.99	0000001374
14892065	MISSION FEDERAL CREDIT UNION	5/5/2022	\$ 5,694.14	Postage Services - Stamps.com	6200	\$ 24.99	0000001373
14892065	MISSION FEDERAL CREDIT UNION	5/5/2022	\$ 5,694.14	Off-site Storage	6200	\$ 169.99	0000001362
14892065	MISSION FEDERAL CREDIT UNION	5/5/2022	\$ 5,694.14	Google Adworks	6200	\$ 1,500.00	0000001315
14892065	MISSION FEDERAL CREDIT UNION	5/5/2022	\$ 5,694.14	Facebook Ads	6200	\$ 395.55	0000001314
14892065	MISSION FEDERAL CREDIT UNION	5/5/2022	\$ 5,694.14	CCSA Hotel Stay	6200	\$ 1,101.12	0000001503
14892065	MISSION FEDERAL CREDIT UNION	5/5/2022	\$ 5,694.14	Math Summit	6200	\$ 598.00	0000001494
14892065	MISSION FEDERAL CREDIT UNION	5/5/2022	\$ 5,694.14	Sports supplies	6200	\$ 39.24	0000001451
14892065	MISSION FEDERAL CREDIT UNION	5/5/2022	\$ 5,694.14	Vista Print - Staff Business Cards	6200	\$ 76.15	0000001447
14892065	MISSION FEDERAL CREDIT UNION	5/5/2022	\$ 5,694.14	Lease Web	6200	\$ 81.37	0000001439
14892065	MISSION FEDERAL CREDIT UNION	5/5/2022	\$ 5,694.14	MFCU - Instructional Supplies	6200	\$ 1,073.70	0000001404
14892066	NATIONAL BENEFIT SERVICES, LLC	5/5/2022	\$ 75.00	Administrative Fees for Benefits Service	6200	\$ 75.00	0000001375

Board Warrant Report - Pacific View Charter

May 2022

Warrant ID	Name	Payment Date	Total Warrant Amount	Description	Fund	Invoice Fund Amount	PO No.
14892067	LORI BENTLEY	5/5/2022	\$ 146.48	Employee Mileage Reimbursement	6200	\$ 146.48	employee
14892068	RONALD LARRY HOLDEN	5/5/2022	\$ 2,600.00	Janitorial Services	6200	\$ 2,600.00	0000001364
14892069	Cintas Fire Protection	5/5/2022	\$ 363.60	Annual Sprinkler Test Report	6200	\$ 363.60	0000001502
003476	JAN-PRO OF SAN DIEGO	5/9/2022	\$ 3,799.00	Janitorial Services - Oceanside	6200	\$ 3,799.00	0000001355
003477	MV MEDICAL CTR MASTER ASSOC	5/9/2022	\$ 1,384.00	Master Association Fees - MV	6200	\$ 1,384.00	0000001359
003478	NANPOR SECURITY SERVICES	5/9/2022	\$ 2,519.30	Security Guard Oceanside	6200	\$ 2,519.30	0000001430
14893024	OFFICE DEPOT	5/9/2022	\$ 133.99	Office Supplies - OCEANSIDE	6200	\$ 133.99	0000001376
14893025	KIRA FOX- CUSTODIAN OF PETTY CASH	5/9/2022	\$ 120.00	Office Supplies - MoVal	6200	\$ 120.00	0000001382
14893026	SAN DIEGO GAS & ELECTRIC	5/9/2022	\$ 2,411.50	Electrical Utilities Oceanside	6200	\$ 2,411.50	0000001366
003567	Reliable Translations Inc.	5/11/2022	\$ 147.00	Reliable Translations	6200	\$ 147.00	0000001399
003568	Pediatric Therapy Services, LLC	5/11/2022	\$ 1,932.00	Stepping Stones - SpEd Teachers	6200	\$ 1,932.00	0000001400
003569	Intersection R & M Services, Inc	5/11/2022	\$ 636.44	Handyman Services -Oceanside	6200	\$ 352.89	0000001354
003569	Intersection R & M Services, Inc	5/11/2022	\$ 636.44	Handyman Services - Oceanside	6200	\$ 283.55	0000001354
003570	PACIFIC VIEW CHARTER SCHOOL	5/11/2022	\$ 18,130.94	Mortgage Payment - Oceanside -	6200	\$ 15,411.30	0000001312
003570	PACIFIC VIEW CHARTER SCHOOL	5/11/2022	\$ 18,130.94	Mortgage Payment - Oceanside -	6200	\$ 2,719.64	0000001312
003571	WASTE MANAGEMENT	5/11/2022	\$ 132.40	Trash Services - Moreno Valley	6200	\$ 132.40	0000001371
14894610	Cordata Shredding	5/12/2022	\$ 133.92	Off-site Secure Storage	6200	\$ 133.92	0000001306
14894611	HopSkipDrive, INC	5/12/2022	\$ 1,953.54	SpEd Transportation	6200	\$ 1,953.54	0000001413
14894612	Diamond Environmental Services, LP	5/12/2022	\$ 255.44	Handwash Basins - Student Lunch Area	6200	\$ 255.44	0000001350
14894613	ADT SECURITY SERVICES	5/12/2022	\$ 67.90	Security System - Moreno Valley	6200	\$ 67.90	0000001292
14894614	COX BUSINESS SERVICES	5/12/2022	\$ 457.24	Admin- Internet & Phone Service	6200	\$ 68.58	0000001308
14894614	COX BUSINESS SERVICES	5/12/2022	\$ 457.24	Student - Internet & Phone Service	6200	\$ 388.66	0000001308
14894615	MORENO VALLEY UTILITY	5/12/2022	\$ 1,538.32	Electrical Utilities - MoVal	6200	\$ 1,538.32	0000001360
14894616	YOUNG, MINNEY & CORR, LLP	5/12/2022	\$ 4,703.17	Legal Services	6200	\$ 4,494.92	0000001392
14894616	YOUNG, MINNEY & CORR, LLP	5/12/2022	\$ 4,703.17	SpEd PD - webinar	6200	\$ 80.00	0000001506
14894616	YOUNG, MINNEY & CORR, LLP	5/12/2022	\$ 4,703.17	Legal Services	6200	\$ 128.25	0000001392
14894617	VIRCO INC	5/12/2022	\$ 36.05	Keyboard Tray for Virco Desk	6200	\$ 36.05	0000001453
003664	ATX Learning	5/16/2022	\$ 9,562.50	ATX SPED Vendor	6200	\$ 9,562.50	0000001471
003665	AIR CRAFTS HEATING & AC INC.	5/16/2022	\$ 2,682.50	HVAC Equipment Maintenance - Oside	6200	\$ 832.50	0000001293
003665	AIR CRAFTS HEATING & AC INC.	5/16/2022	\$ 2,682.50	HVAC Equipment Maintenance - Oside	6200	\$ 1,850.00	0000001293
14895752	Cordata Shredding	5/16/2022	\$ 79.37	Oceanside Shred Services	6200	\$ 79.37	0000001306
14895753	Specialized Therapy Services, Inc	5/16/2022	\$ 450.00	Specialized Therapy Services - SpEd	6200	\$ 450.00	0000001429
14895754	COX BUSINESS SERVICES	5/16/2022	\$ 281.16	Security Cameras Oceanside	6200	\$ 281.16	0000001349
14895755	SPARKLETTS & SIERRA SPRINGS	5/16/2022	\$ 224.43	Bottled Water Service	6200	\$ 19.30	0000001368

Board Warrant Report - Pacific Viuew Charter

May 2022

Warrant ID	Name	Payment Date	Total Warrant Amount	Description	Fund	Invoice Fund Amount	PO No.
14895755	SPARKLETTES & SIERRA SPRINGS	5/16/2022	\$ 224.43	Bottled Water Service	6200	\$ 205.13	0000001368
003734	Total Education Solutions	5/18/2022	\$ 389.00	TES Therapy	6200	\$ 389.00	0000001401
003735	PACIFIC VIEW CHARTER SCHOOL	5/18/2022	\$ 12,355.89	Mortgage Payment - MV Wells Fargo	6200	\$ 9,884.71	0000001313
003735	PACIFIC VIEW CHARTER SCHOOL	5/18/2022	\$ 12,355.89	Mortgage Payment - MV Wells Fargo	6200	\$ 2,471.18	0000001313
14897122	Interquest Group, Inc	5/19/2022	\$ 700.00	Campus - Search Dogs 2 - Visits	6200	\$ 700.00	0000001334
14897123	HERFF JONES, INC	5/19/2022	\$ 397.62	Diploma and Covers	6200	\$ 397.62	0000001487
14897124	OFFICE DEPOT	5/19/2022	\$ 229.69	Office Supplies - OCEANSIDE	6200	\$ 58.73	0000001376
14897124	OFFICE DEPOT	5/19/2022	\$ 229.69	Office Supplies - OCEANSIDE	6200	\$ 5.44	0000001376
14897124	OFFICE DEPOT	5/19/2022	\$ 229.69	Office Depot - Student Supplies	6200	\$ 134.71	0000001385
14897124	OFFICE DEPOT	5/19/2022	\$ 229.69	Office Depot - Student Supplies	6200	\$ 30.81	0000001385
14897125	KIRA FOX- CUSTODIAN OF PETTY CASH	5/19/2022	\$ 155.65	Office Supplies - MoVal	6200	\$ 155.65	0000001382
14897126	PALOMAR FAMILY COUNSELING	5/19/2022	\$ 5,175.00	Palomar Family Counseling	6200	\$ 5,175.00	0000001443
14897127	FRONTIER	5/19/2022	\$ 401.10	Admin - Phone & Internet Service	6200	\$ 60.17	0000001310
14897127	FRONTIER	5/19/2022	\$ 401.10	Student - Phone & Internet Service	6200	\$ 340.93	0000001310
003827	Reliable Translations Inc.	5/23/2022	\$ 637.00	Reliable Translations	6200	\$ 147.00	0000001399
003827	Reliable Translations Inc.	5/23/2022	\$ 637.00	Reliable Translations	6200	\$ 196.00	0000001399
003827	Reliable Translations Inc.	5/23/2022	\$ 637.00	Reliable Translations	6200	\$ 147.00	0000001399
003827	Reliable Translations Inc.	5/23/2022	\$ 637.00	Reliable Translations	6200	\$ 147.00	0000001399
003828	Pediatric Therapy Services, LLC	5/23/2022	\$ 3,864.00	Stepping Stones - SpEd Teachers	6200	\$ 3,864.00	0000001400
003829	AIR CRAFTS HEATING & AC INC.	5/23/2022	\$ 710.00	HVAC Equipment Maintenance - Oside	6200	\$ 710.00	0000001293
003830	NANPOR SECURITY SERVICES	5/23/2022	\$ 2,519.30	Security Guard Oceanside	6200	\$ 2,519.30	0000001430
003887	Reliable Translations Inc.	5/25/2022	\$ 147.00	Reliable Translations	6200	\$ 147.00	0000001399
003888	NANPOR SECURITY SERVICES	5/25/2022	\$ 1,277.64	Security Guard Oceanside	6200	\$ 1,277.64	0000001430
14899432	Helen K. Stamatelatos	5/26/2022	\$ 565.69	Flowers for Graduation 22	6200	\$ 565.69	0000001490
14899433	Teachers on Reserve	5/26/2022	\$ 483.41	Teacher Subs	6200	\$ 483.41	0000001391
14899434	Gregory Cohen	5/26/2022	\$ 80.00	Employee Reimbursement fingerprints	6200	\$ 80.00	employee
14899435	Bray Outdoor Ads	5/26/2022	\$ 30,000.00	Bus backs	6200	\$ 11,250.00	0000001507
14899435	Bray Outdoor Ads	5/26/2022	\$ 30,000.00	Orange County Billboard, Bray Outdoors	6200	\$ 18,750.00	0000001496
14899436	EASTERN MUNICIPAL WATER DIST	5/26/2022	\$ 253.25	Water Utilities - Moreno Valley	6200	\$ 253.25	0000001351
14899437	MISSION FEDERAL CREDIT UNION	5/26/2022	\$ 13,554.59	Postage Services - MV Stamps	6200	\$ 49.98	0000001374
14899437	MISSION FEDERAL CREDIT UNION	5/26/2022	\$ 13,554.59	Postage Supplies - Oceanside	6200	\$ 81.02	0000001373
14899437	MISSION FEDERAL CREDIT UNION	5/26/2022	\$ 13,554.59	Off-site Storage	6200	\$ 394.98	0000001362
14899437	MISSION FEDERAL CREDIT UNION	5/26/2022	\$ 13,554.59	Carpet Cleaning - Oceanside	6200	\$ 4,572.88	0000001357
14899437	MISSION FEDERAL CREDIT UNION	5/26/2022	\$ 13,554.59	Google Adworks	6200	\$ 1,000.00	0000001315

Board Warrant Report - Pacific Viuew Charter

May 2022

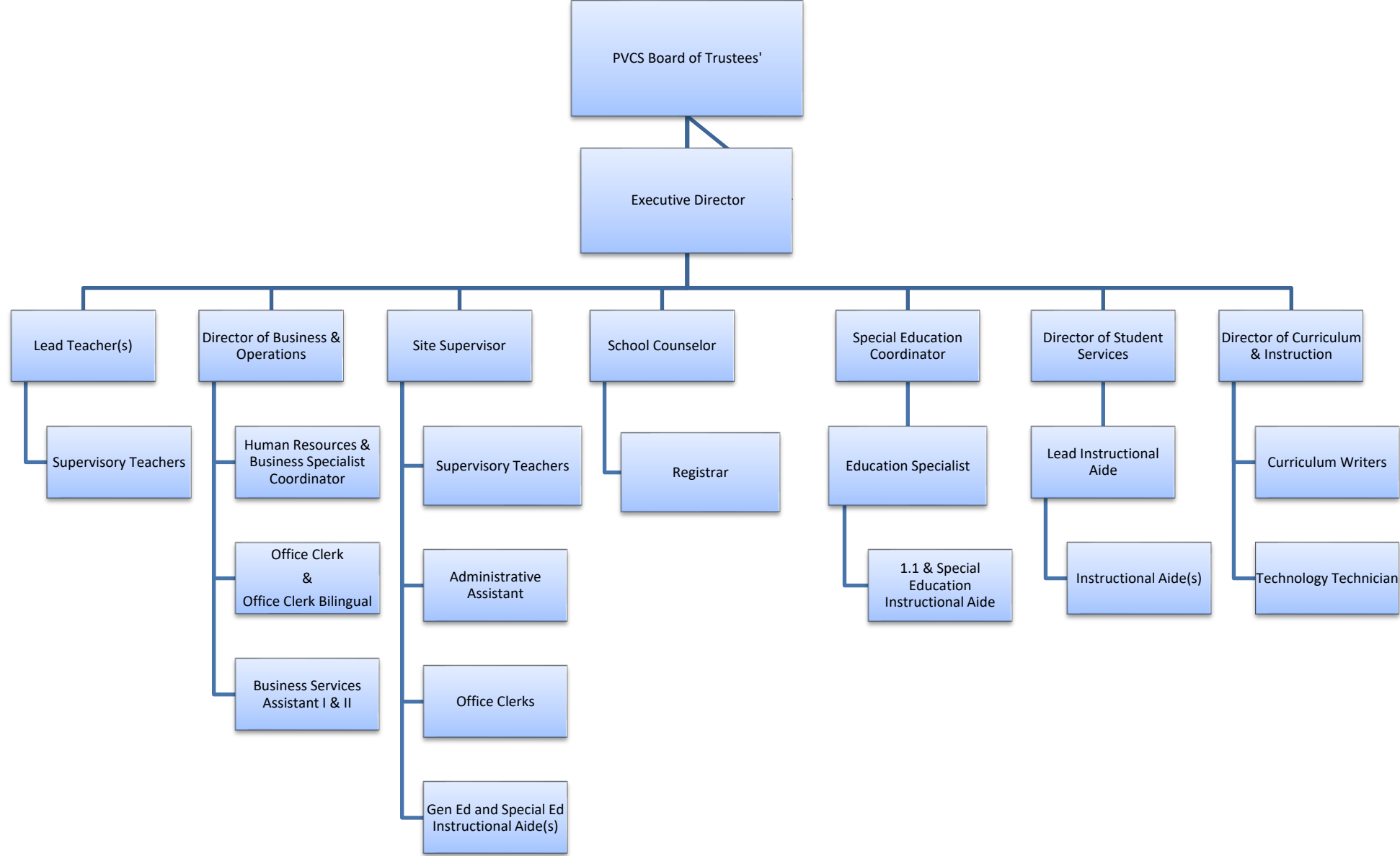
Warrant ID	Name	Payment Date	Total Warrant Amount	Description	Fund	Invoice Fund Amount	PO No.
14899437	MISSION FEDERAL CREDIT UNION	5/26/2022	\$ 13,554.59	Facebook Ads	6200	\$ 611.33	0000001314
14899437	MISSION FEDERAL CREDIT UNION	5/26/2022	\$ 13,554.59	Brown Act Books - Board Members	6200	\$ 148.81	0000001504
14899437	MISSION FEDERAL CREDIT UNION	5/26/2022	\$ 13,554.59	Decorations, Presentation Folders	6200	\$ 81.82	0000001489
14899437	MISSION FEDERAL CREDIT UNION	5/26/2022	\$ 13,554.59	2022 Graduation/Promotion Decorations	6200	\$ 169.71	0000001478
14899437	MISSION FEDERAL CREDIT UNION	5/26/2022	\$ 13,554.59	Graduation Venue 2022	6200	\$ 4,847.90	0000001477
14899437	MISSION FEDERAL CREDIT UNION	5/26/2022	\$ 13,554.59	Mission Federal - Instructional Supplies	6200	\$ 402.71	0000001386
14899437	MISSION FEDERAL CREDIT UNION	5/26/2022	\$ 13,554.59	Lease Web	6200	\$ 81.37	0000001439
14899437	MISSION FEDERAL CREDIT UNION	5/26/2022	\$ 13,554.59	8th Grade Promotion MV Venue	6200	\$ 804.70	0000001475
14899437	MISSION FEDERAL CREDIT UNION	5/26/2022	\$ 13,554.59	Postage - Admin Oceanside	6200	\$ 84.00	0000001373
14899437	MISSION FEDERAL CREDIT UNION	5/26/2022	\$ 13,554.59	Postage- Student	6200	\$ 223.38	0000001373
003958	Reliable Translations Inc.	5/31/2022	\$ 294.00	Reliable Translations	6200	\$ 147.00	0000001399
003958	Reliable Translations Inc.	5/31/2022	\$ 294.00	Reliable Translations	6200	\$ 147.00	0000001399
14900446	AT&T MOBILITY	5/31/2022	\$ 451.03	Cell phone service	6200	\$ 429.69	0000001302
14900446	AT&T MOBILITY	5/31/2022	\$ 451.03	Cell Phone Replacements	6200	\$ 21.34	0000001302
14900447	OFFICE DEPOT	5/31/2022	\$ 341.32	Office Depot - Student Supplies	6200	\$ 10.79	0000001385
14900447	OFFICE DEPOT	5/31/2022	\$ 341.32	Office Supplies - MoVal	6200	\$ 61.14	0000001376
14900447	OFFICE DEPOT	5/31/2022	\$ 341.32	Office Supplies - OCEANSIDE	6200	\$ 22.40	0000001376
14900447	OFFICE DEPOT	5/31/2022	\$ 341.32	Office Depot - Student Supplies	6200	\$ 209.94	0000001385
14900447	OFFICE DEPOT	5/31/2022	\$ 341.32	Office Supplies - OCEANSIDE CA	6200	\$ 37.05	0000001376
14900448	KIRA FOX- CUSTODIAN OF PETTY CASH	5/31/2022	\$ 197.39	Office Supplies - MoVal	6200	\$ 197.39	0000001382

8.2

Pacific View Charter School

Organizational Chart

4-29-2022



8.3

PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING

June 21, 2022

2022-23 WORKING/ADOPTED BUDGET

Pacific View Charter School
2022/23
Proposed/Adopted Budget
Financial Summary – June 21,2022

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 2021/22 financial status, Proposed/Adopted 2022/23 Budget and projections for two subsequent fiscal years. The 2022/23 Budget will require the Board's review and action.

The Proposed/Adopted 2022/23 Budget includes the following items:

- ✓ 2022/23 Proposed/Adopted Multi-year Projection and Assumptions
- ✓ 2022/23 Proposed/Adopted LCFF Spreadsheets
- ✓ 2022/23 School Services of California Dart Board
- ✓ 2022/23 Proposed/Adopted Charter School Certification

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

	K-3	4-6	7-8	9-12
LCFF Base Grants	\$8,093	\$8,215	\$8,458	\$9,802
Supplemental Grants	20%	20%	20%	20%
Concentration Grants	50%	50%	50%	50%

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

	2022/23	2023/24	2024/25
Enrollment	615	645	675
A.D.A.	733.02	769.68	804.16
A.D.A. Ratio	1.19	1.19	1.19

The enclosed reports provide updated, detailed financial information for our 2022/23 budget and projections for the subsequent two fiscal years. Following are the major highlights of the 2022/23 budget which form the foundation for the Executive Director's Goals and the School's Mission.

Pacific View Charter School
2022/23
Proposed/Adopted Budget
Financial Summary – June 21,2022

The current COVID 19 Pandemic has had a dramatic impact on California School District Local Control Funding Formula. The 2022/23 revenue budget reflects the fiscal impact as accurately as staff is able to project at the current time. The expenditure budget reflects the Executive Directors budget, which has been developed to provide a safe and appropriate learning environment for our students. All areas identified as part of the expenditure budget are subject to reduction, elimination or change as we proceed through this uncharted territory of COVID 19 budget reductions. Following are the Executive Directors 2022/23 planned expenditure.

1. Identify and support unduplicated count students
2. Provide Chromebooks with hotspots for homeless and students that do not have internet access
3. ELD Curriculum Supports
4. Palomar Counseling- Student Counseling
5. Placement in Interventions
6. Financial Aid
7. Translations
8. Expand College & Career Presentations
9. Increase in Tutoring Services
10. Increase in Mental Health Supports
11. Support for Credit Deficient Students
12. Increase College & Career Readiness for Graduates

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2023-2025 Proposed/Adopted Budget**

ENTERPRISE FUND		2021-2022 Estimated Actuals Budget	2022-23 Proposed Adopted Budget	2023-24 Projected Budget	2024-25 Projected Budget
A. REVENUES					
1) Revenue Limit Sources	8010-8099	7,850,339	9,433,413	10,195,433	10,811,591
2) Other Federal Revenues	8100-8299	202,216	0	0	0
3) Other State Revenues	8300-8599	1,338,130	935,581	901,581	901,581
4) Other Local Revenues	8600-8799	503,057	10,000	10,000	10,000
5) TOTAL REVENUES		9,893,742	10,378,994	11,107,014	11,723,172
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	3,614,280	4,116,470	4,239,964	4,367,163
2) Classified Salaries	2000-2999	1,181,845	1,319,438	1,359,021	1,399,792
3) Employee Fringes	3000-3999	1,731,174	2,197,765	2,251,050	2,310,183
4) Books, Supplies, Non-Capital Equip	4000-4999	422,283	498,821	513,786	529,199
5) Services, Other Operating Exp	5000-5999	1,749,283	2,198,792	2,264,756	2,332,698
7) Other Outgo	7100-7299	0	0	0	0
8) Direct Support/Indirect Costs	7300-7399	0	0	0	0
9) TOTAL EXPENDITURES		8,698,865	10,331,286	10,628,577	10,939,035
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES & USES		1,194,877	47,708	478,437	784,137
D. Other Financing Sources/Uses					
E. Net Increase(Decrease) in Fund Balance		1,194,877	47,708	478,437	784,137
F. FUND BALANCE, RESERVES					
1) Fund 62/62-01 Beginning Balance/July 1		6,560,279	7,755,156	7,802,864	8,281,301
2) Ending Balance		7,755,156	7,802,864	8,281,301	9,065,438
Components of Fund Balance					
Restricted for Econ Uncert.		260,966	309,939	318,857	328,171
Restricted for Special Purposes		7,494,190	7,492,925	7,962,444	8,737,267
Undesignated		0	0	0	0
Total Components of Fund Balance		7,755,156	7,802,864	8,281,301	9,065,438

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2023-2025 Proposed/Adopted Budget**

		2021-2022 Estimated Actuals	2022-23 Proposed Adopted	2023-24 Projected Budget	2024-25 Projected Budget
Designated for Economic Uncertainty		260,966	309,939	318,857	328,171
	TOTAL	260,966	309,939	318,857	328,171
Revolving Cash Reserve		200	700	700	700
Deferred Maintenance Reserve		50,000	50,000	50,000	50,000
Facilities/Architect		50,000	50,000	50,000	50,000
Facilities Reserve		217,000	217,000	217,000	217,000
Land/Bldg/Deprec/Growth		6,750,957	6,849,192	7,318,711	8,093,534
Long Term Debt Reserve (Building)		217,571	217,571	217,571	217,571
Long Term Debt Reserve (Automobile)		8,462	8,462	8,462	8,462
STRS/PERS Unfunded Liability		200,000	100,000	100,000	100,000
	TOTAL	7,494,190	7,492,925	7,962,444	8,737,267
Undesignated	9790-000	0	0	(0)	(0)
	TOTAL	0	0	(0)	(0)
TOTAL RESERVES		7,755,156	7,802,864	8,281,301	9,065,438

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2023-2025 Proposed/Adopted Budget**

	2022-23 PROJECTED	2023-24 PROJECTED	2024-25 PROJECTED
<u>REVENUE</u>			
1. COLA	6.56%	3.61%	3.64%
2. LOTTERY	\$163.00	\$163.00	\$163.00
3. ENROLLMENT ESTIMATES			
Totals	615	645	675
4. ENROLLMENT INCREASE(DECREASE)	30	30	30
5. REVENUE LIMIT ADA	733.02	769.68	804.16
<u>EXPENDITURES</u>			
1. FRINGE BENEFIT RATES			
STRS State Teachers Retirement System	19.10%	19.10%	19.10%
PERS Public Employee Retirement System	25.37%	25.20%	24.60%
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	2.06%	2.06%	2.06%
Health Insurance cost per year	\$ 718,576	\$ 740,133	\$ 762,337
Books and Supplies/Other Operating Services	5%	3%	3%

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2023-2025 Proposed/Adopted Budget**

REVENUES	2022-23	2023-24	2024-25
<i>Total Student Enrollment</i>	<i>615</i>	<i>645</i>	<i>675</i>
<i>Total Student ADA</i>	<i>733.02</i>	<i>769.68</i>	<i>804.16</i>
Student ADA- Grade K-3	33.73	35.42	37.19
Student ADA- Grade 4-6	49.97	52.47	55.09
Student ADA-Grade 7-8	78.62	82.55	86.68
Student ADA-Grade 9-12	570.70	599.24	625.20
Revenue Limit Sources			
0000-000 8011 LCFF Base Funding	3,185,525	3,631,705	4,107,068
0000-000-8011-001 LCFF Base Funding Prior Year	0		0
0000-500-8011 Supplemental & Concentration Grants	1,850,039	1,945,933	1,879,861
0000-500-8011-001 Supplemental & Concentratio Grants PY	0	0	0
1400-000-8012 Education Protection Account	1,411,302	1,631,248	1,838,115
1400-000-8012-001 Education Protection Account Prior Year	0	0	0
0000-000-8096 In lieu of Property Taxes-Included in Prin Appor	2,986,547	2,986,547	2,986,547
0000-000-8096-001 In lieu of Property Tax Prior Year	0	0	0
TOTALS	9,433,413	10,195,433	10,811,591
Other State Revenues			
0000-000-8550 Mandated Costs	25,000	25,000	25,000
1100-000-8560 State Lottery - CY Unrestricted	117,871	117,871	117,871
1100-000-8560-001 State Lottery - Prior Year Unrestricted	0	0	0
6300-000-8560 State Lottery - CY Restricted	47,004	47,004	47,004
6500-5001-0000-8792 Special Education	709,706	709,706	709,706
Various-8590 Star Testing Revenue	2,000	2,000	2,000
Educator Effectiveness Grant	34,000		
TOTALS	935,581	901,581	901,581
Other Local Revenues			
0000-000-8660 Interest	8,000	8,000	8,000
0000-000-8699 All other local revenue	2,000	2,000	2,000
TOTALS	10,000	10,000	10,000
TOTAL REVENUE	\$10,378,994	\$11,107,014	\$11,723,172

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2023-2025 Proposed/Adopted Budget**

EXPENDITURES		2022-23	2023-24	2024-25
<i>Certificated Salaries</i>				
1000-1999		4,116,470	4,239,964	4,367,163
Teacher Salaries				
Admin Salaries				
<i>Classified Salaries</i>				
2000-2999		1,319,438	1,359,021	1,399,792
Support staff & office salaries				
Admin Salaries				
<i>Employee Fringes</i>				
3111/3211 STRS		767,967	809,833	834,128
3212 PERS		357,495	342,473	344,349
3311/3312 Social Security		87,367	84,259	86,787
3321/3322 Medicare		78,820	81,185	83,621
3401/3402 Health & Welfare Benefits		718,576	740,133	762,337
3501/3502 Unemployment Insurance		75,560	77,827	80,162
3601/3602 Workman's Compensation Ins.		111,980	115,339	118,799
TOTALS		2,197,765	2,251,050	2,310,183
<i>Books and Supplies</i>				
4000-4999		498,821	513,786	529,199
<i>Services, Other Operating Expense</i>				
5000-5999		2,198,792	2,264,756	2,332,698
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		\$10,331,286	\$10,628,577	\$10,939,035

Pacific View Charter (3731221) - Working Adopted				
	2022-23	2023-24	2024-25	2025-26
SUMMARY OF FUNDING				
General Assumptions				
COLA & Augmentation	6.56%	3.61%	3.64%	3.62%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%
LCFF Entitlement				
Base Grant	\$7,397,889	\$8,048,208	\$8,713,357	\$9,410,341
Grade Span Adjustment	185,485	201,292	218,373	235,411
Supplemental Grant	1,073,198	1,151,795	1,193,636	1,231,762
Concentration Grant	776,841	794,138	686,225	554,872
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$9,433,413	\$10,195,433	\$10,811,591	\$11,432,386
Miscellaneous Adjustments	-	-	-	-
Economic Recovery Target	-	-	-	-
Additional State Aid	-	-	-	-
Total LCFF Entitlement	9,433,413	10,195,433	10,811,591	11,432,386
LCFF Entitlement Per ADA	\$ 12,869	\$ 13,246	\$ 13,445	\$ 13,637
Components of LCFF By Object Code				
State Aid (Object Code 8011)	\$ 5,035,564	\$ 5,577,638	\$ 5,986,929	\$ 6,402,536
EPA (for LCFF Calculation purposes)	\$ 1,411,302	\$ 1,631,248	\$ 1,838,115	\$ 2,043,303
<i>Local Revenue Sources:</i>				
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	2,986,547	2,986,547	2,986,547	2,986,547
<i>Property Taxes net of In-Lieu</i>	\$ -	\$ -	\$ -	\$ -
TOTAL FUNDING	9,433,413	10,195,433	10,811,591	11,432,386
Basic Aid Status	\$ -	\$ -	\$ -	\$ -
Excess Taxes	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -

Summary Tab

Pacific View Charter (3731221) - Working Adopted				
	2022-23	2023-24	2024-25	2025-26
Total LCFF Entitlement	9,433,413	10,195,433	10,811,591	11,432,386

SUMMARY OF EPA				
% of Adjusted Revenue Limit - Annual	49.17914663%	49.17914663%	49.17914663%	49.17914663%
% of Adjusted Revenue Limit - P-2	49.17914663%	49.17914663%	49.17914663%	49.17914663%
EPA (for LCFF Calculation purposes)	\$ 1,411,302	\$ 1,631,248	\$ 1,838,115	\$ 2,043,303
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	\$ 1,411,302	\$ 1,631,248	\$ 1,838,115	\$ 2,043,303
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	\$ -	\$ -	\$ -	\$ -
Accrual (from Data Entry tab)	-	-	-	-

Pacific View Charter (3731221) - Working Adopted				
	2022-23	2023-24	2024-25	2025-26
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES				
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 7,583,374	\$ 8,249,500	\$ 8,931,730	\$ 9,645,752
Supplemental and Concentration Grant funding in the LCAP year	\$ 1,850,039	\$ 1,945,933	\$ 1,879,861	\$ 1,786,634
Percentage to Increase or Improve Services	24.40%	23.59%	21.05%	18.52%
SUMMARY OF STUDENT POPULATION				
Unduplicated Pupil Population				
Enrollment	615	645	675	705
COE Enrollment	-	-	-	-
Total Enrollment	615	645	675	705
Unduplicated Pupil Count	431	432	430	431
COE Unduplicated Pupil Count	-	-	-	-
Total Unduplicated Pupil Count	431	432	430	431
Rolling %, Supplemental Grant	70.7600%	69.8100%	66.8200%	63.8500%
Rolling %, Concentration Grant	70.7600%	69.8100%	66.8200%	63.8500%

Pacific View Charter (3731221) - Working Adopted				
	2022-23	2023-24	2024-25	2025-26
SUMMARY OF LCFF ADA				
Prior Year ADA for the Hold Harmless - (net of current year charter shift)				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	-	-	-	-
NSS	-	-	-	-
Combined Subtotal	-	-	-	-
Current Year ADA				
Grades TK-3	33.73	35.42	37.19	39.05
Grades 4-6	49.97	52.47	55.09	57.84
Grades 7-8	78.62	82.55	86.68	91.01
Grades 9-12	570.70	599.24	625.20	650.46
LCFF Subtotal	733.02	769.68	804.16	838.36
NSS	-	-	-	-
Combined Subtotal	733.02	769.68	804.16	838.36
Change in LCFF ADA (excludes NSS ADA)	733.02	769.68	804.16	838.36
	Increase	Increase	Increase	Increase
Funded LCFF ADA for the Hold Harmless				
Grades TK-3	33.73	35.42	37.19	39.05
Grades 4-6	49.97	52.47	55.09	57.84
Grades 7-8	78.62	82.55	86.68	91.01
Grades 9-12	570.70	599.24	625.20	650.46
Subtotal	733.02	769.68	804.16	838.36
	Current	Current	Current	Current
Funded NSS ADA				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Subtotal	-	-	-	-
	Prior	Prior	Prior	Prior

Pacific View Charter (3731221) - Working Adopted				
	2022-23	2023-24	2024-25	2025-26
NPS, CDS, & COE Operated				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Subtotal	-	-	-	-
ACTUAL ADA (Current Year Only)				
Grades TK-3	33.73	35.42	37.19	39.05
Grades 4-6	49.97	52.47	55.09	57.84
Grades 7-8	78.62	82.55	86.68	91.01
Grades 9-12	570.70	599.24	625.20	650.46
Total Actual ADA	733.02	769.68	804.16	838.36
TOTAL FUNDED ADA				
Grades TK-3	33.73	35.42	37.19	39.05
Grades 4-6	49.97	52.47	55.09	57.84
Grades 7-8	78.62	82.55	86.68	91.01
Grades 9-12	570.70	599.24	625.20	650.46
Total	733.02	769.68	804.16	838.36
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-

Pacific View Charter (3731221) - Working Adopted								
	2022-23		2023-24		2024-25		2025-26	
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	\$	11,844	\$	12,191	\$	12,375	\$	12,555
Grades 4-6	\$	10,890	\$	11,209	\$	11,378	\$	11,544
Grades 7-8	\$	11,212	\$	11,541	\$	11,715	\$	11,885
Grades 9-12	\$	13,332	\$	13,722	\$	13,930	\$	14,133
Base Grants								
Grades TK-3	\$	8,624	\$	8,935	\$	9,260	\$	9,595
Grades 4-6	\$	8,754	\$	9,070	\$	9,400	\$	9,740
Grades 7-8	\$	9,013	\$	9,338	\$	9,678	\$	10,028
Grades 9-12	\$	10,445	\$	10,822	\$	11,216	\$	11,622
Grade Span Adjustment								
Grades TK-3	\$	897	\$	929	\$	963	\$	998
Grades 9-12	\$	272	\$	281	\$	292	\$	302
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	\$	9,521	\$	9,864	\$	10,223	\$	10,593
Grades 4-6	\$	8,754	\$	9,070	\$	9,400	\$	9,740
Grades 7-8	\$	9,013	\$	9,338	\$	9,678	\$	10,028
Grades 9-12	\$	10,717	\$	11,103	\$	11,508	\$	11,924
Prorated Base Grants								
Grades TK-3	\$	8,624	\$	8,935	\$	9,260	\$	9,595
Grades 4-6	\$	8,754	\$	9,070	\$	9,400	\$	9,740
Grades 7-8	\$	9,013	\$	9,338	\$	9,678	\$	10,028
Grades 9-12	\$	10,445	\$	10,822	\$	11,216	\$	11,622
Prorated Grade Span Adjustment								
Grades TK-3	\$	897	\$	929	\$	963	\$	998
Grades 9-12	\$	272	\$	281	\$	292	\$	302
Supplemental Grant								
		20%		20%		20%		20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	\$	1,904	\$	1,973	\$	2,045	\$	2,119
Grades 4-6	\$	1,751	\$	1,814	\$	1,880	\$	1,948
Grades 7-8	\$	1,803	\$	1,868	\$	1,936	\$	2,006
Grades 9-12	\$	2,143	\$	2,221	\$	2,302	\$	2,385

Pacific View Charter (3731221) - Working Adopted									
		2022-23		2023-24		2024-25		2025-26	
Actual - 1.00 ADA, Local UPP as follows:		70.76%		69.81%		66.82%		63.85%	
Grades TK-3	\$	1,347	\$	1,377	\$	1,366	\$	1,353	
Grades 4-6	\$	1,239	\$	1,266	\$	1,256	\$	1,244	
Grades 7-8	\$	1,276	\$	1,304	\$	1,293	\$	1,281	
Grades 9-12	\$	1,517	\$	1,550	\$	1,538	\$	1,523	
Concentration Grant (>55% population)		65%		65%		65%		65%	
Maximum - 1.00 ADA, 100% UPP									
Grades TK-3	\$	6,189	\$	6,412	\$	6,645	\$	6,885	
Grades 4-6	\$	5,690	\$	5,896	\$	6,110	\$	6,331	
Grades 7-8	\$	5,858	\$	6,070	\$	6,291	\$	6,518	
Grades 9-12	\$	6,966	\$	7,217	\$	7,480	\$	7,751	
Actual - 1.00 ADA, Local UPP >55% as follows:		15.7600%		14.8100%		11.8200%		8.8500%	
Grades TK-3	\$	975	\$	950	\$	785	\$	609	
Grades 4-6	\$	897	\$	873	\$	722	\$	560	
Grades 7-8	\$	923	\$	899	\$	744	\$	577	
Grades 9-12	\$	1,098	\$	1,069	\$	884	\$	686	

SSC School District and Charter School Financial Projection Dartboard

2022-23 May Revision

99

This version of School Services of California Inc. (SSC) Financial Projection Dartboard is based on the Governor's 2022-23 May Revision. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and other planning factors. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS					
Factor	2021-22	2022-23	2023-24	2024-25	2025-26
Department of Finance Statutory COLA ¹	1.70%	6.56%	5.38%	4.02%	3.72%
Planning COLA	5.07% ²	6.56%	5.38%	4.02%	3.72%

LCFF GRADE SPAN FACTORS FOR 2022-23				
Entitlement Factors per ADA*	K-3	4-6	7-8	9-12
2021-22 Base Grants	\$8,093	\$8,215	\$8,458	\$9,802
Statutory COLA of 6.56%	\$531	\$539	\$555	\$643
Additional LCFF Investment of \$2.1 billion ³	\$266	\$270	\$278	\$322
2022-23 Base Grants	\$8,890	\$9,024	\$9,291	\$10,767
Grade Span Adjustment Factors	10.4%	—	—	2.6%
Grade Span Adjustment Amounts	\$925	—	—	\$280
2022-23 Adjusted Base Grants ⁴	\$9,815	\$9,024	\$9,291	\$11,047

*Average daily attendance (ADA)

OTHER PLANNING FACTORS					
Factors	2021-22	2022-23	2023-24	2024-25	2025-26
California CPI	6.55%	6.11%	3.14%	1.97%	2.31%
California Lottery	Unrestricted per ADA	\$163	\$163	\$163	\$163
	Restricted per ADA	\$65	\$65	\$65	\$65
Mandate Block Grant (District)	Grades K-8 per ADA	\$32.79	\$34.94	\$36.82	\$37.98
	Grades 9-12 per ADA	\$63.17	\$67.31	\$70.93	\$73.16
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$17.21	\$18.34	\$19.33	\$19.94
	Grades 9-12 per ADA	\$47.84	\$50.98	\$53.72	\$55.41
CalSTRS Employer Rate ⁵	16.92%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate ⁵	22.91%	25.37%	25.20%	24.60%	23.70%
Unemployment Insurance Rate ⁶	0.50%	0.50%	0.20%	0.20%	0.20%
Minimum Wage ⁷	\$15.00	\$15.50	\$16.00	\$16.40	\$16.70

STATE MINIMUM RESERVE REQUIREMENTS	
Reserve Requirement	District ADA Range
The greater of 5% or \$76,000	0 to 300
The greater of 4% or \$76,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and higher

¹Applies to Special Education, Child Nutrition, Foster Youth, Adults in Correctional Facilities Program, American Indian Education Centers/American Indian Early Childhood Education, and Mandate Block Grant.

²Amount represents the 2021-22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020-21 unfunded statutory COLA of 2.31%.

³Amounts are estimated by SSC and are subject to change.

⁴Additional funding is provided for students who are designated as eligible for free and reduced-price meals, foster youth, English language learners. A 20% augmentation is provided for each eligible student with an additional 65% for each eligible student beyond the 55% identification rate threshold.

⁵California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) rates in 2021-22 were brought down by a prior year \$2.3 billion payment from the state of California. Rates in the following years are subject to change based on determination by the respective governing boards.

⁶Unemployment rate in 2021-22 and 2022-23 are final based on the 2021 Enacted State Budget, and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2)

⁷Minimum wage increases and are effective January 1 of the respective year.

Pacific View Charter School
Working Adopted Budget
Charter Number 247
CDE Number 37-73569
Fiscal Year 2022/2023
Charter School Certification

2022/2023 Working Adopted Budget is hereby submitted to the chartering authority and the County Superintendent of Schools.

Signed: _____
Charter School Official

Date: _____

Printed Name: Erin Gorence, Executive Director

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

Ambur Borth
760-757-0161 Ext.105
aborth@pacificview.org

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LCFF Budget Overview for Parents

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

CDS Code: 3773569-3731221

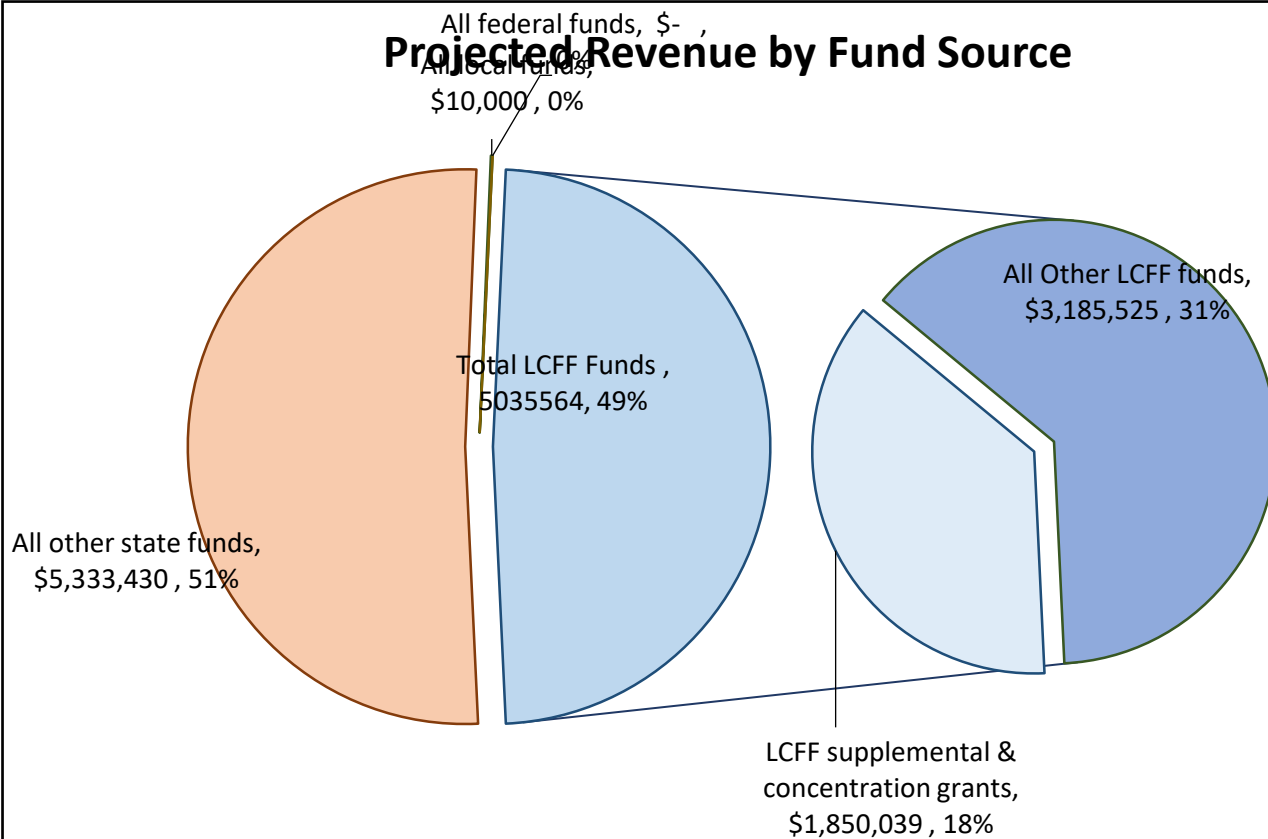
School Year: 2022 – 23

LEA contact information: Kira Fox, kfox@pacificview.org

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

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

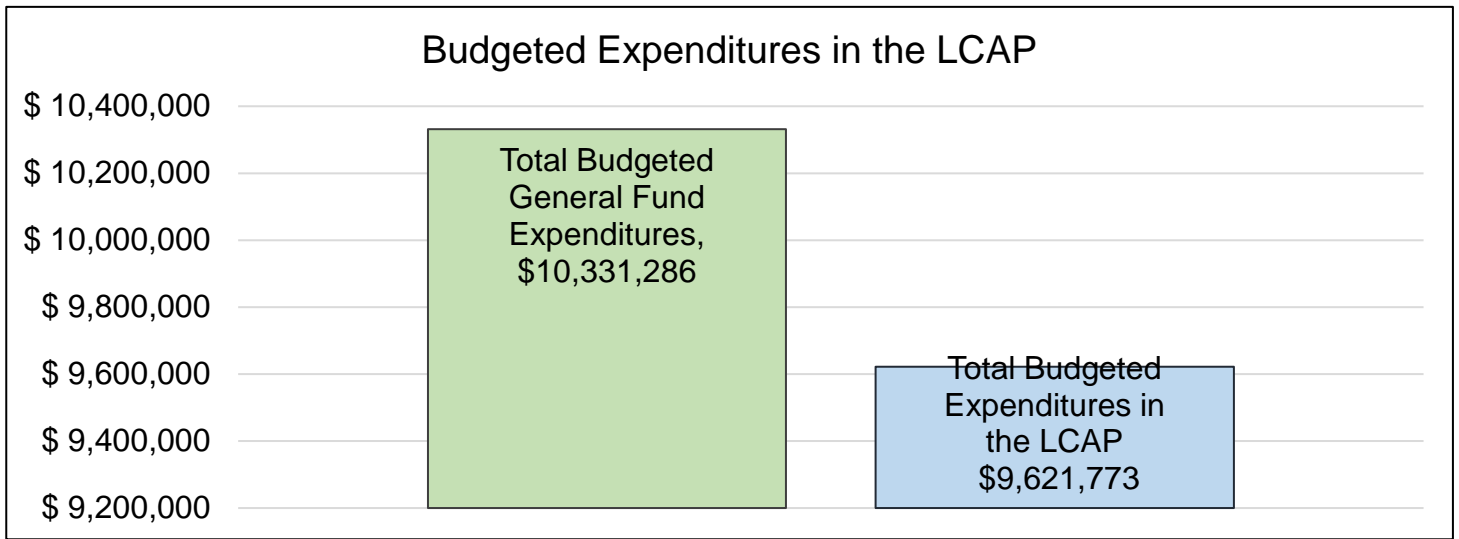


This chart shows the total general purpose revenue Pacific View Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific View Charter School is \$10,378,994.00, of which \$5,035,564.00 is Local Control Funding Formula (LCFF), \$5,333,430.00 is other state funds, \$10,000.00 is local funds, and \$0.00 is federal funds. Of the \$5,035,564.00 in LCFF Funds, \$1,850,039.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Pacific View Charter School plans to spend \$10,331,286.00 for the 2022 – 23 school year. Of that amount, \$9,621,773.00 is tied to actions/services in the LCAP and \$709,513.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

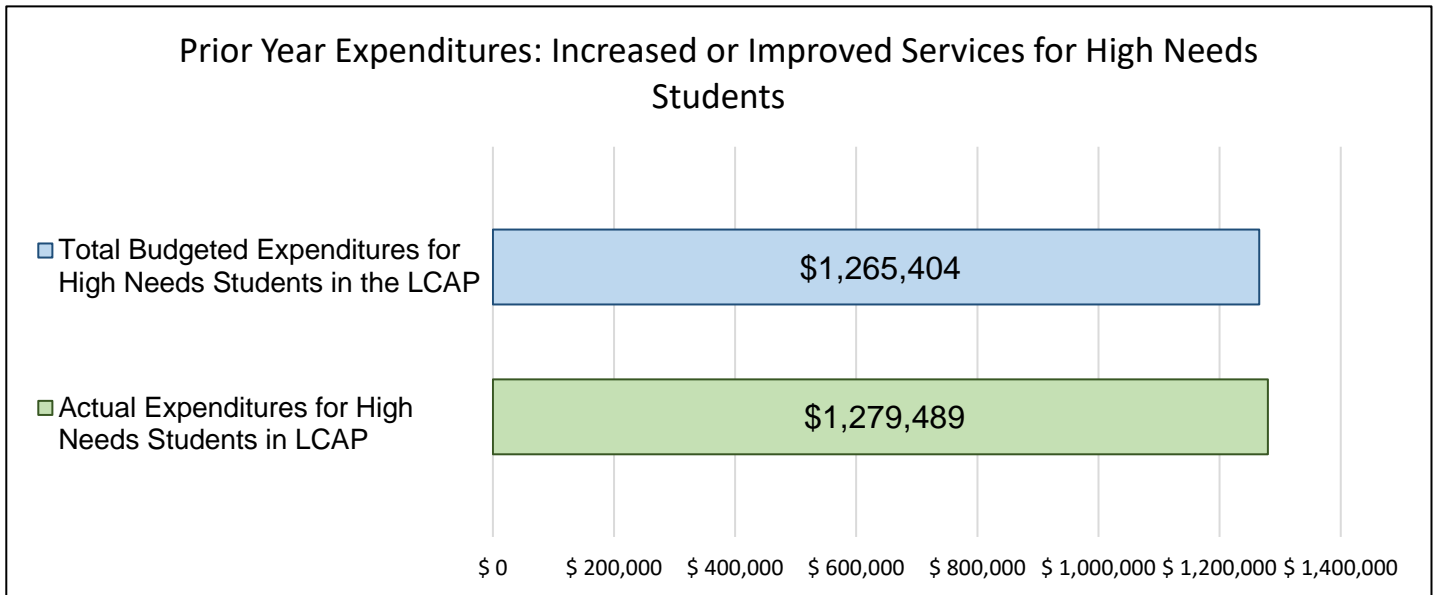
1. Special Education salaries and/or expenditures that do not indirectly or directly benefit all students.
2. Facilities update that do not indirectly or directly benefit all students.
3. Marketing expenditures that do not benefit students directly.

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

In 2022 – 23, Pacific View Charter School is projecting it will receive \$1,850,039.00 based on the enrollment of foster youth, English learner, and low-income students. Pacific View Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific View Charter School plans to spend \$2,035,723.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021 – 22, Pacific View Charter School's LCAP budgeted \$1,265,404.00 for planned actions to increase or improve services for high needs students. Pacific View Charter School actually spent \$1,279,489.00 for actions to increase or improve services for high needs students in 2021 – 22.



LCAP Supplement - Mid-Year Budget, Outcome Data, and Related Metrics Winter 2021

Goal 1

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Mid-Year 1 Outcome	Desired Outcome for 2023–24
Increase percentage of students entering community college	51/112 (45%) of the 2020 graduates enrolled in community college	This cannot be calculated until end of school year 2022. However, it is expected that 145 students will graduate in the spring of 2022 a 21% increase from previous years.	60% of graduates will enroll in community college
Credit deficient students will increase the number of credits completed each semester	Develop a process for collecting data on the number of credits completed each year by credit deficient students and collect data to establish a baseline	Data collection has begun. Supervisory Teachers record data on spreadsheet for students each semester. Baseline targets will be developed at the end of school year 2022	75% of credit deficient students will earn a years worth of credits during a years worth of instruction at PVCS



Decrease number of cohorted high school students who become credit deficient	14% of credit deficient students are cohorted from the 9-12th grade	Data will be collected at end of year 2022	7% of credit deficient students are in the 4 year cohort
Graduates will develop a clear post-graduation plan	78% of students report having a clear plan for graduation	Mid-Year Survey Results: 52% of students report having a clear plan for graduation.	100% of graduating students will have a clearly defined graduation plan
Increase graduation rate as measured through the Dashboard Graduation Rate indicator	56% of students graduate as measured by the graduation rate indicator	Dashboard has been suspended for 2021, will be able to see data in 2022	75% of student graduate as measured by the graduation rate indicator
English Learners will be appropriately placed in ELD curriculum and support	Develop ELD course and develop process for tracking EL placement	ELD course has been developed and students have been enrolled. Work continues to develop plan for tracking EL placement and provide services for those not enrolled in ELD.	95% of all EL students will be appropriately placed in ELD
Increase in Reclassification Rates for continuously enrolled students (2 or more years in the school)	17% of continuously enrolled students were reclassified in the 19/20 school year. 100% of students who reclassified were continuously enrolled.	Data will be evaluated when released at end of school year 2022.	
FAFSA completions rates will increase	33% of graduating students have completed FAFSA	25 completed (14% as of 1.6.22) 46 completed (31% as of 3.2.22)	50% of graduating students will complete the FAFSA



Maintain student access to a broad course of study including the full A-G required suite of courses	100% of high school students have access to broad course of study and all required A-G courses	100% of high school students have access to broad course of study and all required A-G courses	100% of high school students have access to broad course of study and all required A-G courses
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Actions and Services Related to Goal #1

Action #	Title	Description	Mid- Year Update	Total Funds Allocated	Contributing	Mid-Year Funds Spent
1	Grade Level by Credits	Change the way student grade levels are awarded from age to credits earned and monitor how this change influences the behavior of students, especially those who are credit deficient	This was completed for all Track 1 and Track 2 students. 2 students petitioned for grade changes at the semester.	44,070	Y	\$8,364
2	DASS Status and Graduation Rate	Monitor how DASS status affects graduation rates for students	TBD	25,940	Y	\$12,986
3	Identify & Intervene Credit Deficient Students	The school counselor will identify students who are credit deficient, tag them in the SIS so all teachers are aware and schedule meetings with families to make a plan for remediation	Data is currently being collected	10,162	Y	\$5,018
4	Graduation Plan Update and Training	Revise and rename Learning Planners for high school students to Graduation Planners. Train	This has been completed	13,128	N	\$6,064



		teachers on how to use the plan and to communicate with families.				
5	Track Data on SSTs	Track the data on SST meetings: credit recovery, continued enrollment		5,280	N	\$2,564
6	Tracking of 4 year cohorts	Begin to track progress towards graduation for students enrolled from the beginning of 9th grade	School counselor has tagged the students as cohorts so data can be tracked	17,325	N	\$1,407
7	Credit Completion Tracking	Develop system for tracking credits earned for HS school students to ensure that students are making gains in the high school program and are completing requirements for graduation	Data was collected. Leadership is in the process of analyzing data to determine how to use.	26,700	N	\$14,100
8	Develop Graduation Pathway Planning Schoology Course	Create a place in Schoology where all graduation activities will be tracked for each individual student from 9th to 12th grade.	Completed. All students are assigned a Grad Pathways course in Schoology	39,257	N	\$43,590
9	Expand College and Career presentations	Partner with local community colleges to increase outreach to PVCS students by hosting presentations twice a year.	2 virtual presentations and 4 in person.	6,226	N	\$0
10	Career Fair	Host career fair for students	In progress	31,140	Y	\$0
11	Expand college field trips	Take students on two field trips for each school site	Not completed due to colleges discontinuing field trips because of Covid	4,525	Y	\$0



12	Virtual Career Presentations	Continue to offer virtual career presentations through Schoology	Two completely virtual presentations, and the 4 in-person presentations allowed students to access virtually as well	2,625	Y	\$1,686
13	Financial Aid	School counselor will continue to offer financial aid meetings individually for families. Bilingual staff will conduct meetings to ensure access to Spanish speaking families	Feb 1, 2022. 26 students have completed FAFSA March 2, 2022 46 students have completed FAFSA	10,037	Y	\$8,364
14	Add additional career exploration electives	Add 27 courses through Edgenuity to encourage students to expand knowledge of career opportunities while earning elective credit.	All courses were added	27,125	N	\$30,875
15	Translation services	Information regarding post-graduation options will be provided to families in English and Spanish to ensure access for all families.	Completed and ongoing	6,250	Y	\$7,270
16	Revise Exit Course	Teachers will enroll students in the Exit course at the beginning of senior year. Students will begin graduation plan through survey, assignments and meeting with counselor	Not completed yet	41,217	N	\$18,130



17	Exit Course Survey Analysis	School counselor will tailor career presentations based on data from initial Exit Course Survey	Not completed yet	5,626	N	\$844
18	Teacher Training on Exit Course	High school teachers will receive training on new Exit Course/Graduation Plans for graduating students.	Not completed yet	40,757	N	\$0
19	Resume Writing Workshops	Host resume writing workshop in spring and summer.	Will be completed this spring	1,044	N	\$225
20	Course Options	Continue to ensure that all students have access to standards aligned curriculum including the full A-G suite of courses.	All students have access to standards aligned curriculum	261,065	N	\$63,000
21	ELL instructional strategies training	All teaching staff will be trained in teaching strategies to support language development for ELL students and how to best prepare students for the ELPAC exam.	Professional Development will continue to be researched in the 2021/2022 school year and implemented in the 2022/2023	63,643	Y	\$22,852
22	ELD Curriculum	Purchase curriculum to support designated ELD course for high school students	Curriculum was purchased	5,000	Y	\$6,000
23	Hire ELD teaching staff	Hire a teacher who will be dedicated to instruction of ELD students, teach a designated ELD course and support the growth of programs and services for EL students.	Teacher was hired	136,834	Y	\$49,176



24	Provide designated ELD instruction for students.	Offer a designated ELD course for English Language Learners	Designated ELD has been offered since the beginning of the school year	17,900	Y	\$10,321
25	Parent participation	Continue to promote parent participation in the weekly meetings, schoolwide events and meetings with the school counselor.	Yes and ongoing.	23,560	N	\$9,361

Goal 2

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Mid- Year 1 Outcome	Desired Outcome for 2023–24
Students will be placed in appropriate interventions for ELA and Math	70% of students are appropriately placed	Middle school and high school math students are appropriately placed in intervention courses. High school students needing reading intervention have the option of taking onsite reading intervention and ELD for English Language learners. Two new courses were started this year. However, it was	95% of students are appropriately placed



		determined that the increase in virtual only students requires an online only version of the class. The school will be piloting a virtual reading intervention in the Spring to support additional intervention students. Percentages will be collected at the end of the year.	
Metric for Local Assessment	As the school is changing local assessments, a baseline and desired outcome will be developed next year with implementation of new assessment	NWEA testing has been implemented with students in grades 3-12 taking a fall test. Students in grades 3-8 and high school students in reading and math intervention also completed a winter test. The school will develop a measurement of progress (most likely related to the Conditional Growth Index) at the end of the school year.	
Continue to increase number of high school students taking Math 3 and above prior to graduation	76 students took at least 1 semester of Math 3 during the 20/21 school year	So far only 20 students have taken Math 3. Due to the reduced math requirements from AB 104, there were not enough students to hold the class in session 3. The class will be offered in sessions 4 and 5, but it is unlikely that this goal will be met this year.	150 students will take at least 1 semester of Math 3 during the school year
Students in grades 6-8 who are continuously enrolled will increase in SBAC scaled scores	Average Scaled Score for 18/19: -Grade 8: 2514 -Grade 7: 2480 -Grade 6: 2488	Will be evaluated after students complete the SBAC test in the Spring 2022	Increased scores by 50 points



Scaled Score increase on Math SBAC for grade 11 students	18/19 Average Scale Score 2484	Will be evaluated after students complete the SBAC test in the Spring 2022	Increase scores by 100 points
Scaled Score increase on ELA SBAC for grade 11 students	18/19 Average Scale Score 2550	Will be evaluated after students complete the SBAC test in the Spring 2022	Increase scores by 100 points

Actions and Services Related to Goal #2

Action #	Title	Description	Mid- Year Update	Total Funds	Contributing	Mid-Year Funds Spent
1	Credentialed Teachers	Continue to hire only fully credentialed teachers and assign them appropriately.	The school continues to hire only appropriately assigned credentialed teachers	2,276,341	N	\$1,565,568
2	Course Placement Training	Train teachers on appropriate course placement, with an emphasis on math course placement	Completed. Will be revisited in summer	113,952	N	\$53,976
3	Reading Intervention	Revise and implement high school Reading Intervention course for struggling readers	Reading intervention was revamped for this year	230,000	Y	\$108,933
4	Possible Reading Intervention Independent Study	Explore independent study reading intervention course for high school	Currently piloting MyPath program with all high school teaching staff	12,809	Y	\$5,046
5	Middle School Intervention	Develop schedule for middle school that includes a period	Schedule was developed	471,726	N	\$235,613



		for reading intervention and a period for math intervention				
6	K8 Reading Program	Develop and implement a reading program for K8 home study and classroom students	K8 PLC is still in the planning stages.	24,000	N	\$6,200
7	Co-Teaching Inclusion Model	Middle school students with special needs will receive services in ELA and math through co-teaching, allowing them to remain in the LRE, while still receiving targeted intervention and instruction.	This has been happening for the entire school year	748,032	N	\$388,121
8	Diagnostic Assessment	Purchase new diagnostic assessment, train teachers on use, implement schoolwide and develop baseline and growth criteria in reading and math	NWEA was purchased and implemented	11,000	N	\$12,043
9	Spiral Math Courses	PLCs will continue to align and spiral high school math curriculum	Ongoing	4,800	N	\$2,964
10	SBAC Practice Sessions	Implement math review sessions prior to SBAC for high school students	Will be conducted in Spring	21,080	N	\$980
11	Credit Deficient Math	Require math credit deficient students to take math courses in grades 10-11. Tracked through graduation planners.	Not implemented fully	72,002	Y	\$28,436



12	Home Study Student Tutoring	Provide tutoring for home study only students.	2 instructional aides provide virtual only tutoring	65,282	N	\$34,641
13	Plan for addressing learning loss K8.	K8 team will develop and deliver learning packets for summer for students enrolled in home study and the middle school classes to help mitigate learning loss and prepare students for the next school year.	This was completed in summer	2,000	Y	\$652
14	Instructional Coaching/Framework	Continue teacher coaching and schoolwide implementation of the PVCS Instructional Framework	Ongoing	190,324	N	\$94,412
15	Hotspots	Increase the number of hot spots available to students for check out	Current inventory is sufficient and no new hotspots have been purchased so far this year	64,410	Y	\$0
16	Chromebooks	Continue to provide Chromebooks for all students in grades 6-12 and any student K-5 who needs one	Current inventory is sufficient and no new Chromebooks have been purchased so far this year	158,269	Y	\$0

Goal 3

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

An explanation of why the LEA has developed this goal.



Pacific View Charter School students have experienced an increase in academic challenges due to Covid, campus closure, and a distance learning-only model of instruction. Additional supports are needed to support students' social and emotional health in order for them to be successful academically.

Measuring and Reporting Results

Metric	Baseline	Mid- Year 1 Outcome	Desired Outcome for 2023–24
Maintain low suspension rate	3.3% in 2019/20 (data from 20/21 does not accurately reflect regular school years)	Mid-Year Rate: 1.18% The school attributes suspensions to an increase in behavior issues as students return to the classroom after extended time away due to covid. In alignment, referrals to counseling have increased and student support services have increased (see below).	Suspensions remain at or below 3%
Maintain 97% attendance rate	97-98% for 2021 school year	Rate 98.86% for Fall (July 1-Dec 17, 2021)	97%-98% attendance rate
Students report that they feel safe at school as measured by student survey	76% of students report that they feel safe at school	Mid Year Survey results: 80% of responding students report that they feel safe at school. 17% reported feeling neutral and only 3% disagreed.	95-100% of students report that they feel safe at school as measured through student surveys.



All Students will have access to schoolwide SEL Support Program	Students have access to restorative practices, counseling and support but there is not a schoolwide implementation of SEL.	<p>The school continues to develop SEL supports including:</p> <ul style="list-style-type: none"> -Celebrating Diversity monthly focus to provide a more inclusive environment -Development of PVC Connect Course which will house activities for all students in one location -Student volunteer program during middle school lunch -Reestablishment of clubs in middle and high school -Extra social/emotional counselor added 1 day/week -Plans for developing more parent involvement will be the focus of the Spring 	100% of students will have access to SEL programs including staff development, student participation and SEL-based curriculum and lessons.
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Actions and Services Related to Goal #3

Action #	Title	Description	Mid-Year Progress	Total Funds	Contributing	Mid-Year Funds Spent
1	Alternative to Suspension	Develop an Alternative to Suspension Program through the restorative alliance. This program would allow students to stay on campus and not be sent home in the case of rule violation.	Research still in progress, not developed to date	728,557	Y	\$208,557



2	Alternative Discipline	Implement alternative methods of discipline including - in-school reflection (learning activities related to offense, separation from class, volunteer activities, counseling)	PD provided to teachers at the start of the 2021/2022 school year on Restorative circles in the classroom. Restorative Alliance committee re-convened in the 2021/2022 school year to refine school wide behavior management using restorative practices. Committee will attend a Professional Development in March on alternatives to suspension.	381,778	Y	\$107,952
3	PD for Behavior/Restorative Practices	Professional development for staff to intervene and manage difficult behavior in the classroom	Restorative practices training was completed at the beginning of school year for all teaching staff	20,431	Y	\$9,154
4	BIPs	IEP team will determine if additional behavior supports are needed in the form of behavior intervention plans for current and enrolling students and plans will be developed for students demonstrating need for increased behavior support	Behavior intervention plans have been implemented for students who need them. Ongoing	50,947	N	\$35,947
5	Plan for tracking student retention	Develop and implement a plan for tracking retention rates of students from 9th grade to graduation and from middle school to high school	Students are tagged in Pathways as cohort students. This will allow school to pull data just for this group	6,124	N	\$2,562



6	SEL School Wide Research	Begin research on the development of a SEL Schoolwide Program, including: PD for Teachers; Social and emotional support; SEL Curriculum and training for all teaching staff	Ongoing	28,726	Y	\$10,613
7	SEL Staff Training	Conduct PD for staff on how to infuse SEL into work environment	This has not been completed to date	31,662	Y	\$7,906
8	SEL Student Support	Implement SEL program for students through staff training and purchase of new curriculum	Students have received increased in SEL support through addition of new counselor, staff training.	26,726	Y	\$15,541
9	Counseling	Expand counseling services from part time to full time and to include Moreno Valley Campus	Full time counselor, plus intern have been hired. MV receives counseling services virtually	71,456	Y	\$27,726
10	Interquest	Reinstate monthly Interquest Canine Detection Dogs program	Has been reinstated	1,800	N	\$960
11	Security Guard	Reinstate campus security guard	Has been reinstated	54,000	N	\$17,170
12	Therapy Dogs	Expand therapy dog program: Bring out therapy dogs during lunches, break times and to assist students when they are having social/emotional	Therapy dogs have been attending lunches and have been assisting struggling students. Therapy dog meeting will be coming.	8,850	N	\$3,925



		difficulty. Increase frequency of therapy dog meetings to encourage participation				
13	Therapeutic Program for Students in Special Education	Begin research on requirements for implementation of a therapeutic program	Research is ongoing	22,200	N	\$9,136
14	School Spirit	Bring back college and school spirit days on campus	Fully implemented	74,004	N	\$38,912
15	Safety Apps	Safety Committee will look into school safety monitoring tools/apps	Technology Technician is currently researching safety apps and ID systems for possible implementation	13,689	N	\$3,282
16	Students on Campus	Revise check in and check out procedures for for students	Has been revised. Wristbands are now used to monitor sign in/out system	18,741	N	\$9,239
17	Facilities	Maintain safe and secure facilities through frequent monitoring of facilities need and upkeep	Ongoing	1,201,516	N	\$400,186

Local Control and Accountability Plan

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

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

Plan Summary 2022

General Information

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

Pacific View Charter School is a direct-funded K-12 WASC-accredited charter school situated in Oceanside serving approximately 1500 students each year. PVCS offers the flexibility of multiple learning models. Students have access to an independent study – homeschool format using a blended personalized learning model, which combines classroom time with independent learning.

Pacific View Charter School (PVCS) opened its doors to the community in August 1999 serving grades K-12 and is authorized through Oceanside Unified School District (OUSD). In 2008 PVCS moved to its current facility, which was then purchased in 2010 and is situated in Oceanside, California. In August 2015, PVCS opened an additional site in Moreno Valley, with the capacity of serving a total of 250 students in grades K-12, through a non-classroom based Learning Center. The students who come to Pacific View are those seeking an alternative to the traditional school setting. High School students choose PVCS predominantly in their 11th or 12th grade year and are credit deficient in need of a more personalized approach and attention to their specific learning needs. PVCS serves the community by giving at-risk students an educational program that meets social, emotional and academic needs and allows them to remain in school until graduation, which may go beyond four years. Pacific View is recognized by the California Department of Education as having Dashboard Alternative School Status, due to the unique population of high needs students it serves. Families in the K8 program choose PVCS for the smaller school environment, blended personalized learning model, or homeschool format, and the flexibility provided by the program. PVCS supports its K-8 students by providing a robust educational program through a variety of approaches including extra intervention periods during the school day as well as the introduction of a character building and growth mindset programs to build school connectedness and willingness to persevere through both social and academic difficulties.

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

Pacific View Charter School provides every student with a rigorous Common Core aligned academic curriculum and provides numerous academic interventions to address the learning gaps of its students. Through the collaborative efforts of the Supervisory Teacher, the parent/guardian, and the student, a personalized learning plan is developed to address the academic needs of the student while providing a safe and nurturing learning environment for each student. PVCS provides students with a small, safe environment in which all students are nurtured and encouraged to thrive and prepare for life beyond high school.

Reflections: Successes

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

The graduation rate for the school has improved and Pacific View graduated its largest class of 157 graduates in the 2021 school year. There have been increased supports for all students including the expansion of the virtual learning program, and increased instructional supports for EL and SPED students. Analysis of the metrics set for each goal show progress in all areas but two, (both of which are highlighted and addressed below)

Reflections: Identified Need

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

Review of local data and the historical Dashboard Data demonstrates the following needs for the school:

Performance Math

PVCS serves those students who have been unable to mold themselves into the box of traditional education and require a different approach and mindset than a typical school. The school commonly takes in those students who have been unsuccessful, specifically in math, and often need remediation in order to be successful in grade level math courses. PVCS' educational model allows students at any grade level to go back and take the appropriate courses to build mathematical skills in order to be successful in grade level math courses, even in the 11th and 12th grade years. The extended school year option and the fact that students only take two classes at a time for nine weeks allow students to take more than one year of math in a school year, allowing them the time to build skills and still graduate on time. Students are also not allowed to advance in math courses until they have demonstrated proficiency in their current course through a passing grade. It should also be noted that 71% of the students in 11th grade are new to the school (data from the 21/22 school year), and have not been educated by PVCS for an extended period of time. Because so many students need remediation in math, PVCS feels that while the CAASPP test for math may assess where 11th grade students currently are, it does not take into account the progress they have made, nor the fact that the majority of 11th grade students are not enrolled in 11th grade math courses (Math 3 or Higher). Although there is a need to increase Math Performance on the SBAC, the school is also focused on offering quality instruction and training in appropriate class

placement, a need to increase the number of students enrolling in Math 3 or above, remediate math deficiencies through intervention, and to ensure that all students have the math skills to complete math graduation requirements.

Graduation Rate

Although the dashboard reported graduation rate for the school remains low, the change to DASS status resulted in a 7% increase in the graduation rate from 2020 to 2021. Internal calculations, that include 5th+ year seniors and those students who are on track to graduate in the fall are comparable to state graduation rates. In addition, the fact that the school has a small cohort of students that stay continuously enrolled from 9th-12th grade and that the 5th year seniors PVCS educates cannot be included in the rates, both negatively impact the state reported graduation rate. Goal 1 in the current LCAP focuses on assisting students to graduation with a focus on post-graduation preparation. The school is also researching current supports for students who are most likely to drop out prior to graduation as will be outlined in the LCAP.

College/Career Readiness

The college/career readiness indicators listed by the state do not effectively meet the goals and needs of students at Pacific View. However, the school will focus on assisting students in concurrent enrollment in community college and providing services to get students ready for life after high school. Goal 1 in the current LCAP is focused specifically on ensuring that all students graduating from high school do so with a clearly defined plan for college or career.

LCAP Highlights

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

PVCS has placed an emphasis on graduation for high school students developing plans for life beyond high school. After a very difficult couple of years due to the Covid pandemic and resulting trauma, there is also an emphasis on building deficient skills particularly in ELA and math. Additional supports continue to be implemented for EL and SPED students who are consistently underperforming. Finally, as most students choose Pacific View after being unsuccessful in another school environment, the school provides a significant amount of resources to ensure that the social/emotional needs of students are being met and that they maintain a sense of school connectedness, safety and support.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Pacific View Charter School was targeted for CSI due to a low graduation rate. For the last 20 years, PVCS has primarily served students who are looking for an alternative to traditional school after being unsuccessful elsewhere. PVCS has attributed the low graduation rate to a lack of a consistent 4-year cohort and an overwhelming number of 5th year seniors. For this reason, PVCS applied and received approval to become a DASS school starting in the 20/21 school year. This means that the school's graduation rate will now be calculated as a 1 year cohort, reflecting the high needs population that is served by the school. In addition to this change, PVCS will continue to conduct needs assessments in the following areas to determine what other factors play a role in the low graduation rate and to analyze the root causes for the rate:

1. Surveys are conducted each year with staff, students and parents in English and Spanish that included questions asking how prepared students were for college and career, what obstacles students faced in successfully graduating from high school and what additional steps PVCS should take to ensure students who do have barriers to graduation, are able to overcome those barriers. Although the majority of the Educational Partners surveyed reported that students feel prepared for graduation (93%, a 5% increase from the previous year), the school notes that many of the students most at risk for dropping out may not have participated in the survey or meetings. However, surveys will continue as a way to gather Educational Partner information. In addition to the schoolwide surveys, PVCS created a graduation survey for seniors to complete. Results of this survey for the class of 2022 indicate that students want to see the following services continue:

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

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

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

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

4. Education Partners participated in a Graduation Rate and Credit Deficiency Day of Learning where barriers to success were analyzed and solutions to such barriers were identified and suggested. The following suggestions will be implemented in the next school year and appear in the actions and services section of Goal 1 of the current LCAP:

Identify & Intervene Credit Deficient Students

Graduation Plan Update and Training

Track Data on SSTs

Tracking of 4 year cohorts

Credit Completion Tracking

Graduation Pathway Planning Schoology Course

Credit Completion and Post-graduation Workshops

Track 1/Track 2 Nomenclature

Credit Review Student Sign Ups

Alumni Network

National Clearinghouse

A-G Student Tracking

Modifications to Assignments

Certificate of Completion

SPED 130

Alternative Curriculum

Master Agreement Update

Expand College and Career presentations

Career Fair

Expand college field trips

Financial Aid

Revise Exit Course

Exit Course Survey Analysis

Teacher Training on Exit Course

ELL instructional strategies training

When evaluating the graduation rate data, no one student group stood out as all PVCS subgroups are in the red as determined by the California school dashboard and so no specific resource inequities were identified. However, the school has identified that there needs to be an increase in services for English language learners to be successful in the school program and has targeted resources specifically to assist this student population. While this area was not identified as a part of the graduation rate analysis, additional support services for these students should help to improve their graduation rates, among other improvements and is identified throughout the LCAP.

Monitoring and Evaluating Effectiveness

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

The CSI plan is being monitored by the gathering and analysis of data during periodic administrative meetings. In order to engage student feedback, an exit survey has been developed and will continue to be assigned to all students exiting Pacific View to gauge future plans and determine levels of support provided to students while enrolled. These exit surveys have been and will continue to be analyzed in PLCs by teaching staff as well as during leadership advisory meetings. Parents are engaged through the weekly meeting discussions with Supervisory Teachers, through meetings to review each student's Learning Plan with the school counselor and through bi-annual surveys. The weekly meeting with families is a fundamental component of the school's instructional model and is often where the most feedback from families is gathered. The Lead Teachers will take on the role of soliciting information from the Supervisory Teachers regarding feedback from families and presenting this information to the school administration. The school counselor continues to monitor the coaching and meetings held with those students most at risk of dropping out and that information will be shared with leadership at weekly advisory meetings. An evaluation of semester grades and NWEA scores will provide feedback to the school on the success of curricular interventions put in place to build on students' deficient skills. CAASPP and Dashboard data will be analyzed once it is available. Other data resources will include a study of graduation cohort data, transfer data, and through mid and end of year surveys for all educational partners and the graduation surveys for all seniors.

In addition, PVCS has targeted the 4 year cohort of students as a further area of study. Although this population of students is low, it will be important to track the progress of students who are attending PVCS for all four years of high school to ensure that they are staying on track for graduation and not falling behind in the school's program.

As additional evidence-based interventions are put in place, additional plans for monitoring the effectiveness of those interventions will need to be developed by the administration and support staff. The school will use a Logic Based Model to develop actions and outputs in relation to the interventions and then evaluate both short and long term outcomes of those actions. Any and all data studies will be shared with educational partners at the periodic meetings, including: staff meetings, weekly meetings with students and parents, LCAP educational partner meetings, and bi-annual surveys to staff, students and parents.

Engaging Educational Partners

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

Parents, students and teachers play an active role in the daily activities at Pacific View Charter School. Parents attend the weekly (or bi-weekly) meetings with their student and supervisory teacher to track student progress through courses and towards graduation. This is also a time for parents and students to share input on the activities and services in place at the school and teachers are guided to seek parent input in the functions of the school when parents do not voice them directly. Families participated in surveys as well as phone calls from staff to share feedback on options. The school also sought information from educational partners regarding the goals, actions and services listed in the LCAP through a survey and a public hearing was held on May 25, 2022 to solicit further feedback on the draft LCAP. In addition, this year PVCS held an all day professional development for staff to engage with the data related to graduation rate and credit completion. During this meeting, staff developed strategies to improve graduation rates based on identified barriers. These suggestions will be implemented in the action and services section of Goal 1 and are identified below.

A summary of the feedback provided by specific educational partners.

Parents: Survey results indicated that parents of PVCS students continue to be satisfied with the education that their child is receiving. 97% of parents rated themselves as satisfied and very satisfied with the school, a 4% increase from last year and the highest rating the school has received. 96% rated their child's experience with their Supervisory Teacher as Good or Great. 93% believe that their students are receiving appropriate instructional support at PVCS. 89% of families believe that PVCS is preparing their students for life beyond high school, which continues to be a focus for the school as identified in goal 1. Parents also requested more informational events and workshops for parents. PVCS also solicited specific feedback from parents in regards to the goals outlined in the 2022-24 LCAP. Parents requested more college trips, meetings with the counselor for information on college and financial aid applications in relation to Goal #1. For Goal #2, parents suggested continued tutoring both virtual and onsite, as the primary suggestion to help meet the goal. For Goal #3, parents suggested an increase in counseling to support mental health needs, with the possible addition of group counseling. There were also requests for school dances and other extracurricular activities.

Students: Students responding to the surveys continue to report a high level of satisfaction, 93% reported overall satisfaction with the school and 92% of respondents were satisfied with their Supervisory Teachers. 96% of students stated that they receive sufficient help with their school work a 4% increase from previous years. However only 49% reported that they have created a plan for graduation. When targeting 12th grade students however, 93% reported that they had met with the school counselor to plan for graduation and to complete applications. 98% of students indicate that they feel supported by the school in overcoming difficulties. 73% believe the school takes bullying seriously, also a 6% increase and only 2% of students reported not feeling safe at school. In reference to the LCAP Goals, students expressed a desire to keep the graduation planners, careers and personal finance classes. There was also a request for more tutoring, especially in math and an increase in support for ELA classes. In reference to Goal #3, many students requested services related to safety and bullying including anti-bullying policies, more sports and continued counseling for those in need.

Staff: Staff was engaged through surveys, monthly staff meetings, weekly department meetings and the PLCs. Overall, this year presented many challenges, where staff were required to pivot quickly in response to staff shortages, covid quarantines and changing requirements for independent study. In relation to the LCAP goals, staff recommended continuing with the graduation planners, more career and college trips, and an update to the Exit course to support Goal 1. They also recommended developing an alumni network. Staff suggested increased tutoring, a review of the ELA courses, removal of the interim assessments and an increase in instructional aide staff as suggestions for Goal 2. For Goal 3, staff suggested expanding and continuing counseling services, schoolwide events that focus on SEL and more opportunities for high school students to socialize.

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

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

Goal 1:

Credit Review Student Sign Ups for meetings with the counselor

Poll all graduates on where they are now, and then poll all future graduates, compare and contrast (creation of an alumni network)

A-G student tracking

Fixing wording in the Master Agreement to support student/parent responsibilities

Testing strategies for NWEA

Goal 2:

Increased variety of instructional strategies

Varied ways of demonstrating mastery in the independent study courses

Increases in tutoring services

Review of the English Workshops

Pilot PreCalculus Workshop

Goal 3:

Parent Information/Workshops

Dances or extracurricular activities for students

Increase in mental health supports

Student Leaders

Celebrate Diversity

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease number of cohorted high school students who become credit deficient	18% of cohorted students are credit deficient	20% of cohorted students are credit deficient			10% of credit deficient students are in the 4 year cohort
Graduates will develop a clear post-graduation plan	78% of students report having a clear plan for graduation	99% of students report having a clear plan for graduation			100% of graduating students will have a clearly defined graduation plan
Increase graduation rate as measured through the Dashboard Graduation Rate indicator	56% of students graduate as measured by the graduation rate indicator	64% graduation rate for 2021 as measured by graduation rate indicator			75% of student graduate as measured by the graduation rate indicator
English Language Learners will receive designated English Learner support through curriculum and instruction	Develop ELD course and develop process for tracking EL placement	ELD course was developed. 43% of ELLs received integrated or designated ELD services			100% of all EL students will receive appropriate ELD services
Increase in Reclassification Rates for continuously enrolled students (2 or more years in the school)	17% of continuously enrolled students were reclassified in the 19/20 school year. 100% of students who reclassified were continuously enrolled.	TBD	50% of continuously enrolled EL students will reclassify.		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase FAFSA completions rates	33% of graduating students have completed FAFSA	62/157 = 39% of graduating students have completed FAFSA			50% of graduating students will complete the FAFSA
Maintain student access to a broad course of study including the full A-G required suite of courses	100% of high school students have access to broad course of study and all required A-G courses	100% of high school students have access to broad course of study and all required A-G courses			100% of high school students have access to broad course of study and all required A-G courses

Actions

Action #	Title	Description	Total Funds	Contributing
1	DASS Status and Graduation Rate	Monitor how DASS status affects graduation rates for students	\$60,427.00	Y
2	Identify & Intervene Credit Deficient Students	The school counselor will identify students who are credit deficient, tag them in the SIS so all teachers are aware and schedule meetings with families to make a plan for remediation	\$219,133.20	Y
3	Graduation Plan Update and Training	Continue to train teachers on how to use the updated 22/23 plan and to communicate with families.	\$12,206.60	N
4	Track Data on SSTs	Track the data on SST meetings: credit recovery, continued enrollment	\$8,244.00	N
5	Tracking of 4 year cohorts	Continue to track progress towards graduation for students enrolled from the beginning of 9th grade to view credit completion, performance on state and local assessments and ability to develop plans towards graduation	\$11,367.00	N

Action #	Title	Description	Total Funds	Contributing
6	Credit Completion Tracking	Continue to track credits earned for HS school students to ensure that students are making gains in the high school program and are completing requirements for graduation	\$37,662.02	N
7	Credit Completion and Post-graduation Workshops	Develop and implement workshops for students on how to catch up on credits, plan for graduation, and prepare for life after high school	\$30,123.00	Y
8	Track 1/Track 2 Nomenclature	Train teachers on expectations for the two tracks and how to communicate these with students	\$27,212.22	N
9	9th Grade Orientation Activities	Plan presentations for incoming 9th grade students on graduation requirements and college and career pathways	\$17,050.50	N
10	Credit Review Student Sign Ups	Develop a Google calendar signup process where students can self advocate by signup to review their grad planner and career goals with school counselor	\$11,115.73	N
11	Alumni Network	Develop a process for tracking students after graduation to include college entry and completion and employment status and locations	\$13,753.50	N
12	National Clearinghouse	Use the clearinghouse data to track matriculation to higher education of graduates	\$4,586.00	N
13	A-G Student Tracking	Tag and track progress of students who are on an A-G pathway	\$12,293.00	N
14	Modifications to Assignments	PLCs will focus on developing more modified assignments in independent study courses	\$143,677.00	N
15	Certificate of Completion	Develop and implement a certificate of completion pathway to complete high school for special education students who cannot complete the 220 graduation requirements as dictated in their IEP	\$25,941.00	N
16	Alternative Curriculum	Purchase modified curriculum to support sped students through the certificate of completion and mod/severe students in K-8	\$60,348.45	N

Action #	Title	Description	Total Funds	Contributing
17	Master Agreement Update	Fix Master Agreement wording to support teachers in having parent/student adhere to the Master Agreement	\$1,103.30	N
18	Expand College and Career presentations	Partner with local community colleges to increase outreach to PVCS students	\$12,293.00	Y
19	Career Fair	Host career fair for students	\$19,412.50	Y
20	Expand college field trips	Take students on two field trips for each school site	\$25,941.00	Y
21	Financial Aid	School counselor will continue to offer financial aid meetings individually for families. Bilingual staff will conduct meetings to ensure access to Spanish speaking families. School counselor and lead high school teacher will explore options for hosting group meetings	\$46,163.20	Y
22	Revise Exit Course	Curriculum Committee will revise the Exit Course to better prepare students for graduation and life beyond high school	\$52,290.16	Y
23	Career Presentation Selection	School counselor will tailor career presentations based on student interest	\$458.60	N
24	Teacher Training on Exit Course	High school teachers will receive training on new Exit Course/Graduation Plans for graduating students.	\$15,999.00	N
25	ELL instructional strategies training	All teaching staff will be trained in teaching strategies to support language development for ELL students and how to best prepare students for the ELPAC exam	\$220,591.95	Y
26	ELD Curriculum Supports	Develop EL supports in independent study curriculum that replace current assignments	\$4,228.00	Y
27	EL Support Training	ELD Teacher will attend department PLCs to guide departments in developing EL supports across the curriculum.	\$15,206.40	Y

Action #	Title	Description	Total Funds	Contributing
28	DELAC Committee	ELD Teacher, in collaboration with the Director of Student Services will establish and run monthly DELAC Committee	\$6,380.50	Y
29	ELL Teacher	Retain ELL teacher to provide instruction in designated ELD and support implementation of EL supports in curriculum and instructional program across the grade levels	\$101,551.00	Y
30	ELL Instructional Aide Position	Hire an instructional aide designated to tutoring support for ELLs	\$26,640.00	Y
31	Home Study EL Support	Implement virtual instructional support for independent study ELLs	\$13,848.00	Y
32	ELD Curriculum	Purchase curriculum to support designated ELD course for high school students	\$2,000.00	Y
33	Designated ELD	Offer a designated ELD course for English Language Learners	\$17,696.00	Y
34	Translation services	Information regarding post-graduation options will be provided to families in English and Spanish to ensure access for all families	\$56,364.00	Y
35	Parent participation	Continue to promote parent participation in the weekly meetings, schoolwide events and meetings with the school counselor	\$12,941.00	N

Goal 1 Analysis for 2021-22

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

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

Action 7, Tracking credit completion - In addition to the original planned action, the school held a schoolwide teacher work day where staff worked together to identify the barriers to credit completion and develop strategies to assist in the mitigation of this. Strategies are being implemented and are in the current year's actions and services, which include: Credit Completion and Post-graduation Workshops, Track 1/Track 2 Nomenclature, Credit Review Student Sign Ups, Alumni Network, National Clearinghouse, A-G Student Tracking, Modifications to Assignments, Certificate of Completion, SPED 130, Alternative Curriculum, Master Agreement Update, Expand College and Career presentations Although this was a significant action, requiring students to work from home and staff to deviate from their normal routine, the

PD day is considered a huge success and the knowledge gained from bringing the staff together to plan for student success will be instrumental in improving outcomes for students in the future.

Action 9, Expand College and Career Presentations - staff struggled to add additional presentations because of covid restrictions and lack of ability to have volunteers on campus at the beginning of the year. However, for those presentations that did occur, PVCS staff was able to host them in person and virtually through the Schoology conferencing feature, allowing students at both campuses and distance learning students to attend.

Action 10, Host a Career Fair- the continued covid restrictions and complications from exposures resulted in leadership determining that this was an inappropriate action for this school year. However, career exploration took place in careers class and one on one meetings with the school counselor and the team will explore the possibility again in the 22/23 school year.

Action 16, Revise Exit Course - the curriculum committee reviewed the current Exit Course but chose to focus on the Intro Course revisions for the 2021/22 school year. The Intro course has been completely revised so that incoming students receive a better understanding of the school programs and are better positioned for success at PVCS. The team plans to revise the Exit course in the 22/23 school year and it is listed as an action for Goal 1 in the current LCAP.

Action 21, ELL Instructional Strategies Training - Although a new ELD teacher was hired and designated ELD was offered to high school students, there was only limited training to other teachers in ELL instructional strategies. Ensuring all ELL students have access to appropriate instructional strategies will be a focus of the 2022/23 LCAP and is located in the actions and services section for Goal 1.

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

Changing the grade level for students, identified as a contributing action, cost the school \$50,000 less than expected, due to the ease of implementation. The career fair, identified as a contributing action, did not happen due to covid, thus the planned expenditures were not spent as described above. Increasing course options and training cost the school significantly more than expected due to the number of staff required to make the updates. These are the material differences between the budgeted and actual expenditures resulting in an increase in expenditures from the budgeted \$1,172,471 to an actual expenditure of \$1,307,866 for Goal 1.

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

The implementation of the grade level change to correspond with DASS status and the graduation rate PD conducted were both extremely effective in making progress towards the goal. Work continues to be done on making sure that credit deficient students are able to make up credits, but the identifying of those students has been successful. Graduation planners were updated and are now used by all high school students. There has been an increase in students' knowledge of their own credit status which appears to be a direct result of the use of graduation planners and the change in grade level status to credits. The graduation rate increased for 2021 and the school graduated the largest class in its 23 year history with 157 students graduating. With the exception of the credit deficiency percentage rate all metrics for this

goal increased from last year to this year, indicating that actions and services implemented are appropriate for making progress towards the goal.

Although there were considerable changes to the supports that English Language Learners received during the 2021-22 school year compared with previous years, there continues to be a need to support ELs who do not access campus for services. Students who come to campus were able to take advantage of designated ELD courses, integrated ELD in reading intervention and onsite instruction, but virtual only students were not. The actions and services in this year's LCAP include plans to develop EL services for virtual only students through instruction, virtual reading intervention, designated tutoring and training for teachers.

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

Completed actions were removed from the current LCAP and the Goal remains the same. However, the metrics related to appropriately placing in ELD has been revised to 100% of English Language Learners will receive designated English Learner support through curriculum and instruction. Ensuring all ELL students have access to appropriate instructional strategies will be a focus of the 2022/23 LCAP and is located in the actions and services section for Goal 1 and there are considerably more action items in this section of the LCAP than in previous years.

It was also determined that the metric for "Decrease number of cohorted high school students who become credit deficient" was calculated incorrectly and does not give a complete understanding of the cohorted students who are/become credit deficient. The baseline previously showed the percentage of all credit deficient students who were cohorted, but the Year 1 outcome shows the percentage of cohorted students who become credit deficient, which is a much more significant statistic. In light of this new data, the baseline, Year 1 outcome and 23-24 goal were recalculated to show the actual percentage of cohorted students who become credit deficient.

Additional actions were added to assist students progress towards graduation based on the analysis of the data collected during the 21/22 school year. These include: Credit Completion and Post-graduation Workshops, Track 1/Track 2 Nomenclature, Credit Review Student Sign Ups, Alumni Network, National Clearinghouse, A-G Student Tracking, Modifications to Assignments, Certificate of Completion, Alternative Curriculum, Master Agreement Update, Expand College and Career presentations, all of which are detailed in the actions section above.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase percentage of students completing the SBAC	This was added in Year 1	91% of enrolled students completed their SBAC testing			At least 95% of all students will complete the SBAC
Students in grades 6-8 who are continuously enrolled will increase in SBAC scaled scores	Average Scaled Score for 18/19: -Grade 8: 2514 -Grade 7: 2480 -Grade 6: 2488	TBD-upon release of state reports			Increased scores by 50 points
Scaled Score increase on Math SBAC for grade 11 students	18/19 Average Scale Score 2484	TBD-upon release of state reports			Increase scores by 100 points
Scaled Score increase on ELA SBAC for grade 11 students	18/19 Average Scale Score 2550	TBD - upon release of state reports			Increase scores by 100 points
Percentage of high school students who require Foundational Curriculum	This was added in Year 1	95/436 -22% of high school students were enrolled in Foundations curriculum (measured in S2)			

Actions

Action #	Title	Description	Total Funds	Contributing
1	Credentialed Teachers	Continue to hire only fully credentialed teachers and assign them appropriately.	\$4,116,332.00	N
2	Course Placement Training	Train teachers on appropriate course placement, with an emphasis on intervention placement	\$4,134.04	N
3	High School Reading Intervention	Revise and implement high school reading intervention course for students needing intervention as measured through need for foundational level curriculum by offering onsite and virtual programs	\$51,706.00	N
4	Middle School Intervention	Develop schedule for middle school that includes a period for reading intervention and a period for math intervention	\$973.80	N
5	Placement in intervention	Continue to appropriately place students in reading and math intervention and explore further ways to do this in the virtual only program	\$7,941.00	N
6	Reading and Math Support K8 Home study	Create opportunities for students to receive additional support and intervention in the home study K8 program	\$22,096.80	N
7	Pull Out Classes	Continue to offer pull out special education services for IEP goals and individualized instruction	\$71,543.00	N
8	Resource Rooms	Restructure resource rooms to ensure that Ed Specialists and Instructional Aides are appropriately staffed in rooms to provide SAI and instructional support to students	\$584,012.71	N
9	K8 Reading Program	Develop and implement a reading program for K8 home study and classroom students	\$32,973.80	Y
10	Review of English Workshops	PLCs will review the English workshops to evaluate effectiveness and recommend changes as needed	\$25,353.00	N
11	Credit Deficient Math	Encourage math credit deficient students to take math courses in grades 10-11 and track through graduation planners	\$119,437.00	Y

Action #	Title	Description	Total Funds	Contributing
12	Pilot PreCalc Workshop	Offer a workshop for pre-calculus this year	\$18,531.60	N
13	Spiral Math Courses	PLCs will continue to align and spiral high school math curriculum	\$10,141.20	N
14	SBAC Practice Sessions	Implement math review sessions prior to SBAC test administration for high school students	\$25,353.00	N
15	Revisions on SBAC Messaging	Ensure that families are aware of the the requirements for students to complete their mandated testing and how opting out/not showing up affects overall school performance	\$1,903.80	N
16	NWEA	Evaluate data and revise plans for test administration to ensure all students are tested, including training on modifying schedules and assignments to accommodate testing and explore possibility of removing interim assessments and replacing with NWEA	\$12,941.00	N
17	Variety of Instructional Strategies	PLCs will explore additional notes and instructional video creation to support students through the independent study curriculum with a focus on strategies that support language acquisition for EL students	\$145,070.80	Y
18	Varied Demonstration of Mastery	PLCs will review independent study courses to find more variation in ways for students to show mastery of topics	\$58,864.60	N
19	Home Study Student Tutoring	Provide tutoring for home study only students	\$71,025.00	Y
20	Instructional Coaching/Framework	Continue teacher coaching and schoolwide implementation of the PVCS Instructional Framework	\$253,830.00	N
21	Hotspots	Increase the number of hot spots available to students for check out to have some on site at all times for homeless students	\$83,025.00	Y
22	Chromebooks	Continue to provide Chromebooks for all students in grades 6-12 and any student K-5 who needs one	\$184,500.00	Y

Action #	Title	Description	Total Funds	Contributing
23	Homeless student resources	Increase resources for students experiencing homelessness including school supply packets, backpacks, designated hotspots and possibly clothing	\$20,000.00	Y

Goal 2 Analysis for 2021-22

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

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

Action 3 - although the high school reading interventions were revised, there were fewer students enrolled in the interventions than anticipated. Virtual only students were not able to attend in person, and there was an increase in virtual only students (possibly due to ongoing Covid concerns), students who qualified for AB 104 also did not participate as they no longer needed elective credit, further reducing the amount of students enrolled in the classes.

Action 7 - although the school started with a co-teaching inclusion model for middle school students, it was determined that the needs of these students were better served in a pull-out model of instruction. The middle school schedule allowed for all students to remain in general education classes for core subjects with push-in support, and be pulled out during extension time for goal work and to build deficient skills. It was determined that this maximized the educational benefit to these students and the co-teaching model was dropped.

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

Staffing costs were significantly higher than projected due to new hires coming in at higher step levels than anticipated. The cost of middle school intervention implementation was less than projected. The co-teaching action returned an actual expenditure less than projected due to the termination of this program mid-year as described above. Finally, the costs of Hotspots and Chromebooks ended up being less than expected due to sufficient supply on stock in the school and a reduction in lost material, most likely due to students being on campus during this school year. The material differences in budgeted and actual expenditures resulted in a difference of \$304,720 less being spent on actions and services to meet Goal 2 than what was predicted.

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

An area of growth for goal 2 was the implementation of reading intervention for high school students. These programs will be reevaluated for the next school year as identified in Action 3 of this year's LCAP Goal 2.

The implementation of the NWEA assessment was a success, students were tested and teachers were appropriately trained on administering the assessment. Results from the school assessment showed significant gains for students in grades 7,8, 9, 10, and 12 in math, with each grade band showing not only growth but exceeding growth targets for that grade level. Of concern are grades 6 and 11, because while both grade level demonstrated growth, they did not meet the expected growth targets. Initial impressions may indicate that 11th grade students had testing fatigue due to also taking the SBAC assessments at the end of the year and there may need to be a longer break between the two assessments for that grade level. The 6th grade results are surprising as these results do not match what teachers expected or the ability levels demonstrated in the classroom. The school will conduct a needs assessment with the middle school teachers to analyze data when they return in August. Results for reading were not as good as math with only five out of the seven grade levels showing growth in reading. Once again, grades 6 and 11 failed to show growth, possibly for the same reasons as listed above. The school plans to evaluate the first year of implementation of the NWEA assessment over the summer and make plans for retraining staff on assessing students, setting goals for students and interpreting results from the assessments to drive instruction as identified in Action 15 for this goal. Note: information is listed for grades 6-12 only as there were fewer than 10 students with growth scores in grades 2-5 due to the low enrollment in those grade levels. Although individual student performance is evaluated for those students and teachers, it is statistically inappropriate to include those grade levels in grade band growth targets.

The school continues to make gains enrolling students in higher level math, exceeding the 2024-25 goal in just Year 1 with 181 students taking Math 3. There was also a significant increase in students taking Precalculus in the 21/22 school year, which will also be tracked in subsequent years.

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

A Metric for NWEA performance was added this year. It will be important to not only track overall performance for students in Math and ELA but also the performance of those students receiving targeted interventions through an intervention course.

A Metric for SBAC participation rate was added as this is an area of focus for the school and will affect the overall scores for the school if participation rates fall below 95%.

A Metric for tracking students taking Foundations level curriculum was added so that the school can have another metric from which to measure success of reading intervention programs.

The metric Students will be placed in appropriate interventions for ELA and Math was removed from the metric sections as it was determined that it was actually an action item and not a metric. The metrics for success in interventions will be tracked through student performance on NWEA and SBAC assessments.

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

Goals and Actions

Goal 3

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

An explanation of why the LEA has developed this goal.

Pacific View Charter School students have experienced an increase in academic challenges due to Covid, campus closure, and a distance learning-only model of instruction. Additional supports are needed to support students' social and emotional health in order for them to be successful academically.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain low suspension rate	3.3% in 2019/20 (data from 20/21 does not accurately reflect regular school years)	2.04% suspension rate for the 21-22 school year			Suspensions remain at or below 3%
Maintain 97% attendance rate	97-98% for 2020-21 school year	97.98% for the 2021-22 school year			97%-98% attendance rate
Students feel safe at school as measured by student survey	76% of students report that they feel safe at school	75% of students report that they feel safe at school			95-100% of students report that they feel safe at school as measured through student surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All Students will have access to schoolwide SEL Support Program	Students have access to restorative practices, counseling and support but there is not a schoolwide implementation of SEL.	<p>The school continues to develop SEL supports including:</p> <ul style="list-style-type: none"> -Celebrating Diversity monthly focus to provide a more inclusive environment -Development of PVC Connect Course which will house activities for all students in one location -Student volunteer program during middle school lunch -Reestablishment of clubs in middle and high school -Extra social/emotional counselor added 1 day/week -Plans for developing more parent involvement will be the focus of the Spring 			100% of students will have access to SEL programs including staff development, student participation and SEL-based curriculum and lessons.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Alternative to Suspension	Implement and refine the Alternative to Suspension Program through the Restorative Alliance committee. This program would allow students to stay on campus and not be sent home in the case of rule violation	\$28,155.80	Y
2	Alternative Discipline	Implement alternative methods of discipline including - in-school reflection (learning activities related to offense, separation from class, volunteer activities, counseling) with a focus on middle school students	\$68,587.40	Y
3	Behavior Management Trainings Development	Leadership will develop trainings and resources for intervening with disruptive behaviors in the classroom	\$9,973.00	N
4	Behavior Management Coaching	Provide coaching for teachers on responding to disruptive behaviors in the classroom	\$66,086.62	N
5	School Phobia/Social Anxiety	Leadership will develop training and resources to support students with social anxiety and school attendance	\$32,352.50	Y
6	BIPs	IEP team will determine if additional behavior supports are needed in the form of behavior intervention plans for current and enrolling students and plans will be developed for students demonstrating need for increased behavior support	\$11,281.50	N
7	Track student retention for students who receive additional supports	Develop and implement a plan for tracking retention rates of students who engage in the SST/IEP/504 process for social/emotional needs	\$55,516.50	N
8	SEL Curriculum	Implement a variety of SEL lessons and training for all teaching staff	\$125,498.81	Y
9	BeAble	Purchase the BeAble curriculum for middle school exploratory classes	\$8,000.00	N
10	Health 2	Explore option of adding a second Health elective that includes topics such as screen dependency, mental health awareness, and substance abuse	\$23,484.50	Y

Action #	Title	Description	Total Funds	Contributing
11	Emergenetics Staff Training	Conduct PD for staff on communication styles to improve overall staff collaboration and communication	\$10,000.00	N
12	Counseling	Continue to offer counseling services onsite in Oceanside and continue to explore telehealth options for MV and virtual students.	\$101,034.00	Y
13	Counseling Process	Train teaching staff on the counseling and referral process for students and best ways to support students in counseling	\$40,856.73	N
14	Marketing Specialist	Hire a marketing specialist to promote school growth and to create and nurture educational partner and community relationships	\$134,009.00	N
15	Interquest	Continue Interquest Canine Detection Dogs program	\$5,100.00	N
16	Vape Detectors	Research the possibility of installing vape detectors in bathrooms	\$20,000.00	N
17	Student Leaders	Explore further ways to create opportunities for student leadership	\$30,050.00	N
18	Celebrate Diversity	Continue to celebrate diversity through monthly focus themes	\$30,050.00	N
19	Monthly Events	Expand monthly events on campus through the Restorative Alliance committee	\$6,749.50	N
20	Parent Volunteers	Create more opportunities for parents to volunteer on campus	\$12,941.00	N
21	Parent Events/Workshops	Explore the possibility of hosting events and workshops targeted specifically to parents	\$32,352.00	Y
22	Health and Wellness Day	Host a health and wellness day on campus	\$32,352.00	N
23	Security Guard	Continue contract for campus security guard	\$55,800.00	N
24	School Spirit	Continue with college/career and school spirit days on campus and find ways to encourage more student participation	\$13,941.00	N
25	Therapy Dogs	Continue to expand therapy dog program: Bring out therapy dogs during lunches, break times and to assist students when they are having	\$973.80	N

Action #	Title	Description	Total Funds	Contributing
		social/emotional difficulty. Increase frequency of therapy dog meetings to encourage participation		
26	Crisis Response Training	Additional training for responding to armed intruders beyond lockdowns	\$230,447.22	N
27	Crisis Response In House actions review	Safety committee will review staff availability and assignments to respond in crisis situations.	\$11,413.66	N
28	Facilities	Maintain safe and secure facilities through frequent monitoring of facilities need and upkeep	\$1,156,829.00	N

Goal 3 Analysis for 2021-22

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

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

Action 2 - Alternative discipline activities were conducted, primarily with high school students. The focus for next year will be developing alternative strategies with middle school students as identified in actions 3 and 4 of Goal 3.

Action 13 - Although there was research on providing a therapeutic program for special education students, it was determined that the need was not sufficient enough to justify the development of a program. Instead, the school is focusing on providing the appropriate counseling and supportive environment in the Education Specialist classroom to meet the needs of these students.

Action 15 -Research was conducted on the availability of safety apps on student phones but it was determined that this was not an appropriate safety measure for the school's student population.

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

The development of an Alternative to Suspension program and alternative discipline expenditures were reduced as the team was only able to focus on this during the second half of the school year. The cost of the security guard was less than expected due to staffing issues with the contracted company and many days without a guard. The cost for safety apps was reduced as it was determined that this was not an appropriate action for the school. These reductions resulted in a difference from a planned budget of \$2,814,354 to \$1,940,651. The bulk of

these costs were absorbed by the additional costs in tracking and monitoring the impacts of the Covid crisis and other ways of ensuring students safety and support.

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

Overwhelmingly, the actions were effective in making progress towards this goal. The suspension rate decreased from last year, which was unexpected, especially in light of the fact that there were more students on campus this year and the increase in mental health needs that were seen in response to the Covid pandemic. The attendance rate remained appropriate and students continue to feel safe at school. Reinstating the Restorative Alliance this school year meant that there was a dedicated team focused on the social/emotional needs of students and this will continue to be a focus as seen in the current actions and services for Goal 3 of the 2022-23 LCAP.

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

The metric regarding schoolwide implementation of an SEL program remains the same. However, the focus of this metric will change as each component of the program is developed. For instance, there are fewer trainings on SEL scheduled in the next year, but a stronger emphasis on providing opportunities for SEL activities to be imbedded in the school's curriculum.

The school safety actions were revised to include a review of the school's crisis response and to solicit further trainings in response to the school shootings in Texas and a need to ensure not only actual safety but that all educational partners feel that the school is doing everything possible to mitigate danger on school grounds.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,265,404	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.81%	0%	\$0	22.81%

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

Required Descriptions

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

Goal 1: Plan For Graduation

A review of the schoolwide data on credit deficient students shows that Low Income students make up 62% of the total. In addition, 30% of foster and homeless students are arriving at the school credit deficient as well. In order to address this condition for our low income, foster and homeless students, the school will implement the following strategies related to graduation and improving credit deficiency: monitoring how the school's DASS status affects graduation rates, intervening when students are identified as credit deficient each year, develop and implement post-graduation and credit completion workshops. Although these actions are being provided on a schoolwide basis, because the data shows that credit deficient students are disproportionately also unduplicated students, the school expects that these actions and services will increase the opportunities to earn credits and progress towards graduation primarily for low income, foster and homeless students.

Goal 1: Plan For Graduation

Plans for college visits, career fairs, presentations and financial aid workshops and the revision of the Exit course are targeted at low income students as these students report not having resources to access these services on their own (through the school's annual survey), however

any students who are interested, can access the services. In addition, all seniors are counseled to complete the FAFSA with the school counselor regardless of their NSLP status.

Goal 2: Increase Reading and Math Skills

Local data indicates that low income and foster youth report limited access to reading materials outside of the school setting. The K8 reading program will allow these students to have additional access to reading materials and support outside of the traditional school day. Requiring credit deficient students to take more than 2 semesters of math in a year will help these students earn more credits to get back on track, which primarily services low income students as described above. Increasing the variety of instructional strategies used in the classrooms with a focus on EL supports will be focused on those students. Tutoring for home study students will provide additional support for low income students who report having less help in the home than other students. Finally, providing hotspot and chromebooks to students, while directed at all students, primarily serves low income students who may not have the resources to purchase these supplies for use at home otherwise.

Goal 3: Student Support Services

Services to support the social and emotional well being of students including access to counseling, SEL support, teacher training and schoolwide implementation, parent events/workshops as well as alternative discipline procedures and behavior interventions are targeted at low income, foster and homeless youth because so many of these students do not have access to such services outside of the school and will be instrumental in the school reaching Goal 3.

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

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

- ELL instructional strategies training
- ELD curriculum supports
- EL support training in PLC meetings
- ELL Teacher
- ELL Instructional Aide Position
- Continued offering of designated ELD in high school and expanding ELD services to K8 and virtual only students
- Home study EL support
- ELL curriculum purchases
- Delac committee development

- Translation services
- Homeless student resources
- Increased counseling services

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

An EL teacher will be retained to teach designated ELD and to provide training and support to staff to implement integrated ELD strategies in all classes. An instructional aide will be recruited to provide additional support for EL students through virtual and onsite tutoring.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1:39
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:25

2021-22 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 8,074,320	\$ 283,615	\$ 392,949	\$ -	8,750,884	\$ 6,252,595	\$ 2,498,289

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Grade Level by Credits	High School	\$ 44,070	\$ 5,300	\$ 38,770	\$ -	\$ 88,140
1	2	Monitor how DASS status affects graduation rates for students	High School	\$ 25,940	\$ 250	\$ -	\$ -	\$ 26,190
1	3	Identify & Intervene Credit Deficient Students	High School	\$ 10,162	\$ -	\$ -	\$ -	\$ 10,162
1	4	Graduation Plan Update and Training	High School	\$ 13,128	\$ -	\$ -	\$ -	\$ 13,128
1	5	Track Data on SSTs	Students who need SSTs	\$ 5,280	\$ -	\$ -	\$ -	\$ 5,280
1	6	Tracking of 4 year cohorts	All Middle to hs students	\$ 17,325	\$ -	\$ -	\$ -	\$ 17,325
1	7	Credit Completion Tracking	High School	\$ 26,700	\$ -	\$ -	\$ -	\$ 26,700
1	8	Develop Graduation Pathway Planning Schoology Course	High School	\$ 39,257	\$ -	\$ -	\$ -	\$ 39,257
1	9	Expand College and Career presentations	Middle and High school	\$ 6,226	\$ -	\$ -	\$ -	\$ 6,226
1	10	Career Fair	Middle and High school	\$ 31,440	\$ -	\$ -	\$ -	\$ 31,440
1	11	Expand college field trips	Middle and High school	\$ 4,525	\$ -	\$ -	\$ -	\$ 4,525
1	12	Virtual Career Presentations	High school	\$ 2,625	\$ -	\$ -	\$ -	\$ 2,625
1	13	Financial Aid	High School	\$ 10,387	\$ -	\$ -	\$ -	\$ 10,387
1	14	Add additional career exploration electives	High School	\$ 27,125	\$ -	\$ -	\$ -	\$ 27,125
1	15	Translation services	Spanish Speaking Families	\$ 6,250	\$ -	\$ -	\$ -	\$ 6,250
1	16	Revise Exit Course	High School	\$ 41,217	\$ -	\$ -	\$ -	\$ 41,217
1	17	Exit Course Survey Analysis	High School	\$ 5,626	\$ -	\$ -	\$ -	\$ 5,626
1	18	Teacher Training on Exit Course	High School	\$ 40,757	\$ -	\$ -	\$ -	\$ 40,757
1	19	Resume Writing Workshops	High School	\$ 1,044	\$ -	\$ -	\$ -	\$ 1,044
1	20	Course Options	All	\$ 261,065	\$ 261,065	\$ -	\$ -	\$ 522,130
1	21	ELL instructional strategies training	Els	\$ 63,643	\$ -	\$ -	\$ -	\$ 63,643
1	22	ELD Curriculum	ELs	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
1	23	Hire ELD teaching staff	Els	\$ 136,834	\$ -	\$ -	\$ -	\$ 136,834
1	24	Provide designated ELD instruction for students	ELs	\$ 17,900	\$ -	\$ -	\$ -	\$ 17,900
1	25	Parent participation	All	\$ 23,560	\$ -	\$ -	\$ -	\$ 23,560

2	1	Credentialed Teachers	all	\$ 2,276,341	\$ -	\$ -	\$ -	\$ 2,276,341
2	2	Course Placement Training	All	\$ 113,952	\$ -	\$ -	\$ -	\$ 113,952
2	3	Reading Intervention	Struggling Readers	\$ 230,000	\$ -	\$ -	\$ -	\$ 230,000
2	4	Possible Reading Intervention Independent Study	Struggling Readers	\$ 12,809	\$ -	\$ -	\$ -	\$ 12,809
2	5	Middle School Intervention	Middle School	\$ 471,726	\$ -	\$ -	\$ -	\$ 471,726
2	6	K8 Reading Program	Elementary and Middle	\$ 24,000	\$ -	\$ -	\$ -	\$ 24,000
2	7	Co-Teaching Inclusion Model	SPED Students	\$ 748,032	\$ -	\$ 298,032	\$ -	\$ 1,046,064
2	8	Diagnostic Assessment	all	\$ 11,000	\$ -	\$ -	\$ -	\$ 11,000
2	9	Spiral Math Courses	All	\$ 4,800	\$ -	\$ -	\$ -	\$ 4,800
2	10	SBAC Practice Sessions	3-8 and High School	\$ 21,080	\$ -	\$ -	\$ -	\$ 21,080
2	11	Credit Deficient Math	At Promise	\$ 72,002	\$ -	\$ -	\$ -	\$ 72,002
2	12	Home Study Student Tutoring	all	\$ 65,282	\$ -	\$ -	\$ -	\$ 65,282
2	13	Plan for addressing learning loss K8.	Elementary and Middle	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
2	14	Instructional Coaching/Framework	all	\$ 190,324	\$ -	\$ -	\$ -	\$ 190,324
2	15	Hotspots	All	\$ 64,410	\$ -	\$ -	\$ -	\$ 64,410
2	16	Chromebooks	All	\$ 158,269	\$ -	\$ -	\$ -	\$ 158,269
3	1	Alternative to Suspension	All	\$ 728,557	\$ -	\$ -	\$ -	\$ 728,557
3	2	Alternative Discipline	All	\$ 381,778	\$ -	\$ -	\$ -	\$ 381,778
3	3	PD for Behavior/Restorative Practices	all	\$ 20,431	\$ -	\$ -	\$ -	\$ 20,431
3	4	BIPs	SPED Students	\$ 50,947	\$ 15,000	\$ 35,947	\$ -	\$ 101,894
3	5	Plan for tracking student retention	All	\$ 6,124	\$ -	\$ -	\$ -	\$ 6,124
3	6	SEL School Wide Research	All	\$ 28,726	\$ -	\$ -	\$ -	\$ 28,726
3	7	SEL Staff Training	All	\$ 31,662	\$ -	\$ -	\$ -	\$ 31,662
3	8	SEL Student Support	All	\$ 26,726	\$ -	\$ -	\$ -	\$ 26,726
3	9	Counseling	All	\$ 71,456	\$ -	\$ -	\$ -	\$ 71,456
3	10	Interquest	All	\$ 1,800	\$ -	\$ -	\$ -	\$ 1,800
3	11	Security Guard	Oceanside students	\$ 54,000	\$ -	\$ -	\$ -	\$ 54,000
3	12	Therapy Dogs	All	\$ 8,850	\$ -	\$ -	\$ -	\$ 8,850
3	13	Therapeutic Program for Students in Special Education	SPED Students	\$ 22,200	\$ 2,000	\$ 20,200	\$ -	\$ 44,400
3	14	School Spirit	All	\$ 74,004	\$ -	\$ -	\$ -	\$ 74,004
3	15	Safety Apps	All	\$ 13,689	\$ -	\$ -	\$ -	\$ 13,689
3	16	Students on Campus	All	\$ 18,741	\$ -	\$ -	\$ -	\$ 18,741
3	17	Facilities	All	\$ 1,201,516	\$ -	\$ -	\$ -	\$ 1,201,516

2021-22 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,438,513	\$ 1,265,404	19.65%	0.00%	19.65%	\$ 2,187,602	0.00%	33.98%	Total:	\$ 2,187,602
								LEA-wide Total:	\$ 2,187,602
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Grade Level by Credits	Yes	LEA-wide	Low-Income	All Schools	\$ 44,070	0.00%
1	2	Monitor how DASS status affects graduation	Yes	LEA-wide	Low-Income	All Schools	\$ 25,940	0.00%
1	3	Identify & Intervene Credit Deficient Student	Yes	LEA-wide	Low-Income	All Schools	\$ 10,162	0.00%
1	10	Career Fair	Yes	LEA-wide	Low-Income	All Schools	\$ 31,440	0.00%
1	11	Expand college field trips	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 4,525	0.00%
1	12	Virtual Career Presentations	Yes	LEA-wide	Low-Income	All Schools	\$ 2,625	0.00%
1	13	Financial Aid	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 10,387	0.00%
1	15	Translation services	Yes	LEA-wide	English Learners	All Schools	\$ 6,250	0.00%
1	21	ELL instructional strategies training	Yes	LEA-wide	English Learners	All Schools	\$ 63,643	0.00%
1	22	ELD Curriculum	Yes	LEA-wide	English Learners	All Schools	\$ 5,000	0.00%
1	23	Hire ELD teaching staff	Yes	LEA-wide	English Learners	All Schools	\$ 136,834	0.00%
1	24	Provide designated ELD instruction for students	Yes	LEA-wide	English Learners	All Schools	\$ 17,900	0.00%
2	3	Reading Intervention	Yes	LEA-wide	English Learners	All Schools	\$ 230,000	0.00%
2	4	Possible Reading Intervention Independent	Yes	LEA-wide	English Learners	All Schools	\$ 12,809	0.00%
2	11	Credit Deficient Math	Yes	LEA-wide	Low-Income	All Schools	\$ 72,002	0.00%
2	13	Plan for addressing learning loss K8.	Yes	LEA-wide	Low-Income	All Schools	\$ 2,000	0.00%
2	15	Hotspots	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 64,410	0.00%
2	16	Chromebooks	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 158,269	0.00%
3	1	Alternative to Suspension	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 728,557	0.00%
3	2	Alternative Discipline	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 381,778	0.00%
3	3	PD for Behavior/Restorative Practices	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 20,431	0.00%
3	6	SEL School Wide Research	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 28,726	0.00%
3	7	SEL Staff Training	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 31,662	0.00%
3	8	SEL Student Support	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 26,726	0.00%
3	9	Counseling	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 71,456	0.00%

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 8,750,884.00	\$ 7,680,495.40

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Grade Level by Credits	Yes	\$ 88,140	
1	2	Monitor how DASS status affects graduation rates for students	Yes	\$ 26,190	\$ 26,190
1	3	Identify & Intervene Credit Deficient Students	Yes	\$ 10,162	\$ 16,586
1	4	Graduation Plan Update and Training	No	\$ 13,128	\$ 6,064
1	5	Track Data on SSTs	No	\$ 5,280	\$ 4,368
1	6	Tracking of 4 year cohorts	No	\$ 17,325	\$ 16,886
1	7	Credit Completion Tracking	No	\$ 26,700	\$ 32,521
1	8	Develop Graduation Pathway Planning Schoology Course	No	\$ 39,257	\$ 43,590
1	9	Expand College and Career presentations	No	\$ 6,226	\$ 1,686
1	10	Career Fair	Yes	\$ 31,440	\$ -
1	11	Expand college field trips	Yes	\$ 4,525	\$ -
1	12	Virtual Career Presentations	Yes	\$ 2,625	\$ 5,200
1	13	Financial Aid	Yes	\$ 10,387	\$ 12,388
1	14	Add additional career exploration electives	No	\$ 27,125	\$ 30,875
1	15	Translation services	Yes	\$ 6,250	\$ 12,503
1	16	Revise Exit Course	No	\$ 41,217	\$ 40,006
1	17	Exit Course Survey Analysis	No	\$ 5,626	\$ 3,899
1	18	Teacher Training on Exit Course	No	\$ 40,757	\$ -
1	19	Resume Writing Workshops	No	\$ 1,044	\$ 639
1	20	Course Options	No	\$ 522,130	\$ 768,222
1	21	ELL instructional strategies training	Yes	\$ 63,643	\$ 49,370
1	22	ELD Curriculum	Yes	\$ 5,000	\$ 6,000
1	23	Hire ELD teaching staff	Yes	\$ 136,834	\$ 136,834

1	24	Provide designated LLD instruction for students	Yes	\$	17,900	\$	19,556
1	25	Parent participation	No	\$	23,560	\$	47,123
2	1	Credentialed Teachers	No	\$	2,276,341	\$	2,639,712
2	2	Course Placement Training	No	\$	113,952	\$	53,976
2	3	Reading Intervention	Yes	\$	230,000	\$	189,933
2	4	Possible Reading Intervention Independent Study	Yes	\$	12,809	\$	12,046
2	5	Middle School Intervention	No	\$	471,726	\$	411,000
2	6	K8 Reading Program	No	\$	24,000	\$	19,680
2	7	Co-Teaching Inclusion Model	No	\$	1,046,064	\$	748,032
2	8	Diagnostic Assessment	No	\$	11,000	\$	18,360
2	9	Spiral Math Courses	No	\$	4,800	\$	4,420
2	10	SBAC Practice Sessions	No	\$	21,080	\$	17,110
2	11	Credit Deficient Math	Yes	\$	72,002	\$	56,991
2	12	Home Study Student Tutoring	No	\$	65,282	\$	58,329
2	13	Plan for addressing learning loss K8.	Yes	\$	2,000	\$	652
2	14	Instructional Coaching/Framework	No	\$	190,324	\$	108,824
2	15	Hotspots	Yes	\$	64,410	\$	38,674
2	16	Chromebooks	Yes	\$	158,269	\$	81,600
3	1	Alternative to Suspension	Yes	\$	728,557	\$	303,451
3	2	Alternative Discipline	Yes	\$	381,778	\$	136,580
3	3	PD for Behavior/Restorative Practices	Yes	\$	20,431	\$	9,154
3	4	BIPs	No	\$	101,894	\$	48,331
3	5	Plan for tracking student retention	No	\$	6,124	\$	8,686
3	6	SEL School Wide Research	Yes	\$	28,726	\$	22,397
3	7	SEL Staff Training	Yes	\$	31,662	\$	25,498
3	8	SEL Student Support	Yes	\$	26,726	\$	32,149
3	9	Counseling	Yes	\$	71,456	\$	58,317
3	10	Interquest	No	\$	1,800	\$	5,100
3	11	Security Guard	No	\$	54,000	\$	37,345
3	12	Therapy Dogs	No	\$	8,850	\$	7,800
3	13	Therapeutic Program for Students in Special Education	No	\$	44,400	\$	31,336
3	14	School Spirit	No	\$	74,004	\$	38,912
3	15	Safety Apps	No	\$	13,689	\$	8,530
3	16	Students on Campus	No	\$	18,741	\$	10,236
3	17	Facilities	No	\$	1,201,516	\$	1,156,829
				\$	-	\$	-
				\$	-	\$	-
				\$	-	\$	-
				\$	-	\$	-

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,265,404	\$ 2,187,602	\$ 1,279,489	\$ 908,113	0.00%	19.88%	19.88%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Grade Level by Credits	Yes	\$ 44,070	\$ 27,360.00	0.00%	0.42%
1	2	Monitor how DASS status affects graduation rates for students	Yes	\$ 25,940	\$ 26,190.00	0.00%	0.41%
1	3	Identify & Intervene Credit Deficient Students	Yes	\$ 10,162	\$ 16,586.00	0.00%	0.26%
1	10	Career Fair	Yes	\$ 31,440		0.00%	0.00%
1	11	Expand college field trips	Yes	\$ 4,525		0.00%	0.00%
1	12	Virtual Career Presentations	Yes	\$ 2,625	\$ 5,200.00	0.00%	0.08%
1	13	Financial Aid	Yes	\$ 10,387	\$ 12,388.00	0.00%	0.19%
1	15	Translation services	Yes	\$ 6,250	\$ 12,503.00	0.00%	0.19%
1	21	ELL instructional strategies training	Yes	\$ 63,643	\$ 49,370.00	0.00%	0.77%
1	22	ELD Curriculum	Yes	\$ 5,000	\$ 6,000.00	0.00%	0.09%
1	23	Hire ELD teaching staff	Yes	\$ 136,834	\$ 136,834.00	0.00%	2.13%
1	24	Provide designated ELD instruction for students.	Yes	\$ 17,900	\$ 19,556.00	0.00%	0.30%
2	3	Reading Intervention	Yes	\$ 230,000	\$ 189,993.00	0.00%	2.95%
2	4	Possible Reading Intervention Independent Study	Yes	\$ 12,809	\$ 12,046.00	0.00%	0.19%
2	11	Credit Deficient Math	Yes	\$ 72,002	\$ 56,991.00	0.00%	0.89%
2	13	Plan for addressing learning loss K8.	Yes	\$ 2,000	\$ 652.00	0.00%	0.01%
2	15	Hotspots	Yes	\$ 64,410	\$ 38,674.00	0.00%	0.60%
2	16	Chromebooks	Yes	\$ 158,269	\$ 81,600.00	0.00%	1.27%
3	1	Alternative to Suspension	Yes	\$ 728,557	\$ 303,451.00	0.00%	4.71%
3	2	Alternative Discipline	Yes	\$ 381,778	\$ 136,580.00	0.00%	2.12%
3	3	PD for Behavior/Restorative Practices	Yes	\$ 20,431	\$ 9,154.00	0.00%	0.14%
3	6	SEL School Wide Research	Yes	\$ 28,726	\$ 22,397.00	0.00%	0.35%
3	7	SEL Staff Training	Yes	\$ 31,662	\$ 25,498.00	0.00%	0.40%
3	8	SEL Student Support	Yes	\$ 26,726	\$ 32,149.00	0.00%	0.50%
3	9	Counseling	Yes	\$ 71,456	\$ 58,317.00	0.00%	0.91%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 6,438,513	\$ 1,265,404	0.00%	19.65%	\$ 1,279,489	19.88%	39.75%	\$0.00 - No Carryover	0.00% - No Carryover

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 9,559,199	\$ 59,219	\$ 6,354	\$ -	9,624,772	\$ 8,517,449	\$ 1,107,324

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	DASS Status and Graduation Rate	High school	\$ 60,427	\$ -	\$ -	\$ -	\$ 60,427
1	2	Identify & Intervene Credit Deficient Students	High school	\$ 219,133	\$ -	\$ -	\$ -	\$ 219,133
1	3	Graduation Plan Update and Training	High school	\$ 12,207	\$ -	\$ -	\$ -	\$ 12,207
1	4	Track Data on SSTs	All	\$ 8,244	\$ -	\$ -	\$ -	\$ 8,244
1	5	Tracking of 4 year cohorts	High school	\$ 11,367	\$ -	\$ -	\$ -	\$ 11,367
1	6	Credit Completion Tracking	High school	\$ 37,662	\$ -	\$ -	\$ -	\$ 37,662
1	7	Credit Completion and Post-graduation Workshops	High school	\$ 30,123	\$ -	\$ -	\$ -	\$ 30,123
1	8	Track 1/Track 2 Nomenclature	High school	\$ 27,212	\$ -	\$ -	\$ -	\$ 27,212
1	9	9th Grade Orientation Activities	High school	\$ 17,051	\$ -	\$ -	\$ -	\$ 17,051
1	10	Credit Review Student Sign Ups	High school	\$ 11,116	\$ -	\$ -	\$ -	\$ 11,116
1	11	Alumni Network	All	\$ 11,500	\$ -	\$ 2,254	\$ -	\$ 13,754
1	12	National Clearinghouse	High school	\$ 4,266	\$ 320	\$ -	\$ -	\$ 4,586
1	13	A-G Student Tracking	High school	\$ 12,293	\$ -	\$ -	\$ -	\$ 12,293
1	14	Modifications to Assignments	All	\$ 143,677	\$ -	\$ -	\$ -	\$ 143,677
1	15	Certificate of Completion	SPED	\$ 25,941	\$ -	\$ -	\$ -	\$ 25,941
1	16	Alternative Curriculum	SPEd	\$ 60,348	\$ -	\$ -	\$ -	\$ 60,348
1	17	Master Agreement Update	All	\$ 1,103	\$ -	\$ -	\$ -	\$ 1,103
1	18	Expand College and Career presentations	High school	\$ 12,293	\$ -	\$ -	\$ -	\$ 12,293
1	19	Career Fair	Middle and High School	\$ 19,413	\$ -	\$ -	\$ -	\$ 19,413
1	20	Expand college field trips	Middle and High School	\$ 25,941	\$ -	\$ -	\$ -	\$ 25,941
1	21	Financial Aid	High school	\$ 46,163	\$ -	\$ -	\$ -	\$ 46,163
1	22	Revise Exit Course	High school	\$ 51,711	\$ 579	\$ -	\$ -	\$ 52,290
1	23	Career Presentation Selection	High school	\$ 459	\$ -	\$ -	\$ -	\$ 459
1	24	Teacher Training on Exit Course	High school	\$ 13,999	\$ -	\$ 2,000	\$ -	\$ 15,999
1	25	ELL instructional strategies training	English Learners	\$ 220,592	\$ -	\$ -	\$ -	\$ 220,592
1	26	ELD Curriculum Supports	English Learners	\$ 4,228	\$ -	\$ -	\$ -	\$ 4,228
1	27	EL Support Training	English Learners	\$ 15,206	\$ -	\$ -	\$ -	\$ 15,206

1	28	DELAC Committee	English Learners	\$ 6,381	\$ -	\$ -	\$ -	\$ 6,381
1	29	ELL Teacher	English Learners	\$ 101,551	\$ -	\$ -	\$ -	\$ 101,551
1	30	ELL Instructional Aide Position	English Learners	\$ 26,640	\$ -	\$ -	\$ -	\$ 26,640
1	31	Home Study EL Support	English Learners	\$ 13,848	\$ -	\$ -	\$ -	\$ 13,848
1	32	ELD Curriculum	English Learners	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
1	33	Designated ELD	English Learners	\$ 17,696	\$ -	\$ -	\$ -	\$ 17,696
1	34	Translation services	English Learners	\$ 56,364	\$ -	\$ -	\$ -	\$ 56,364
1	35	Parent participation	All	\$ 12,941	\$ -	\$ -	\$ -	\$ 12,941
2	1	Credentialed Teachers	All	\$ 4,116,332	\$ -	\$ -	\$ -	\$ 4,116,332
2	2	Course Placement Training	All	\$ 4,134	\$ -	\$ -	\$ -	\$ 4,134
2	3	High School Reading Intervention	High school	\$ 51,706	\$ -	\$ -	\$ -	\$ 51,706
2	4	Middle School Intervention	Middle school	\$ 974	\$ -	\$ -	\$ -	\$ 974
2	5	Placement in intervention	All	\$ 7,941	\$ -	\$ -	\$ -	\$ 7,941
2	6	Reading and Math Support K8 Home study	K8	\$ 22,097	\$ -	\$ -	\$ -	\$ 22,097
2	7	Pull Out Classes	SPED	\$ 44,673	\$ 29,870	\$ -	\$ -	\$ 74,543
2	8	K8 Reading Program	K8	\$ 32,974	\$ -	\$ -	\$ -	\$ 32,974
2	9	Review of English Workshops	High school	\$ 25,353	\$ -	\$ -	\$ -	\$ 25,353
2	10	Credit Deficient Math	High school	\$ 119,437	\$ -	\$ -	\$ -	\$ 119,437
2	11	Pilot PreCalc Workshop	High school	\$ 18,532	\$ -	\$ -	\$ -	\$ 18,532
2	12	Spiral Math Courses	High school	\$ 10,141	\$ -	\$ -	\$ -	\$ 10,141
2	13	SBAC Practice Sessions	3-8 and 11	\$ 25,353	\$ -	\$ -	\$ -	\$ 25,353
2	14	Revisions on SBAC Messaging	3-8 and 11	\$ 1,904	\$ -	\$ -	\$ -	\$ 1,904
2	15	NWEA	All	\$ 12,941	\$ -	\$ -	\$ -	\$ 12,941
2	16	Variety of Instructional Strategies	All	\$ 145,071	\$ -	\$ -	\$ -	\$ 145,071
2	17	Varied Demonstration of Mastery	All	\$ 58,865	\$ -	\$ -	\$ -	\$ 58,865
2	18	Home Study Student Tutoring	K8	\$ 71,025	\$ -	\$ -	\$ -	\$ 71,025
2	19	Instructional Coaching/Framework	All	\$ 253,830	\$ -	\$ -	\$ -	\$ 253,830
2	20	Hotspots	All	\$ 83,025	\$ -	\$ -	\$ -	\$ 83,025
2	21	Chromebooks	All	\$ 184,500	\$ -	\$ -	\$ -	\$ 184,500
2	22	Homeless student resources	Homeless	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000
3	1	Alternative to Suspension	All	\$ 28,156	\$ -	\$ -	\$ -	\$ 28,156
3	2	Alternative Discipline	All	\$ 68,587	\$ -	\$ -	\$ -	\$ 68,587
3	3	Behavior Management Trainings Development	All	\$ 9,973	\$ -	\$ -	\$ -	\$ 9,973

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,547,850	\$ 1,265,404	22.81%	0.00%	22.81%	\$ 2,035,723	0.00%	36.69%	Total:	\$ 2,035,723
								LEA-wide Total:	\$ 2,035,723
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	DASS Status and Graduation Rate	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 60,427	0.00%
1	2	Identify & Intervene Credit Deficient Student	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 219,133	0.00%
1	7	Credit Completion and Post-graduation Work	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 30,123	0.00%
1	18	Expand College and Career presentations	Yes	LEA-wide	Low-Income	All Schools	\$ 12,293	0.00%
1	19	Career Fair	Yes	LEA-wide	Low-Income	All Schools	\$ 19,413	0.00%
1	20	Expand college field trips	Yes	LEA-wide	Low-Income	All Schools	\$ 25,941	0.00%
1	21	Financial Aid	Yes	LEA-wide	Low-Income	All Schools	\$ 46,163	0.00%
1	22	Revise Exit Course	Yes	LEA-wide	Low-Income	All Schools	\$ 51,711	0.00%
1	25	ELL instructional strategies training	Yes	LEA-wide	English Learners	All Schools	\$ 220,592	0.00%
1	26	ELD Curriculum Supports	Yes	LEA-wide	English Learners	All Schools	\$ 4,228	0.00%
1	27	EL Support Training	Yes	LEA-wide	English Learners	All Schools	\$ 15,206	0.00%
1	28	DELAC Committee	Yes	LEA-wide	English Learners	All Schools	\$ 6,381	0.00%
1	29	ELL Teacher	Yes	LEA-wide	English Learners	All Schools	\$ 101,551	0.00%
1	30	ELL Instructional Aide Position	Yes	LEA-wide	English Learners	All Schools	\$ 26,640	0.00%
1	31	Home Study EL Support	Yes	LEA-wide	English Learners	All Schools	\$ 13,848	0.00%
1	32	ELD Curriculum	Yes	LEA-wide	English Learners	All Schools	\$ 2,000	0.00%
1	33	Designated ELD	Yes	LEA-wide	English Learners	All Schools	\$ 17,696	0.00%
1	34	Translation services	Yes	LEA-wide	English Learners	All Schools	\$ 56,364	0.00%
2	8	K8 Reading Program	Yes	LEA-wide	Low-Income	All Schools	\$ 32,974	0.00%
2	10	Credit Deficient Math	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 119,437	0.00%
2	16	Variety of Instructional Strategies	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 145,071	0.00%
2	18	Home Study Student Tutoring	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 71,025	0.00%
2	20	Hotspots	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 83,025	0.00%
2	21	Chromebooks	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 184,500	0.00%
2	22	Homeless student resources	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 20,000	0.00%
3	1	Alternative to Suspension	Yes	LEA-wide	Low-Income	All Schools	\$ 28,156	0.00%
3	2	Alternative Discipline	Yes	LEA-wide	Low-Income	All Schools	\$ 68,587	0.00%
3	5	School Phobia/Social Anxiety	Yes	LEA-wide	Low-Income	All Schools	\$ 32,353	0.00%
3	7	Track student retention for students who rec	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 55,517	0.00%
3	8	SEL Curriculum	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 125,499	0.00%
3	10	Health 2	Yes	LEA-wide	Low-Income	All Schools	\$ 23,485	0.00%
3	12	Counseling	Yes	LEA-wide	Low-Income	All Schools	\$ 86,034	0.00%
3	21	Parent Events/Workshops	Yes	LEA-wide	Low-Income	All Schools	\$ 30,352	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use

language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Data Entry Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews

implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and

then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

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

8.5

*Nonpublic, Nonsectarian
School/Agency Services*

MASTER CONTRACT

2022-2023

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA _____

Contract Year _____ 2022-2023 _____

X

Nonpublic School

Nonpublic Agency

Type of Contract:

 X Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

 Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

 Interim Contract: an extension of the previous fiscal year's approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date: _____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract

Contents

1. MASTER CONTRACT	3
2. CERTIFICATION AND LICENSES	4
3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS	4
4. TERM OF MASTER CONTRACT	5
5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION	5
6. INDIVIDUAL SERVICES AGREEMENT ("ISA")	5
7. DEFINITIONS.....	6
 <u>ADMINISTRATION OF CONTRACT.....</u>	<u>8</u>
8. NOTICES.....	8
9. MAINTENANCE OF RECORDS.....	8
10. SEVERABILITY CLAUSE	9
11. SUCCESSORS IN INTEREST	9
12. VENUE AND GOVERNING LAW	9
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES.....	9
14. TERMINATION	9
15. INSURANCE	9
16. INDEMNIFICATION AND HOLD HARMLESS.....	12
17. INDEPENDENT CONTRACTOR.....	12
18. SUBCONTRACTING	12
19. CONFLICTS OF INTEREST	13
20. NON-DISCRIMINATION.....	14
 <u>EDUCATIONAL PROGRAM.....</u>	<u>14</u>
21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)	14
22. GENERAL PROGRAM OF INSTRUCTION.....	15
23. INSTRUCTIONAL MINUTES.....	15
24. CLASS SIZE	16
25. CALENDARS	16
26. DATA REPORTING	17
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT.....	17
28. STATEWIDE ACHIEVEMENT TESTING	18
29. MANDATED ATTENDANCE AT LEA MEETINGS	18
30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS.....	18
31. STUDENT DISCIPLINE	20
32. IEP TEAM MEETINGS	20
33. SURROGATE PARENTS AND FOSTER YOUTH.....	21
34. DUE PROCESS PROCEEDINGS	21
35. COMPLAINT PROCEDURES.....	21
36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS	22
37. TRANSCRIPTS.....	22
38. STUDENT CHANGE OF RESIDENCE	23
39. WITHDRAWAL OF STUDENT FROM PROGRAM.....	23
40. PARENT ACCESS	23

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS	23
42. STATE MEAL MANDATE	24
43. MONITORING	24
PERSONNEL.....	25
44. CLEARANCE REQUIREMENTS.....	25
45. STAFF QUALIFICATIONS	26
46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS	27
47. STAFF ABSENCE	27
48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME	27
HEALTH AND SAFETY MANDATES.....	28
49. HEALTH AND SAFETY	28
50. FACILITIES AND FACILITIES MODIFICATIONS	28
51. ADMINISTRATION OF MEDICATION	28
52. INCIDENT/ACCIDENT REPORTING	29
53. CHILD ABUSE REPORTING	29
54. SEXUAL HARASSMENT	29
55. REPORTING OF MISSING CHILDREN.....	29
FINANCIAL.....	29
56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURE.....	29
57. RIGHT TO WITHHOLD PAYMENT	31
58. PAYMENT FROM OUTSIDE AGENCIES	32
59. PAYMENT FOR ABSENCES	32
NONPUBLIC SCHOOL STAFF ABSENCE.....	32
NONPUBLIC SCHOOL STUDENT ABSENCE.....	32
NONPUBLIC AGENCY STAFF ABSENCE.....	33
NONPUBLIC AGENCY STUDENT ABSENCE	33
60. LEA AND/OR NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY.....	33
61. INSPECTION AND AUDIT	34
62. RATE SCHEDULE	34
63. DEBARMENT CERTIFICATION	35
EXHIBIT A: 2022-2023 RATES	36
APPENDIX A.....	39

2022-2023

CONTRACT NUMBER: 1A-37-106

LOCAL EDUCATION AGENCY: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

Specialized Therapy Services, Inc.

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2022, between Pacific View Charter School, hereinafter referred to as the local educational agency ("LEA"), a member of the El Dorado SELPA, SELPA and Specialized Therapy Services, Inc., (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for ISA development, including invoicing.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider's license, certification and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2022 to June 30, 2023 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2023. In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT ("ISA")

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent,

CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents and employees.
- b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. "Parent" means:
 - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
 - ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,
 - iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,
 - iv. a surrogate parent,
 - v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications by-laws; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall

include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence
\$ 500,000 fire damage
\$ 5,000 medical expenses
\$1,000,000 personal & adv. Injury
\$3,000,000 general aggregate
\$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence
\$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

**PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A
RESIDENTIAL TREATMENT FACILITY ("RTC")**

When CONTRACTOR is a NPS affiliated with a residential treatment center (NPS/RTC), the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence
\$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principle, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for

any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 45 Clearance Requirements and Section 46 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When CONTRACTOR is a NPA, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who is or was an employee of LEA within the three hundred and sixty-five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is a NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery

of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team

consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and it's implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or

interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies **require** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following: (1) any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock; (2) an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual; (3) an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; (4) an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention; (6) locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (7) an intervention that precludes adequate supervision of the individual; (8) an intervention that deprives the individual of one or more of his or her senses.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with LEA surrogate parent assignments. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence as specified in LEA Procedures. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and student's discharge against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situation. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns reported to parents, both verbal and written, shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1(b), AB 1858 (2004), AB490 (Chapter 862, Statutes of 2003), AB 1261 (2005), AB 1166 Chapter 171 (2015), AB 167 Chapter 224 (2010), AB 216 Chapter 324 (2013), AB 379 Chapter 772

(2015), AB 1012 Chapter 703 (2015), and the procedures set forth in the LEA Procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1412(a)(1)(A) and Education Code section 56000, et seq.; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), 20 U.S.C. section 1401(29); Education Code section 56031; Cal. Code Regs., Title 5, section 3001 et seq., regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in the LEA student's IEPs. CONTRACTOR shall meet all monitoring requirements as noted in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

43. MONITORING

When CONTRACTOR is a NPS, the LEA (or SELPA) shall conduct at least one onsite monitoring visit during each school year to the NPS at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the ISA between the LEA and the NPS, a review of progress the pupil is making toward the goals set forth in the pupil's individualized education program, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA (or SELPA) shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

The LEA (or SELPA) shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to

CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background

clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

When CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional

leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5))

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by

that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the

CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such

written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated

such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding

the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance

does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.
- c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

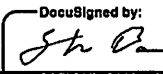
- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2022 and terminates at 5:00 P.M. on June 30, 2023, unless sooner terminated as provided herein.

CONTRACTOR**LEA**

Specialized Therapy Services, Inc.
Nonpublic School/Agency

Pacific View Charter School
LEA Name

By:  6/14/2022
DocuSigned by: D270FCF1B0934A5...
Signature Date

By: _____
Signature Date

Steve Oas, Director
Name and Title of Authorized Representative

Erin Gorence, Executive Director
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:**Notices to LEA shall be addressed to:**

<u>Steve Oas, Director</u> Name and Title	<u>Erin Gorence, Executive Director</u> Name and Title
<u>Specialized Therapy Services, Inc.</u> Nonpublic School/Agency/Related Service Provider	<u>Pacific View Charter School</u> LEA
<u>4204A Adams Avenue</u> Address	<u>3670 Ocean Ranch Boulevard</u> Address
<u>San Diego, CA 92116</u> City State Zip	<u>Oceanside CA 92056-2669</u> City State Zip
<u>(619) 431-5049</u> Phone	<u>760-757-0161</u> Phone
<u>steve@theoascenter.com</u> Email	Email

Accounts Payable Contact(s)

Zuleyma Hernandez, Business Services Assistant
Name and Title
zhernandez@pacificview.org
Email

Name and Title

Email

Name and Title

Email

Exhibit A: 2022 - 2023 – Pacific View Charter School
Contractor Number 1A-37-106

Rate Schedule. This rate schedule limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed _____
Total LEA enrollment may not exceed _____

Code	Session Type	Cost	Period
425	APE: Assessment, Direct Service Individual/Group, IEP, Prep/Plan	\$80.00	Hourly
425	APE: Drive Time (as approved by LEA Admin)	\$80.00	Hourly
445	AT: Assessment, Direct Service, Training, Prep/Plan Consult (Per IEP)	\$100.00	Hourly
445	AT: Drive Time (as approved by LEA Admin)	\$100.00	Hourly
720	Audiology: Assessment, Hourly, Direct Service, IEP Meeting, Prep/Plan	\$180.00	Hourly
720	Audiology: Drive Time (as approved by LEA Admin)	\$180.00	Hourly
535	Behavior Intervention Services: Assessment, Consult (per IEP), Direct Service, IEP Meeting, Supervision, Prep/Plan, Training	\$130.00	Hourly
535	Behavior Intervention Services: Drive Time (as approved by LEA Admin)	\$130.00	Hourly
535	Behavior Technician: Direct Service, Prep/Plan, Training	\$65.00	Hourly
535	Behavior Technician: Drive Time	\$65.00	Hourly
710	DHH: Assessment, Direct Service, IEP Meeting, Prep/Plan	\$110.00	Hourly
710	DHH: Drive Time (as approved by LEA Admin)	\$110.00	Hourly
510/515 520/525 530	ERMHS 510, 515, 520, 525, 530: Direct Individual/Group, Hourly, IEP Meeting, Prep/Plan, Training, Consult (per IEP)	\$95.00	Hourly
510/515 520/525 530	ERMHS 510, 515, 520, 525, 530 Bilingual: Direct Individual/Group, Hourly, IEP Meeting, Prep/Plan, Training, Consult (per IEP) & Drive Time (as approved by LEA Admin)	\$110.00	Hourly
510	ERMHS: Assessment Flat Rate	\$1,350.00	Assessment
510	ERMHS Bilingual: Assessment Flat Rate	\$1,600.00	Assessment
All ERMHS	ERMHS: Drive Time (as approved by LEA Admin)	\$95.00	Hourly
340	Instructional Assistant: Assessment, Direct Service, IEP Meeting, Prep/Plan, Consult (per IEP)	\$40.00	Hourly
340	Instructional Assistant: Drive Time (as approved by LEA Admin)	\$40.00	Hourly
900	Music Therapy: Direct Service, IEP Meeting, Prep/Plan, Assessment	\$100.00	Hourly
900	Music Therapy: Drive Time (as approved by LEA Admin)	\$100.00	Hourly
435/436	Nursing: Direct Service, Health Assessment, Hearing/Vision Screening, Training, IEP Meeting	\$90.00	Hourly
435/436	Nursing Drive Time (as approved by LEA Admin)	\$90.00	Hourly
435/436	LVN Nursing: Direct Service, Health Assessment, Hearing/Vision Screening, Training, IEP Meeting	\$50.00	Hourly
435/436	LVN Nursing: Drive Time (as approved by LEA Admin)	\$50.00	Hourly

435/436	CNA Nursing: Direct Service, Health Assessment, Hearing/Vision Screening, Training, IEP Meeting	\$40.00	Hourly
435/436	CNA Nursing: Drive Time (as approved by LEA Admin)	\$40.00	Hourly
730	O&M: Assessment, Direct Service, IEP Meeting, Prep/Plan, Consult (per IEP)	\$110.00	Hourly
730	O&M: Drive Time (as approved by LEA Admin)	\$110.00	Hourly
740	OI: Assessment, Direct Service, IEP Meeting, Prep/Plan	\$110.00	Hourly
740	OI: Drive Time (as approved by LEA Admin)	\$110.00	Hourly
450	OT: Assessment, Direct Service Individual/group, Prep/Plan, IEP Meeting, Consult (per IEP)	\$90.00	Hourly
450	OT: Drive Time (as approved by LEA Admin)	\$90.00	Hourly
450 Virtual	OT Virtual: Assessment, Direct Service Individual/group, Prep/Plan, IEP Meeting, Consult (per IEP)	\$82.50	Hourly
450	OT Assistant: Direct Individual/Group, Prep/Plan	\$87.50	Hourly
450	OT Assistant: Drive Time (as approved by LEA Admin)	\$87.50	Hourly
450 Virtual	OT Assistant Virtual: Assessment, Direct Service Individual/group, Prep/Plan, IEP Meeting, Consult (per IEP)	\$75.00	Hourly
530	Psych: Neuro Psych Assessment	\$4,500.00	Assessment
530	Psych: Neuro Psych IEP	\$125.00	Hourly
530	Psych: Psych Assessment	\$1,350.00	Assessment
530	Psych: Psych Assessment with Academics	\$1,800.00	Assessment
530	Psych: Psych Assessment with ERMHS	\$1,800.00	Assessment
530	Psych: Psych Assessment with ERMHS and Academics	\$2,100.00	Assessment
530	Psych: Direct Service, IEP Meeting, Prep/Plan, Consult	\$125.00	Hourly
530 Virtual	Psych Virtual: Direct Service, IEP Meeting, Prep/Plan, Consult	\$100.00	Hourly
530	Psych Bilingual: Assessment	\$1,600.00	Assessment
530	Psych Bilingual: Assessment with Academics	\$2,100.00	Assessment
530	Psych Bilingual: Assessment with ERMHS	\$2,100.00	Assessment
530	Psych Bilingual: Assessment with ERMHS and Academics	\$2,300.00	Assessment
530	Psych Bilingual: Direct Service, IEP Meeting, Prep/Plan	\$135.00	Hourly
530	Psych: Drive Time (as approved by LEA Admin)	\$125.00	Hourly
530	Psych Bilingual: Drive Time (as approved by LEA Admin)	\$135.00	Hourly
460	PT: Assessment, Direct Service, IEP Meeting, Prep/Plan	\$90.00	Hourly
460	PT: Drive Time (as approved by LEA Admin)	\$90.00	Hourly
330	SAI: Assessment, Direct Service Individual/Group, IEP, Prep/Plan	\$70.00	Hourly
330	SAI: Drive Time (as approved by LEA Admin)	\$70.00	Hourly
330	SAI Bilingual: Assessment, Direct Service Individual/Group, IEP, Prep/Plan	\$80.00	Hourly
330	SAI Bilingual: Drive Time (as approved by LEA Admin)	\$80.00	Hourly
	Spec Ed Coordination: IEP Meeting, Consultation, Admin	\$125.00	Hourly
	Spec Ed Coordination: Drive Time (as approved by LEA Admin)	\$125.00	Hourly
415	Speech: Assessment, Direct Individual/Group, Prep/Plan, Consult (per IEP)	\$90.00	Hourly
415	Speech: Drive Time (as approved by LEA Admin)	\$90.00	Hourly
415 Virtual	Speech Virtual: Assessment, Direct Individual/Group, Prep/Plan, Consult (per IEP)	\$75.00	Hourly
415	Speech Assistant: Assessment, Prep/Plan, Direct Individual/Group, Consult (per IEP)	\$80.00	Hourly
415	Speech Assistant: Drive Time (as approved by LEA Admin)	\$80.00	Hourly

415 Virtual	Speech Assistant Virtual: Assessment, Direct Individual/Group, Prep/Plan, Consult (per IEP)	\$75.00	Hourly
415	Speech Bilingual: Assessment, Prep/Plan, Direct Individual/Group, Consult (per IEP)	\$95.00	Hourly
415	Speech Bilingual: Drive Time (as approved by LEA Admin)	\$95.00	Hourly
725	Vision Itinerant: Assessment, Direct Service, IEP Meeting, Prep/Plan, Consult (Per IEP)	\$110.00	Hourly
725	Vision Itinerant: Drive Time (as approved by LEA Admin)	\$110.00	Hourly
900	VT: Assessment – Flat Rate	\$700.00	Assessment
900	VT: Direct Service, IEP Meeting, Prep/Plan, Consult (per IEP)	\$145.00	Session

Appendix A:

A. Should LEA wish to hire an STS employee assigned to the LEA, LEA may do so without a fee after the completion of the contracted school year period. Should the LEA elect to hire the employee before the completion of the period a conversion fee will be paid to STS in the form of: Full-time (employees working 30-hours or more per week for STS) provider: \$2,500, and Part-time (employees working less than 30-hours per week for STS) provider: \$1,250.

B. Payment for missed sessions when provider confirmed attendance prior to arrival to the school, this includes Psychological Assessments.

C. Minimum 2-hours of service time to be paid to providers when on campus to provide services or attend meetings.

D. For charters with more than one location the travel time between schools is billable.

E. Services provided per hour also include IEP meeting/preparation/participation, scheduling, session planning, SEIS service tracker reporting and consultation to staff/parents as approved by the school administration. Certain services may require session set up and break down (example: APE may need to create a specific sporting program on campus) this is billable. Provider time spend waiting or finding a location to provide services while on campus.

F. Parking: If providers are required to pay for parking when on campus for services, the parking fees are reimbursable by the charter school.

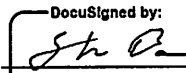
G. Billable Administrative Costs: When providers are asked by the school/LEA to perform administrative duties including but not limited to: Creating PWN, meeting notices, CALPADS reporting, Behavior Plans, Manifestation Determination Meetings, Threat Assessments, AT Device programing, SCIA reporting/training.

H. Mileage will be paid at \$0.585 cents per mile or hourly for distances greater than 20-minutes from provider origination with prior approval from LEA.

I. Independent Study/Home School Charter programs: Providers can get reimbursed for sessions cancelled with less than 24-hours' notice.

CONTRACTOR

Specialized Therapy Services, Inc.
Nonpublic School/Agency

DocuSigned by:
 6/14/2022
Signature F1B0934A5... Date

Steve Oas, Director
Name and Title of Authorized Representative

LEA

Pacific View Charter School
LEA Name

Signature Date

Erin Gorence, Executive Director
Name and Title of Authorized Representative

9.1

Pacific View Charter School Course Outline

Course Title: Edgenuity Spanish 3A

Course #: 1323

Department: Foreign Language

Credits: 5

Prerequisite: Spanish 2A/B

A/G Approved: Yes

Course Description:

In this expanding engagement with Spanish, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

Student Outcomes:

The student will be able to:

- 1) Review and understand vocabulary related to family through activities such as matching, writing, speaking, reading, and pronunciation practices.
- 2) Explore vocabulary related to countries and nationalities through activities such as matching, writing, speaking, reading, and pronunciation practices. In addition, students are introduced to the Spanish alphabet. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
- 3) Recognize and understand vocabulary related to numbers, colors, and shapes through activities such as matching, writing, speaking, reading, and pronunciation practices
- 4) Describe land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government.
- 5) Learn about food vocabulary, and topics related to Spain.
- 6) Recognize and understand vocabulary related to body parts and medical words
- &) Explore concepts related to computers, the internet and school
- 9) Learn vocabulary related to sports, hobbies and pastimes

Assessment:

Assessment of student outcomes will be based on student performance through examinations, assignments, and projects. Assessments will help students to analyze, interpret, explain, synthesize, evaluate, and communicate ideas.

Instructional Materials:

Edgenuity Online Curriculum

Board Approval Date:

Pacific View Charter School Course Outline

Course Title: Edgenuity Spanish 3B

Course #: 1324

Department: Foreign Language

Credits: 5

Prerequisite: Spanish 3A

A/G Approved: Yes

Course Description:

In this expanding engagement with Spanish, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

Student Outcomes:

The student will be able to:

- 1) Review and understand vocabulary related to clothing and the culture of Peru
- 2) Explore vocabulary related to shopping and outdoor activities through activities such as matching, writing, speaking, reading, and pronunciation practices. In addition, students are introduced to the Spanish alphabet. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
- 3) Recognize and understand vocabulary related to musical instruments through activities such as matching, writing, speaking, reading, and pronunciation practices
- 4) Describe land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government.
- 5) Learn about travel vocabulary, and topics related to the country and culture of Costa Rica.
- 6) Understand the differences between -ir, -er and -ar verbs
- &) Explore concepts related to interpersonal relationships including dating, slang, proverb and other cultural activities
- 9) Learn about adverbs of frequency, conjunctions and prepositions

Assessment:

Assessment of student outcomes will be based on student performance through examinations, assignments, and projects. Assessments will help students to analyze, interpret, explain, synthesize, evaluate, and communicate ideas.

Instructional Materials:

Edgenuity Online Curriculum

Board Approval Date:

9.2

Pacific View Charter School

Curriculum and Instruction

Policy #9

CREDIT RECOVERY

Credit Recovery is defined as a course-specific, skill based learning opportunity for students who have previously been unsuccessful in mastering content required to receive course credit. These courses are designed to provide an avenue towards graduation for students who are credit deficient.

To be eligible to take a credit recovery course, a student must have attempted and failed the course at least once. ~~A student who receives a D in a math course that is a pre-requisite to a higher level course will be eligible to take the credit recovery course.~~ The course with the higher grade will be counted towards the math requirement. The course with the lower grade will be given elective credit.

Board Approved: 9.18.2012

Amended: