

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

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/77664336735?pwd=UjNmUEM2d2xsVXM4WHVzQnJZdXFhZz09>

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 written materials which will be submitted to the Board may be reviewed by any interested persons on The Pacific View Charter School’s website along with this agenda 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 22, 2021

3:30 p.m.

1.0 Call to Order/Roll Call

2.0 Approval of Agenda

Action

3.0 Pledge of Allegiance

4.0 Public Comment

5.0 Introductions

6.0 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.

6.1 Minutes from Board Meeting of May 18, 2021

Action

7.0 Action/Discussion/Information Items

7.1 Board of Trustee Application Form – Candice Weber

Action

7.2 Board of Trustee Application Form – Ricardo Sanchez

Action

7.3 Board Warrant Listing May 2021

Action

7.4 2021-2022 Local Indicators

Action

7.5 2021-2022 LCAP Final

Action

7.6 2021-2022 Working Adopted Budget

Action

7.7 2021-2022 Non-Public, Nonsectarian School/Agency Services

Master Contracts:

✚ K12 Health

✚ Rady's

✚ Reliable Translations

✚ Specialized Therapy Solutions

✚ Staff Rehab

✚ The Stepping Stones Group

✚ Total Ed Solutions

Action

8.0 Curriculum

8.1 Edgenuity Course Options 2021-22 (New)

Action

9.0 Personnel

9.1 Employee COVID-19 Testing Policy

Action

9.2 2021-22 Executive Director Salary Schedule

Action

9.3 2021-22 Declaration of Need for Fully Qualified Educators Request

Action

10.0 Board Staff Discussion

11.0 Adjournment

6.1

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AGENDA

Board of Trustees' Meeting – Tuesday, May 18, 2021

3:30 p.m.

Board Minutes

7.0 Call to Order/Roll Call

Chairperson Walters called the meeting to order at 3:31pm. Present Trustee Vice Chair Taylor. Absent Trustee Meyer.

8.0 Approval of Agenda

Moved by Chairperson Walters and seconded by Vice Chair Taylor to approve agenda as presented.

AYES: Taylor, Walters

NOES: None

ABSTAIN: None

ABSENT: Meyer

9.0 Pledge of Allegiance

The Pledge of Allegiance was led by Gina Campbell, Executive Director

10.0 Public Comment - NONE

11.0 Introductions

Lori Bentley, Human Resources and Business Specialist; John Sturm, Technology Technician; Kathy Meck, Interim Site Supervisor; Erin Gorence, Director of Curriculum.

12.0 Executive Director's Report

✚ Graduation and 8th Grade Promotions will be held as drive-through ceremonies May 25th in Moreno Valley and May 27th in Oceanside

✚ We are carefully following the developments of AB1316. Will be heard by senate probably in June. The District Attorney in San Diego has withdrawn her support

✚ Changes at school – Hiring our extra summer teachers and a New Supervisory Teacher/ English Learner Support to assist with our English Learner students. Had a teacher resignation in Moreno Valley relocating to Northwest.

✚ We are preparing for our WASC visit in November.

13.0 Consent Calendar

13.1 Moved by Chairperson Walters and 2nd by Vice Chair Taylor to approve Consent

Calendar as presented

AYES: Taylor, Walters

NOES: None

ABSTAIN: None

ABSENT: Meyers

8.0 Action/Discussion/Information Items

8.1 Moved by Chairperson Walters and 2nd Vice Chair Taylor to approve Board Warrant Listing February, March and April 2021.

AYES: Taylor, Walters

NOES: None

ABSTAIN: None

ABSENT: Meyers

8.2 Public Hearing for 2021-2022 LCAP was opened at 3:42pm
Erin Gorence, Director of Curriculum, reviewed the documents. Public
Comment was requested – hearing none. The hearing was closed
at 3:50 pm.

Information Item – no action taken

8.3 Moved by Vice Chair Taylor and 2nd by Chairperson Walters to
approve CertaPro Painters – Building 7 Interior Painting Proposal.

AYES: Taylor, Walters

NOES: None

ABSTAIN: None

ABSENT: Meyers

9.0 Personnel

Moved by Chairperson Walters and 2nd by Vice Chair Taylor to accept
Items 9.1-9.5 as presented.

9.1 Elimination of Lead Teacher Job Descriptions K8 and HS

9.2 Lead Teacher K8 Stipend Description

9.3 Lead Teacher 9-12 Stipend Description

9.4 Revised Job Descriptions

- Site Supervisor
- Human Resources & Business Specialist
- Supervisory Teacher K8
- Supervisory Teacher High School
- Classified Positions for Moreno Valley

9.5 2021-2022 Salary Schedules

AYES: Taylor, Walters

NOES: None

ABSTAIN: None

ABSENT: Meyers

10.0 Board Staff Discussion

🚦 Vice Chair Taylor will be on vacation June 9-20.

🚦 Request made to tentatively move the June Board Meeting to Tuesday, June 22.

11.0 Adjournment

Chairperson Walters adjourned meeting at 4:04pm

7.1

Pacific View Charter School Board of Trustees Application Form

Complete this form and return to the Pacific View Charter School Board of Trustees Development Committee by _____.

Name Candice Neber Phone

Address _____

Relevant Community Experience and/or Employment (attach a resume if relevant):

I have been employed at College of the Desert community college for fifteen years as adjunct faculty. Courses include Conservation of Natural Resources lectures and labs, as well as Geographic Information Systems lecture & lab.

Why are you interested in serving as a Pacific View Charter School Board of Trustee?

Pacific View Charter School provided our family with high quality education & guidance in a serious time of need. We are so grateful to have been able to participate in this homeschool experience with PVCs

Area (s) of expertise/Contributions you feel you can make to Pacific View Charter School as a Board of Trustee:

I can analyze curriculum & offer advisement; offer support for fundraising efforts; help the board accomplish monthly business details as needed.

Other volunteer commitments:

- I serve as Vice President of the Palm Desert Charter Middle School Band Boosters board.
- I volunteer in the classroom and at events for Washington Charter School.
- Volunteer for a local conservation organization, Friends of the Desert Mountains Wildflower Festival.

CANDICE J. WEBER

Palm Desert • 760-799-7019
cweber@collegeofthedesert.edu

Seeking an opportunity to combine my educational experience and knowledge of local natural resources and geotechnology with the complex field of land use planning to help promote responsible and sustainable development. Additionally, to foster professional opportunities for Natural Resources students at College of the Desert.

EXPERIENCE

AUGUST 2005 – CURRENT

ADJUNCT FACULTY, COLLEGE OF THE DESERT, APPLIED SCIENCE AND BUSINESS

- Design lecture and lab curriculum for Conservation of Natural Resources and Geographic Information Systems classes.
- Conduct classes for approximately 175 undergraduates per year.
- Adapted lecture and lab in-person learning environments to online distance education environments in response to new Covid-19 classroom guidelines.
- Source appropriate course materials to support a wide variety of student learning styles.
- Integrate multimedia technology for a more engaging approach to instruction.
- Collaborate with other faculty and staff to foster a supportive and engaging professional environment.
- Participate in continuing development and training to bolster teaching skills.
- Build strong rapport with students via class discussions, providing personal feedback to every student on every assignment, as well as writing letters of recommendation.
- Seek out professional opportunities for students outside the classroom.

AUGUST 2002 – 2010

SENIOR ZOOKEEPER & WILDLIFE PROGRAMS TRAINER, THE LIVING DESERT

- Cared for carnivores, herbivores, birds and reptiles with daily feeding, watering, and specific behavioral enrichment activities for each species.
- Managed facilities upkeep, including cleaning and restocking housing and habitats.
- Used operant conditioning and positive reinforcement to train animals for stage production as well as for safety protocols.
- Presented formal and informal educational programs to excite and inform zoo visitors.
- Wrote show scripts for the Wildlife Programs wildlife show.
- Researched each species' natural history and conservation status.

EDUCATION & TRAINING

2018

GEOGRAPHIC INFORMATION SYSTEMS CERTIFICATES, UNIVERSITY OF CALIFORNIA RIVERSIDE

2010

DESERT NATURALIST CERTIFICATE, COLLEGE OF THE DESERT

MAY 2006

MASTER OF ARTS, UNIVERSITY OF AKRON, THEATRE ARTS

Emphasis on the performing arts including acting, directing, script analysis, costume and stage design.

JUNE 1995

BACHELOR OF ARTS, PRINCIPIA COLLEGE, ENVIRONMENTAL SCIENCE & FRENCH

SKILLS

- Knowledge of ESRI geotechnology software
- Knowledge of Microsoft applications & Apple computers
- Basic understanding of environmental impact statements and reports per NEPA and CEQA
- Deep understanding of our local wildlife, habitats and the challenges posed by population growth and development.
- Take initiative; focused; strong work ethic
- Adaptable; flexible; collaborative
- Critical thinking and writing skills; multi-tasking abilities

COMMUNITY INVOLVEMENT

- Serve on the Palm Desert Charter Middle School Band Booster board as Vice President.
- Serve as a classroom and event volunteer for Washington Charter School.
- Volunteer for Friends of the Desert Mountains annual Wildflower Festival.

7.2



Ricardo Sanchez

Director of Operations

Profile

Proven Director with 13+ years of experience. I am a trustworthy administrator of planning, organizing, and directing daily operations. Skilled at developing good rapport inside and outside the organization; proficient in articulating and effectively communicating in conflict resolution; experienced with handling difficult situations with tact and diplomacy. Fluent in Spanish. Current project: developing a non-profit organization to address community food insecurity due to the Covid-19 pandemic.

Employment History

College Minister (Director) at Riverside County Church of Christ, Riverside, CA

June 2006 — Present

Mentor, coach, and advise college students and young professionals in life skills and faith. Provide guidance, equipping them for maturity and for works of public service. Minister to church congregation by composing and preaching sermons; officiate weddings and funerals; oversee worship and audio/video teams and assist in the planning and execution of annual church conferences for men and women teaching them to become better Christians in their communities. Manage events including college retreats, Vacation Bible Schools, and community service projects including, but not limited to, collaboration with donors for homeless outreach.

Treasurer at Overflow Farms, Riverside

January 2020 — Present

Co-partnered to start a non-profit farm during the Covid-19 pandemic. Formulated the organization's articles of incorporation, bylaws, and applied and received the IRS 501(c)(3) tax-exempt status. Worked with a graphic designer to create the organization logo and personally designed the organization's website (overflowfarms.org). Have written multiple grant letters and received \$20,000 in grant funds to help start the farm's 2nd location. Sit on the board of directors and manage the organization's finances as the board treasurer. Help connect students and community members to volunteer at the farm.

Field Service Technician at Cummins Allison, San Diego, CA

May 2004 — May 2006

Serviced and repaired currency counters for national banks and casinos. Worked with business managers to meet their business needs and ensure quick operation of their equipment. Solved complex mechanical/electronic problems in a timely manner for busy bank branches and casinos. Received Excellent Customer Service Award of

Details

Links

Riverside County Church of Christ
Overflow Farms

Skills

Leadership

Communication

Collaboration & Teamwork

Marketing

Project Management

Customer Service

Research

Problem Solving

Technical

Public Speaking

Languages

English

Spanish

Hobbies

Enjoy playing percussion instruments, cooking new dishes, cycling, and enjoying the great outdoors.

Electrical Technician at Corona Magnetics, Corona, CA

November 1998 — May 2004

Ensured all phases of electrical specifications were within engineering tolerances and customer specifications. Frequently discovered problems with manufacturing and worked with engineers to resolve, saving the company time and production costs. Assisted with building special testing equipment for high voltage and current components. Worked with military, aerospace, and medical contract clientele.

Package Handler at Roadway Package System (Now FedEx Ground), Rialto, CA

August 1996 — November 1998

Loaded and unloaded shipping trailers. Loaded delivery trucks by city neighborhoods and addresses. Worked up to 17 hours a day during the UPS strike of 1997, to help meet national parcel demand. Worked during full-time college enrollment.

Education

Associates of Electronics Engineering Technology, ITT Technical Institute, San Bernardino, CA

September 1996 — June 1998

Theology Education, Riverside County Church of Christ, Riverside, CA

June 2006 — January 2020

Theology, leadership, evangelism, teaching, communication, Biblical interpretation, officiating weddings, and funerals. Life-long learning and training in theology and other fields of Christianity.

References

References available upon request

Extra-curricular activities

Student Adviser at Overflow Student Organization, at UCR and RCC, Riverside, CA

October 2014 — Present

Campus club with a mission to serve the local community.

7.3

Pacific View Charter School Board Warrant Report - May 2021

Warrant ID	Remit Supp	Name	Payment Date	Total Warrant Amount	Descr	Fund	Invoice Fund Amount	PO No.	PO Ref
14774822	0000000048	Citi Cards	5/3/2021	1819.63	Citibank - Student Nutrition	6200	1132.53	0000001152	Student Nutrition
14774822	0000000048	Citi Cards	5/3/2021	1819.63	Citibank - Costco supplies	6200	33.93	0000001151	Student Supplies
14774822	0000000048	Citi Cards	5/3/2021	1819.63	COSTCO - Janitorial Supplies MV	6200	149.19	0000001139	Janitorial Supplies - MoVal
14774822	0000000048	Citi Cards	5/3/2021	1819.63	COSTCO - Janitorial Supplies - O'side	6200	145.01	0000001138	Janitorial Supplies - Oside
14774822	0000000048	Citi Cards	5/3/2021	1819.63	Oceanside Admin Supplies	6200	39.22	0000001085	Oceanside Admin Supplies
14774822	0000000048	Citi Cards	5/3/2021	1819.63	Rogue - Gas, Maintenance & Fast Trax	6200	319.75	0000001065	Gas, Maintenance & Fast Trax
14774823	0000000092	Total Education Solutions	5/3/2021	250.00	TES	6200	250.00	0000001197	SPED Physical Therapy
14774824	0000000126	Eide Bailly LLP	5/3/2021	1200.00	Auditors & 990 Tax Return	6200	1200.00	0000001119	Auditors & 990 Tax Return
14774825	0000000152	Reliable Translations Inc.	5/3/2021	147.00	Translation Services	6200	147.00	0000001187	Translations Services
14774826	CD0001	CDW GOVERNMENT, INC.	5/3/2021	26549.00	CDW REPLACEMENT CHROMEBOOKS	6200	23349.00	0000001258	REPLACEMENT CHROMEBOOKS
14774826	CD0001	CDW GOVERNMENT, INC.	5/3/2021	26549.00	CDW REPLACEMENT CHROMEBOOKS	6200	3200.00	0000001258	REPLACEMENT CHROMEBOOKS
14774827	CS0008	SOUTH COUNTY PEST CONTROL, INC	5/3/2021	140.00	Pest Control Services	6200	140.00	0000001131	Pest Control Services
14774828	MV0004	MV MEDICAL CTR MASTER ASSOC	5/3/2021	1132.00	Moreno Valley Property Associa	6200	1132.00	0000001182	Moreno Valley Bldg Assoc Fees
14774829	PVCS02	PACIFIC VIEW CHARTER SCHOOL	5/3/2021	18130.94	Mortgage Payment Oceanside	6200	15411.30	0000001062	Mortgage Payment Oceanside
14774829	PVCS02	PACIFIC VIEW CHARTER SCHOOL	5/3/2021	18130.94	Mortgage Payment Oceanside	6200	2719.64	0000001062	Mortgage Payment Oceanside
14774830	RH0001	RONALD LARRY HOLDEN	5/3/2021	2600.00	Bldg Supplies	6200	0.00	0000001128	Janitorial Services - MoVal
14774830	RH0001	RONALD LARRY HOLDEN	5/3/2021	2600.00	Handyman Services	6200	0.00	0000001128	Janitorial Services - MoVal
14774830	RH0001	RONALD LARRY HOLDEN	5/3/2021	2600.00	Janitorial Services	6200	2600.00	0000001128	Janitorial Services - MoVal
14774831	VC0001	VCC OCEAN RANCH CONDO. ASSOC.	5/3/2021	6024.00	Association Fees - Oceanside Campus	6200	6024.00	0000001133	Association Fees - Oside
14776202	CD0001	CDW GOVERNMENT, INC.	5/6/2021	220.08	CDW-G LAPTOP BATTERIES	6200	220.08	0000001259	G LAPTOP BATTERIES
14776203	KM0001	KONICA MINOLTA BUS. SOLUTIONS	5/6/2021	736.00	Oceanside Konica Copier Maintenance	6200	107.16	0000001126	Oceanside Copier
14776203	KM0001	KONICA MINOLTA BUS. SOLUTIONS	5/6/2021	736.00	Oceanside Konica Copier Lease	6200	91.49	0000001126	Oceanside Copier
14776203	KM0001	KONICA MINOLTA BUS. SOLUTIONS	5/6/2021	736.00	Oceanside Konica Copier Lease	6200	518.44	0000001126	Oceanside Copier
14776203	KM0001	KONICA MINOLTA BUS. SOLUTIONS	5/6/2021	736.00	Oceanside Konica Copier Maintenance	6200	18.91	0000001126	Oceanside Copier
14776204	NA0005	NATIONAL BENEFIT SERVICES, LLC	5/6/2021	75.00	Admin Fees - Cafe 125	6200	75.00	0000001105	Admin Fees - Cafe 125
14776205	OF0001	OFFICE DEPOT	5/6/2021	71.41	Oceanside Admin Supplies	6200	71.41	0000001107	Oceanside Admin Supplies
14777074	0000000074	Arenson Office Furniture	5/10/2021	533.13	Ergo Furnishing for Staff	6200	533.13	0000001067	ERGO furnishing Staff
14777075	0000000152	Reliable Translations Inc.	5/10/2021	147.00	Translation Services	6200	147.00	0000001187	Translations Services
14777076	0000000167	HopSkipDrive, INC	5/10/2021	262.89	Transportation NPS	6200	262.89	0000001225	Transportation NPS
14777077	CS0005	BILLY R BENSON,	5/10/2021	2272.50	Business Office Training	6200	1969.50	0000001090	Training & Consulting SB740
14777077	CS0005	BILLY R BENSON,	5/10/2021	2272.50	Presentation/ Consulting SB740	6200	303.00	0000001090	Training & Consulting SB740
14777078	MI0002	MISSION FEDERAL CREDIT UNION	5/10/2021	5629.78	Postage Services	6200	24.99	0000001165	Moreno Valley Postage Expenses
14777078	MI0002	MISSION FEDERAL CREDIT UNION	5/10/2021	5629.78	Lease Web/Web Hosting	6200	81.37	0000001188	Lease Web/Servint
14777078	MI0002	MISSION FEDERAL CREDIT UNION	5/10/2021	5629.78	MFCU Misc supplies, Podium, gr	6200	654.81	0000001264	Grad & Promotion Supplies
14777078	MI0002	MISSION FEDERAL CREDIT UNION	5/10/2021	5629.78	POD Storage Fees	6200	425.59	0000001082	PODS Storage Fees
14777078	MI0002	MISSION FEDERAL CREDIT UNION	5/10/2021	5629.78	ERGO Supplies for Staff	6200	14.02	0000001076	ERGO SPPLY Staff RESTRICTED HR
14777078	MI0002	MISSION FEDERAL CREDIT UNION	5/10/2021	5629.78	Carpet Cleaning - Oceanside Campus	6200	4422.88	0000001077	Carpet Cleaning - Oside
14777078	MI0002	MISSION FEDERAL CREDIT UNION	5/10/2021	5629.78	Building Maintenance Supplies	6200	6.12	0000001078	Bldg Maintenance Supplies
14777079	MV006	MORENO VALLEY UTILITY	5/10/2021	1141.19	Utilities - Electrical Moreno	6200	1141.19	0000001080	Utilities - Electrical MV
14777080	SA0008	SAN DIEGO GAS & ELECTRIC	5/10/2021	2000.33	Utilities - Electrical	6200	2000.33	0000001130	Utilities - Electrical Oside
14777081	VT0001	V TECHNOLOGY SOLUTION	5/10/2021	1475.00	WORD AND AVAST	6200	1475.00	0000001276	WORD AND AVAST
14777082	WM0001	WASTE MANAGEMENT	5/10/2021	137.40	Trash Services - MoVal	6200	137.40	0000001134	Trash Collection MoVal
14778642	0000000007	Cordata Shredding	5/13/2021	90.80	Storage Boxes	6200	0.00	0000001087	Shredding & Storage & Boxes
14778642	0000000007	Cordata Shredding	5/13/2021	90.80	Secure Storage Off Site	6200	90.80	0000001087	Shredding & Storage & Boxes
14778642	0000000007	Cordata Shredding	5/13/2021	90.80	Oceanside Shredding	6200	0.00	0000001087	Shredding & Storage & Boxes
14778643	0000000092	Total Education Solutions	5/13/2021	175.00	TES	6200	175.00	0000001197	SPED Physical Therapy
14778644	0000000152	Reliable Translations Inc.	5/13/2021	147.00	Translation Services	6200	147.00	0000001187	Translations Services
14778645	0000000167	HopSkipDrive, INC	5/13/2021	1081.36	Transportation NPS	6200	1081.36	0000001225	Transportation NPS
14778646	CO0008	COX BUSINESS SERVICES	5/13/2021	383.52	Oceanside Phone & Internet - Student	6200	325.99	0000001089	Oceanside Phone & Internet

Pacific View Charter School Board Warrant Report - May 2021

Warrant ID	Remit Supp	Name	Payment Date	Total Warrant Amount	Descr	Fund	Invoice Fund Amount	PO No.	PO Ref
14778646	CO0008	COX BUSINESS SERVICES	5/13/2021	383.52	Oceanside Phone & Internet - Admin	6200	57.53	0000001089	Oceanside Phone & Internet
14778647	DS0003	SPARKLETT'S & SIERRA SPRINGS	5/13/2021	124.62	Bottled Water	6200	22.39	0000001132	Bottled Water Service
14778647	DS0003	SPARKLETT'S & SIERRA SPRINGS	5/13/2021	124.62	Bottled Water	6200	102.23	0000001132	Bottled Water Service
14778648	MY0001	YOUNG, MINNEY & CORR, LLP	5/13/2021	603.25	Legal Counsel	6200	603.25	0000001117	Legal Counsel
14778649	OF0001	OFFICE DEPOT	5/13/2021	58.33	HR Ordered ERGO Supplies - RES	6200	20.29	0000001081	ERGO Sply - RESTRICTED HR
14778649	OF0001	OFFICE DEPOT	5/13/2021	58.33	Office Depot - Student Supplies	6200	23.38	0000001146	Student Supplies
14778649	OF0001	OFFICE DEPOT	5/13/2021	58.33	Oceanside Admin Supplies	6200	14.66	0000001107	Oceanside Admin Supplies
14778651	PVCS04	PACIFIC VIEW CHARTER SCHOOL	5/13/2021	12355.89	Mortgage Payment Moreno Valley	6200	9884.71	0000001063	Mortgage Payment Moreno Valley
14778651	PVCS04	PACIFIC VIEW CHARTER SCHOOL	5/13/2021	12355.89	Mortgage Payment Moreno Valley	6200	2471.18	0000001063	Mortgage Payment Moreno Valley
14778652	PVKM01	MECK, KATHY	5/13/2021	133.95	Travel Expenses	6200	133.95	Employee	Travel Expenses
14779576	0000000017	Helen K. Stamatelatos	5/17/2021	280.15	Flowers for Promotion/Graduation	6200	280.15	0000001247	Promotion/Graduation Flowers
14779577	0000000065	Emcor Services Mesa Energy	5/17/2021	2665.00	HVAC Services Moreno Valley	6200	2665.00	0000001073	EMCOR - HVAC Svc Moreno Valley
14779578	0000000160	Pediatric Therapy Services, LLC	5/17/2021	8022.50	Stepping Stones	6200	8022.50	0000001208	Special Ed Teacher - SFR
14779579	0000000175	Valley Party Equipment Rentals	5/17/2021	276.00	Party Rentals for Promotion/Graduation	6200	276.00	0000001262	Party Rentals for Grad & 8th
14779580	AD0002	ADT SECURITY SERVICES	5/17/2021	64.36	Security System - Moreno Valley	6200	64.36	0000001135	Security System MoVal
14779581	CO0007	COLUMBIA PACIFIC TELESYSTEMS	5/17/2021	62.23	COLUMBIA PACIFIC HARDWARE	6200	62.23	0000001176	Columbia Pacific Hardware
14781041	0000000007	Cordata Shredding	5/20/2021	79.37	Storage Boxes	6200	0.00	0000001087	Shredding & Storage & Boxes
14781041	0000000007	Cordata Shredding	5/20/2021	79.37	Secure Storage Off Site	6200	0.00	0000001087	Shredding & Storage & Boxes
14781041	0000000007	Cordata Shredding	5/20/2021	79.37	Oceanside Shredding	6200	79.37	0000001087	Shredding & Storage & Boxes
14781042	0000000088	Specialized Therapy Services, Inc	5/20/2021	9305.00	Specialized Therapy	6200	9305.00	0000001207	Academic Instruction & ERMHS
14781043	CD0001	CDW GOVERNMENT, INC.	5/20/2021	680.91	ADOBE PRO CDW-G	6200	167.38	0000001272	ADOBE PRO CDW-G
14781043	CD0001	CDW GOVERNMENT, INC.	5/20/2021	680.91	HP BATTERIES CDW-G	6200	513.53	0000001273	HP BATTERIES
14781044	CO0008	COX BUSINESS SERVICES	5/20/2021	281.15	Video Security Services - Oceanside	6200	281.15	0000001137	Video Security - Oceanside
14781045	JP0001	JAN-PRO OF SAN DIEGO	5/20/2021	3799.00	Janitorial Services & Supplies	6200	3799.00	0000001075	Janitorial Services Oceanside
14782078	0000000014	Nissan Motor Acceptance Corporation	5/24/2021	705.19	Nissan	6200	361.99	0000001158	Rogues
14782078	0000000014	Nissan Motor Acceptance Corporation	5/24/2021	705.19	Nissan	6200	343.20	0000001158	Rogues
14782079	0000000016	Mary Jane Gardner	5/24/2021	47.15	Travel Expenses	6200	47.15	Employee	Travel Expenses
14782080	0000000079	Francis De Castro	5/24/2021	333.20	Travel Expenses	6200	333.20	Employee	Travel Expenses
14782081	0000000152	Reliable Translations Inc.	5/24/2021	1874.08	Translation Services	6200	147.00	0000001187	Translations Services
14782081	0000000152	Reliable Translations Inc.	5/24/2021	1874.08	Translation Services	6200	472.96	0000001187	Translations Services
14782081	0000000152	Reliable Translations Inc.	5/24/2021	1874.08	Translation Services	6200	147.00	0000001187	Translations Services
14782081	0000000152	Reliable Translations Inc.	5/24/2021	1874.08	Translation Services	6200	813.12	0000001187	Translations Services
14782081	0000000152	Reliable Translations Inc.	5/24/2021	1874.08	Translation Services	6200	147.00	0000001187	Translations Services
14782081	0000000152	Reliable Translations Inc.	5/24/2021	1874.08	Translation Services	6200	147.00	0000001187	Translations Services
14782082	0000000176	Intersection R & M Services, Inc	5/24/2021	237.15	Building Maintenance & Repair	6200	237.15	0000001281	Building Maintenance & Repairs
14782083	OF0001	OFFICE DEPOT	5/24/2021	55.91	Office Depot - Student Supplies	6200	3.95	0000001146	Student Supplies
14782083	OF0001	OFFICE DEPOT	5/24/2021	55.91	Moreno Valley Admin Supplies	6200	1.32	0000001108	Moreno Valley Admin Supplies
14782083	OF0001	OFFICE DEPOT	5/24/2021	55.91	HR Ordered ERGO Supplies - RES	6200	20.19	0000001081	ERGO Sply - RESTRICTED HR
14782083	OF0001	OFFICE DEPOT	5/24/2021	55.91	HR Ordered ERGO Supplies - RES	6200	30.45	0000001081	ERGO Sply - RESTRICTED HR
14782084	SP0004	SCHOOL PATHWAYS HOLDINGS, LLC	5/24/2021	2626.17	CalPad, Spec, SVCS, Online Reg	6200	770.17	0000001111	CalPad, Spec, SVCS, Online Reg
14782084	SP0004	SCHOOL PATHWAYS HOLDINGS, LLC	5/24/2021	2626.17	School Pathways	6200	1856.00	0000001143	School Pathways PLS Fees
14782085	VC0003	FRONTIER	5/24/2021	392.26	Moreno Valley Phone & Internet	6200	333.42	0000001095	Moreno Valley Phone & Internet
14782085	VC0003	FRONTIER	5/24/2021	392.26	Moreno Valley Phone & Internet	6200	58.84	0000001095	Moreno Valley Phone & Internet
14784264	0000000070	Edmentum, Inc	5/27/2021	17280.00	Student Seats - CalVert	6200	3080.00	0000001278	COVID Funds - Student Seats
14784264	0000000070	Edmentum, Inc	5/27/2021	17280.00	COVID Funds - Student Seats	6200	14200.00	0000001278	COVID Funds - Student Seats
14784265	0000000152	Reliable Translations Inc.	5/27/2021	294.00	Translation Services	6200	147.00	0000001187	Translations Services
14784265	0000000152	Reliable Translations Inc.	5/27/2021	294.00	Translation Services	6200	147.00	0000001187	Translations Services
14784266	0000000158	DiscoverHubbl, Inc	5/27/2021	641.83	HUBBL HOTSPOTS FINAL	6200	641.83	0000001286	HUBBL HOTSPOTS FINAL 20/21
14784267	EM0001	EASTERN MUNICIPAL WATER DIST	5/27/2021	257.61	Water Utilities - Moreno Valley	6200	257.61	0000001072	Utilities - Water Moreno Valle

Pacific View Charter School Board Warrant Report - May 2021

Warrant ID	Remit Supp	Name	Payment Date	Total Warrant Amount	Descr	Fund	Invoice Fund Amount	PO No.	PO Ref
14784268	MI0002	MISSION FEDERAL CREDIT UNION	5/27/2021	6580.58	BER - CoTeaching	6200	279.00	0000001274	BER - CoTeaching
14784268	MI0002	MISSION FEDERAL CREDIT UNION	5/27/2021	6580.58	Fridge for SPED	6200	162.36	0000001277	Fridge for SPED
14784268	MI0002	MISSION FEDERAL CREDIT UNION	5/27/2021	6580.58	FLAG POLES	6200	121.22	0000001271	Flag Poles
14784268	MI0002	MISSION FEDERAL CREDIT UNION	5/27/2021	6580.58	Facebook	6200	900.74	0000001161	Facebook Ads
14784268	MI0002	MISSION FEDERAL CREDIT UNION	5/27/2021	6580.58	Building Maintenance Supplies	6200	296.86	0000001078	Bldg Maintenance Supplies
14784268	MI0002	MISSION FEDERAL CREDIT UNION	5/27/2021	6580.58	DOMAIN REGISTRATION RENEWAL	6200	29.90	0000001267	DOMAIN REGISTRATION RENEWAL
14784268	MI0002	MISSION FEDERAL CREDIT UNION	5/27/2021	6580.58	Immunization Training	6200	30.00	0000001275	Immunization Training
14784268	MI0002	MISSION FEDERAL CREDIT UNION	5/27/2021	6580.58	Grad & Promotion Supplies	6200	2114.34	0000001264	Grad & Promotion Supplies
14784268	MI0002	MISSION FEDERAL CREDIT UNION	5/27/2021	6580.58	Great Call Cell Phone	6200	21.17	0000001204	Great Call Cell Phone
14784268	MI0002	MISSION FEDERAL CREDIT UNION	5/27/2021	6580.58	Student Postage 75%	6200	75.00	0000001165	Moreno Valley Postage Expenses
14784268	MI0002	MISSION FEDERAL CREDIT UNION	5/27/2021	6580.58	Admin Postage 25%	6200	25.00	0000001165	Moreno Valley Postage Expenses
14784268	MI0002	MISSION FEDERAL CREDIT UNION	5/27/2021	6580.58	Postage Services	6200	24.99	0000001164	Oceanside Postage Expenses
14784268	MI0002	MISSION FEDERAL CREDIT UNION	5/27/2021	6580.58	Google Adworks	6200	2500.00	0000001160	Google Ads
14784269	OC0002	OCEANSIDE UNIFIED SCHOOL DIST	5/27/2021	46.00	8th Grade - Promotion Certificates	6200	46.00	0000001250	Promotion Certificates-8th
14784270	ON0002	ONE STOP TONER & INKJET	5/27/2021	216.48	Printing Supplies	6200	216.48	0000001215	Printing Supplies
14784271	PVBW01	BYRON WINICK	5/27/2021	66.98	Travel Expenses	6200	66.98	Employee	Travel Expenses

7.4



Pacific View Charter School California School Dashboard Local Indicators Fall 2021

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

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

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

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

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

Local Indicators:

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

Local Indicator 1: Basic Conditions

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

0

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

0

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

0

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

Met

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

Local Indicator 2: Adoption of Academic Standards

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

5 - Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

4 - Full Implementation

Mathematics – Common Core State Standards for Mathematics

5- Full Implementation and Sustainability

Next Generation Science Standards

5- Full Implementation and Sustainability

History-Social Science

4 - Full Implementation

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

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

5- Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

5- Full Implementation and Sustainability

Mathematics – Common Core State Standards for Mathematics

5- Full Implementation and Sustainability

Next Generation Science Standards

5 - Full Implementation and Sustainability

History-Social Science

5 - Full Implementation and Sustainability

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

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

5 - Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

3 - Initial Implementation

Mathematics – Common Core State Standards for Mathematics

5- Full Implementation and Sustainability

Next Generation Science Standards

5- Full Implementation and Sustainability

History-Social Science

5- Full Implementation and Sustainability

Other Adopted Academic Standards

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

Career Technical Education

1 - Exploration and Research

Health Education Content Standards

5 - Full Implementation and Sustainability

Physical Education Model Content Standards

5 - Full Implementation and Sustainability

Visual and Performing Arts

4 - Full Implementation

World Language

4 - Full Implementation

Support for Teachers and Administrators

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

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

4 - Full Implementation

Identifying the professional learning needs of individual teachers

3 - Initial Implementation

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

3 - Initial Implementation

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

to make sure that all teachers understand and align the content they are teaching to the appropriate state standards. In addition, PVCS has implemented an Instructional Framework to support teachers in maximizing student learning and unifying instructional best practices schoolwide. The focus for the 2021-22 school year will be to fully implement the Instructional Framework, aligned to the EL Roadmap and Restorative Practices as well as exploring a schoolwide alignment to SEL. The school will continue to provide targeted instructional coaching based on teachers' identified areas of growth within the domains of the framework.

Local Indicator 3: Parent Engagement

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

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

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

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

For each statement in the table below:

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

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

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

Relationship building is a key to success at Pacific View Charter School. The weekly meetings between student, parent and teacher provide a designated time for families to engage with the school directly and build a strong partnership to ensure student progress through the curriculum. Each year, survey results indicate that parents of PVCS students continue to be satisfied with the education that their child is receiving. 93% of parents rated themselves as satisfied and very satisfied with the school in general and 95% 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 and 93% of families believe that PVCS is preparing their students for life beyond high school. An area of focus for the school would be the engagement of Spanish speaking families and the school has targeted actions in the current LCAP to address this including increasing translation services, hiring of an ELL Support Teacher and the development of an EL parent committee.

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

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

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

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

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

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

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

Although parents have many avenues for input in school activities, the school has struggled to create and maintain parent committees in the past. One of the goals for the next school year is to encourage more committee representation including the expansion of an EL parent committee to support English Language Learners and to increase the number of parent volunteers on campus if and when Covid restrictions are lifted.

Local Indicator 4: School Climate

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

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

PVCS conducts biannual student surveys. During the Covid pandemic, additional feedback from students and families was also sought in relation to health and safety issues and the desire for students to return to campus. The last survey was issued at the end of the school year 2021. 94% of responding students rated their overall satisfaction with the school as good to great, an increase of 4% from the previous school year. 95% of students feel supported by their teachers and that they received sufficient help with their school work. 95% of students feel supported in overcoming difficulties. This indicates that efforts to create a warm and supportive environment for students have been successful and that the relationships that develop between the supervisory teacher and student are valuable and different from the traditional high school model. The fact that these numbers increased during the 2021 school year, arguably the most difficult school year in history, is remarkable. Also, in support of this, are the survey results indicating that 76% of students feel that the staff takes bullying seriously (a 10% increase from previous years) and 96% feel safe at school. Again, during a time of such intense fear around Covid, it is remarkable that so many students felt safe in their school environment. School support and safety is an area of strength for PVCS.

Overwhelmingly, the difficulties brought on by the Covid pandemic created the biggest barriers to the school being able to implement services, especially enrichment opportunities for students including field trips, college visits and opportunities for social activities. The school plans to address these in the upcoming school year when restrictions allow. In addition, the following goals are planned for the next school year. Note that Goal 3 focuses specifically on building on the positive school climate and improving services to students.

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

Local Indicator 5: Access to a Broad Course of Study

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

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

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

Students in grades K-5 at the Oceanside campus and K-6 at the Moreno Valley campus have access to a rigorous online curriculum through the PVCS home study program. Students take the four core subjects online and complete Physical Education through Independent Study in collaboration between their teacher and learning coach. Students in these grades receive arts enrichment through school events and field trips. Students in grades 6-8 in Oceanside and 7-8 in Moreno Valley may enroll in the home study program or in a blended learning program that combines independent study with targeted instruction from credentialed teachers. During classroom time, students are able to collaborate with peers in Math, ELA, Science, Social Studies, Exploratory, PE and other enrichment activities that supplement the curriculum. High school students on both campuses are provided with a broad course of study that allows them to reach the goal of attaining the 220 credits required to receive a diploma from PVCS. Students also have access to the entire A-G sequence of courses. Students have access to curriculum designed by credentialed PVCS teachers or online curriculum and those students who need it have access to foundational curriculum that can provide

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

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

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

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

All students in grades K-12 are provided access to a broad course of study while at PVCS. However, the school has run into barriers in providing a CTE Pathways program for high school students. Most students at PVCS come to the school in their 11th or 12th grade year, making it difficult to create a cohort of students who would be able to complete a multi-year career pathway program. In addition, the small size of the school and the diverse interests of the students makes it difficult to select one pathway that would be of interest to a sufficient number of students. For this reason, PVCS has chosen to provide access to CTE courses through an online curriculum provider and not pursue a pathways program at this time. During the 2021/22 school year, the school plans to increase the number of Career Elective courses available to high school students as identified in the 2021-2024 LCAP.

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

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

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

Met

7.5

PACIFIC VIEW CHARTER SCHOOL

2021-2024 LCAP



PARENTS

Believe that PVCS is preparing their students for life beyond high school



STUDENTS

Are satisfied with the education they receive at Pacific View



STAFF

Feel that the school is safe, clean and set up for student success

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

The LCAP communicates our school's annual goals, actions, and expenditures to support student outcomes.

Pacific View has identified 3 goals for the upcoming school year to maximize student success in English and Math, prepare students for graduation and to promote the building of school culture and community.



GOAL 1

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

Key Actions and Services:

Change the way student grade levels are awarded from age to credits earned . Develop system for tracking credits earned for HS school students to ensure that students are making gains in the high school program . Develop Graduation Pathway planning course . Expand College and Career presentations . Host career fair for students . Add additional career exploration electives . Hire ELD teacher . Provide designated ELD instruction for students .

GOAL 2

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



Key Actions and Services:

Continue to hire only fully credentialed teachers and assign them appropriately . Revise and implement high school Reading Intervention course for struggling readers . Develop schedule for middle school that includes a period for reading intervention and a period for math intervention . Implement a reading program for KB home study and classroom students . Purchase new diagnostic assessment . Continue teacher coaching and schoolwide implementation of the PVCS Instructional Framework . Increase the number of hot spots available to students for check out .

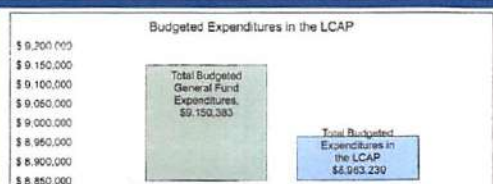


GOAL 3

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

Key Actions and Services:

Develop an Alternative to Suspension Program . PD for Behavior/Restorative Practices . Develop a SEL Schoolwide Program . Conduct PD for staff on how to infuse SEL into work environment . Expand counseling services . Bring back college and school spirit days on campus . Revise check in and check out procedures for for students . Maintain safe and secure facilities through frequent monitoring of facilities needs and upkeep .



This chart provides a quick summary of how much Pacific View Charter School plans to spend for 2021 -

Pacific View plans to spend \$9,150,383 for the 2021-22 school year. Of that amount, \$8,963,239 is tied to actions/services in the LCAP and \$187,144 is not. These other funds will be used for special education salaries and expenditures

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, March 2021

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Pacific View Charter School
CDS code:	37735693731221
LEA contact information:	Erin Gorence, 760-757-0161, egorence@pacificview.org
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year		Amount
Total LCFF funds	\$	8,605,979
LCFF supplemental & concentration grants	\$	1,235,385
All other state funds	\$	177,623
All local funds	\$	560,421
All federal funds	\$	-
Total Projected Revenue	\$	9,344,023
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures	\$	9,301,284
Total Budgeted Expenditures in the LCAP	\$	8,750,634
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	2,116,146
Expenditures not in the LCAP	\$	550,650
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	102,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	110,756

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	1. Special Education salaries and/or expenditures that do not indirectly or directly benefit all students 2. Marketing expenditures that do not benefit students directly
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

LCFF Budget Overview for Parents

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

CDS Code: 37735693731221

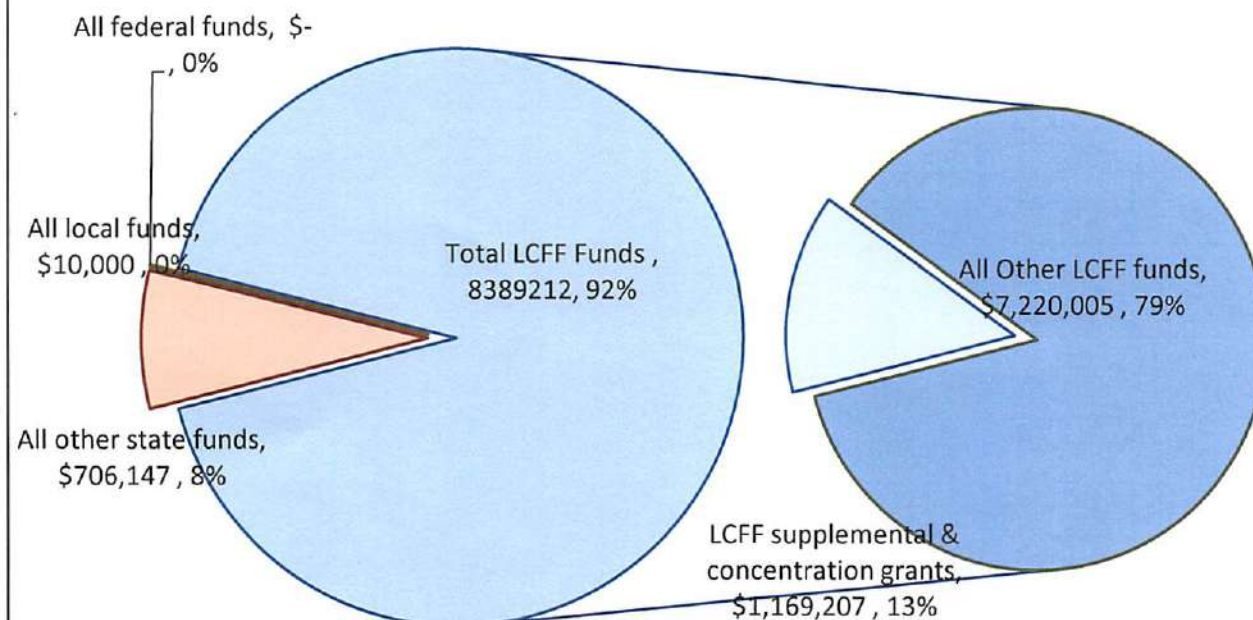
School Year: 2021 – 22

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

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

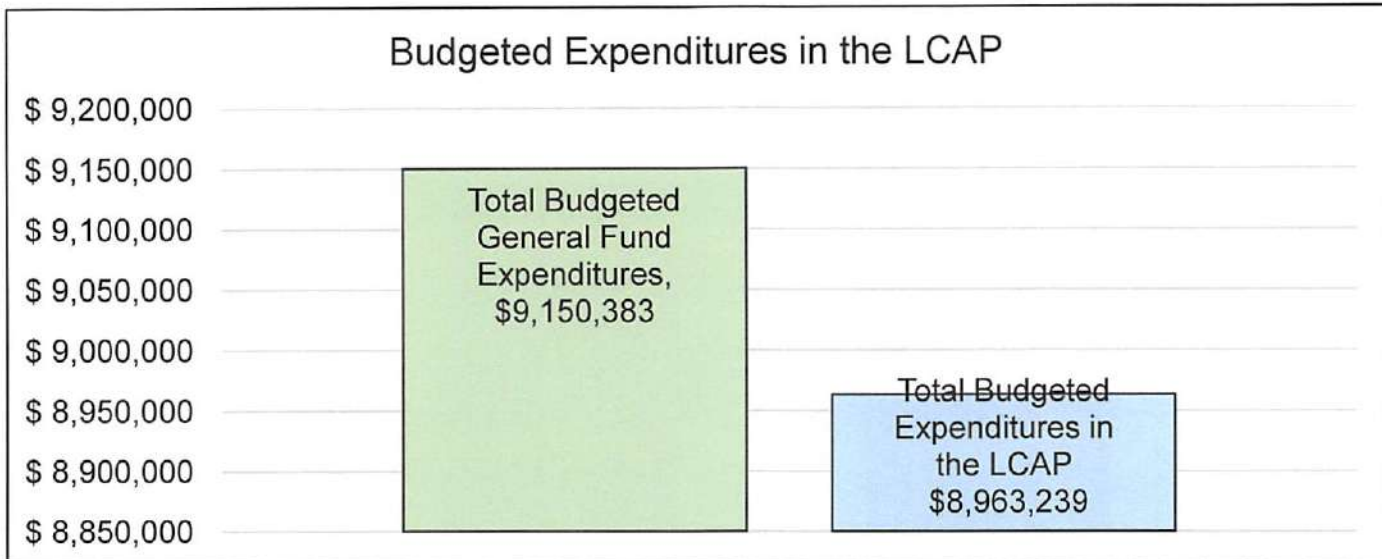


This chart shows the total general purpose revenue Pacific View Charter School expects to receive in the coming year from all sources.

The total revenue projected for Pacific View Charter School is \$9,105,359.00, of which \$8,389,212.00 is Local Control Funding Formula (LCFF), \$706,147.00 is other state funds, \$10,000.00 is local funds, and \$0.00 is federal funds. Of the \$8,389,212.00 in LCFF Funds, \$1,169,207.00 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 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Pacific View Charter School plans to spend \$9,150,383.00 for the 2021 – 22 school year. Of that amount, \$8,963,239.00 is tied to actions/services in the LCAP and \$187,144.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

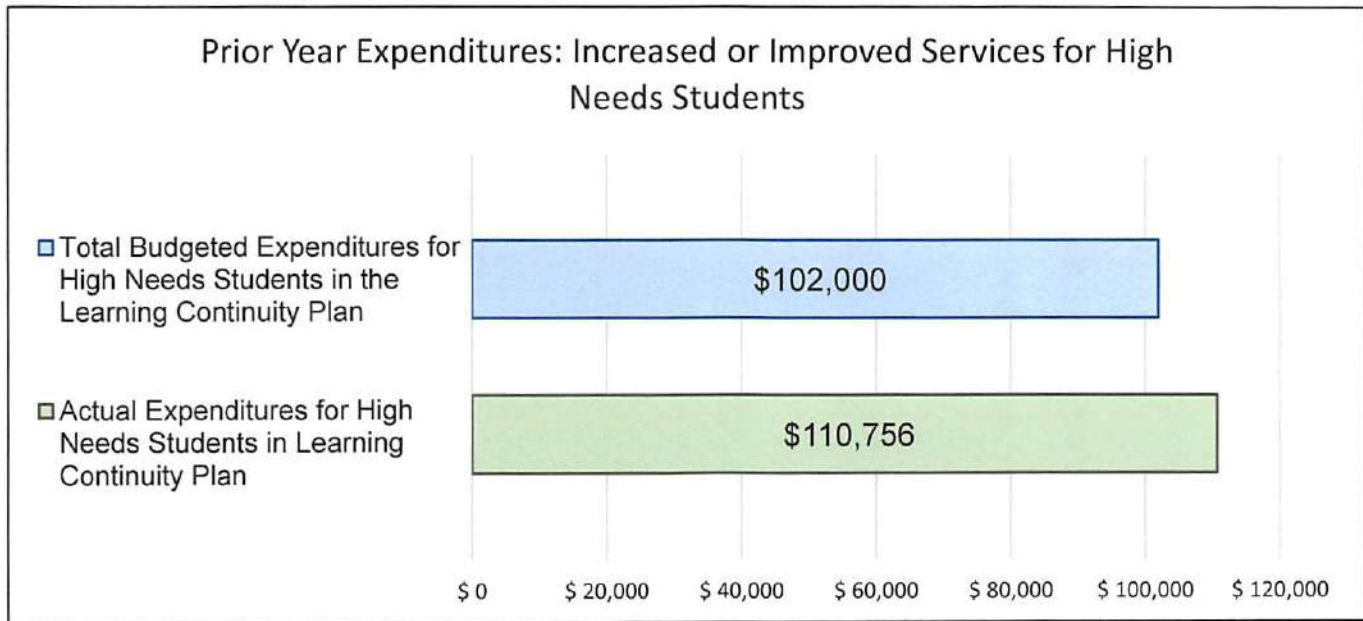
1. Special Education salaries and/or expenditures that do not indirectly or directly benefit all students
2. Marketing expenditures that do not benefit students directly

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Pacific View Charter School is projecting it will receive \$1,169,207.00 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 \$2,116,146.00 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 2020 – 21



This chart compares what Pacific View Charter School budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, Pacific View Charter School's Learning Continuity Plan budgeted \$102,000.00 for planned actions to increase or improve services for high needs students. Pacific View Charter School actually spent \$110,756.00 for actions to increase or improve services for high needs students in 2020 – 21.

LCAP ANNUAL UPDATE

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Continue to expand and improve resources and services to students and parents to provide a sense of safety, school connectedness, and increased student motivation.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 3

Annual Measurable Outcomes

Expected	Actual
Students will increase knowledge of post-secondary options.	Careers course was updated to include more relevant career exploration tools specific to local job sectors and is required for all students to graduate. Concurrent enrollment in the local community colleges increased from the 18/19 school year from 18 to 29 students

	and maintained that higher number in the 20/21 school year at 28 students. The school will continue to prioritize this for the future.
All students have access and exposure to college and career presentations and field trips	College and career presentations including a schoolwide career fair were planned for the 19/20 school year, but were cancelled due to covid-19 restrictions. The school counselor did offer 12 virtual career exploration options for students to access virtually, but all field trips were cancelled due to Covid restriction.
Students will continue to build positive relationships through a peer mentoring program.	Volunteer opportunities for high school students to help support middle school students during lunch and break times were offered but were suspended due to school closure and distance learning.
Students will be recognized for positive relationship building and following school code of conduct	Awards were created and distributed to students for following the code of conduct. This is will continue
Students will have an alternative to suspension	The Restorative Alliance began work on an alternative to suspension but this work was suspended due to Covid 19 shut down and distance learning. This will be revisited in the 21/22 school year and addressed in the next LCAP
More students and parents will receive assistance applying for colleges and financial aid and will have access to the experience of visiting colleges	19% of graduating students submitted in the 2020 school year. Currently 17% of students have submitted the FAFSA. This will be addressed in the 21/22 LCAP. Field trips to visit colleges were suspended in spring 2020 due to Covid, however students have the opportunity to take a virtual tour of schools as part of the required Careers course.
Staff and students will be better prepared for a potential lockdown situation	Lockdown drills were conducted in the Fall of 2019, but were suspended when school shut down due to Covid 19. Training for staff will resume when school reopens fully
Decrease the number of unauthorized visitors and activity on campus	Currently due to Covid guidelines, no visitors are allowed on campus and students are only allowed to be in one location per day. This has significantly cut down on unauthorized visitors and activity on campus.
Increase student motivation and success through implementation of instructional framework and instructional focus.	The schoolwide instructional framework was implemented but the focus was not. Teachers were trained on ways to incorporate more collaborative group work to help increase student motivation. When the school pivoted to distance learning, teachers received additional training on motivating and engaging students in the digital environment.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Develop a plan for teaching students in grades K-8 about post-secondary options.	\$16,593.00	\$17,283.00 6200-0000-2100/2300/ 2400/4300/5800
Develop and host resume building and interview skills workshops for students.	\$6,566.00	\$7033.00 6200-0000-1200/4300
Continue to host college and career presentations and expand to 6-8 and increase numbers in Moreno Valley.	\$8,560.00	\$3226.00 6200-0000-1200/2400/ 5800
Increase number of presentations on certificate programs offered by local organizations and explore the possibility of offering credit for programs.	\$7,593.00	\$3226.00 6200-0000-1200/2400/ 5800
Expand the number of students participating in student clubs.	\$5,560.00	\$1364.00 6200-0000-1300/2400/ 5800
Expand middle school schedule in Moreno Valley to include Enrichment and Intervention.	\$16,593.00	\$24,876.00 6200-0000-1100/1300/ 2400/4300/5800
Increase the number of visits to public and private colleges with an emphasis on particular program visits.	\$7,560.00	\$1609.00 6200-0000-1100/1200 6200-1400-1100
Increase frequency and effectiveness of lock down drills through annual staff training at beginning of each school year.	\$10,379.00	\$13,998.00 6200-0000-1300/1200/ 2400/4300
Research current trends in school safety and preparedness and continue to collaborate with law enforcement.	\$9,735.00	\$6,300.00 6200-0000-2400
Research possibility of installing security cameras at Moreno Valley site.	\$5,553.00	\$13,269.00 6200-0000-2400

Continue to have monthly detection dogs on campus to ensure student safety.	\$11,600.00	\$20,400.00 6200-0000-1100/1300/ 2400/5800
Embed growth mindset activities in intervention courses in grades 6-12.	\$46,560.00	\$57,380.00 6200-0000-1100/1300/ /1200 6200-6500-2100
Implement schoolwide instructional framework, system of teacher evaluation, and instructional focus to drive teaching and learning.	\$25,695.00	\$35,647.00 6200-0000-1100/1300/ 1200

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were not used on the planned actions and services were redistributed to support students, families and staff through distance learning. These included:

- Fieldtrip and presentation funds were used to develop virtual presentations for students and families and individual counseling sessions with the school counselor
- Although no new clubs started, training was conducted for teaching staff to hold virtual club meetings through Schoology and Zoom.
- Intervention periods were removed from the middle school schedule and funds were allocated to providing training to teaching staff on how to best service students through distance learning. Curriculum was purchased for the lowest performing middle school students who participated in a virtual/hybrid pull out course for both math and ELA.
- Funds for school safety actions including lock down drill training, practice, and Interquest were redistributed to training of all staff on Covid protocols, which was conducted multiple times during the school year as rules and regulations were changed and updated by the local health authorities.
- Plans to implement a schoolwide instructional focus based on the schoolwide instructional framework were put on hold as the focus of teacher training transitioned to providing support for teaching in the distance learning environment including training on digital tools, engagement and assessment through virtual learning. When the school transitioned to a hybrid model of instruction, staff development focused on providing assistance in developing lessons that were able to be completed in the combined classroom/distance learning environment.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The primary challenge to implementing the actions/services to achieve this goal was the Covid-19 crisis. Plans for field trips, college/career presentations, a career fair and other enrichment activities were put on hold due to school closures and the ban on visitors to campus. The school counselor was able to continue to meet virtually with families to do individual college, financial aid, and career planning and held 12 virtual career presentations. Student club participation stayed the same during the school year. Clubs that were able to, transitioned to virtual meetings during Covid restrictions. Intervention periods were embedded in the middle school schedule during 19/20, but it was determined that they were not effective in the distance learning model required by Covid restrictions in 20/21. A plan will be developed for the 21/22 school year and identified in the new LCAP (see Goal 2). Lock down drills were held in the Fall 2019, but were suspended due to school closure, distance learning and the limited number of staff on campus. They will resume with school reopening. Interquest visits were scheduled for the 19/20 school year but were suspended in March due to school shut down. When all campus activities resume, this will continue. Growth mindset activities are embedded in high school reading and math intervention. Growth mindset lessons were also taught in Study Skills courses. Framework and evaluation system were developed and implemented schoolwide. The instructional focus was put on hold until school returns to pre-Covid teaching and learning.

Goal 2

Continue to develop and refine a professional development plan that will support common core state standards and research-based pedagogical strategies in order to ensure the diverse learning needs of all students are met with a focus supporting struggling readers.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities: need to improve reading skills

Annual Measurable Outcomes

Expected	Actual
Implementation of targeted reading strategies and vocabulary development for below grade level readers.	100% of courses have embedded vocabulary instruction.
Increase in student participation and engagement in math courses to improve performance	Students increased participation through the taking of teacher instructed virtual math courses as opposed to independent study math courses. Students performed better in math classes in the Fall 2020 as compared to previous years as measured by semester grades: 47% of students scored As or Bs compared to 39% the previous year.

Increases in student productivity and learning and improvement in student behavior through restorative strategies.	This year only 2 high school students were disenrolled after SST process. 97% of high school students who were referred to SST process were able to complete the school year at Pacific View Suspension rates have decreased in the last school year from 3.3% to 0.31%. The school attributes this decrease overwhelmingly to the lack of students on campus and do not expect this figure to remain at less than 1% when school returns to normal.
Improvement in performance for most struggling students including passing rates in courses and gains in math and reading intervention	Performance rates have improved for students as measured through the following grade reports: Math grades for semester 1 2020 have increased from 39% scoring A/Bs to 47%. ELA grades for Semester 1 2020 have increased from 43% scoring A/Bs to 48%.
Staff is prepared to intervene and react appropriately to student mental health issues	100% of staff who work directly with students have been trained on restorative practices and has access to mental health referrals
Maintain low suspension rate	Suspension rate is 0% for the 20/21 school year

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Implement instructional focus schoolwide and provide staff development in reading strategies and vocabulary development.	\$72,749.00	\$85,647.00 6200-0000-1100/1200/ 1300/4300/4300-050
Provide schoolwide training from SDCOE in ELA strategies.	\$73,300.00	\$83,129.00 6200-1100/1200/1300/ 5200/5800 6200-6500-1100/1200/ 2100
Send teachers to training on math talk.	\$42,000.00	0.00
Research other schools to send math teachers for observation of math instruction.	\$10,600.00	\$362.00 6200-0000-1300

Train teachers in the schoolwide instructional framework.	\$96,100.00	\$103,294.00 6200-0000-1100/1200/ 1300/4300 6200-6500-1100/1200/ 2100
Train teachers restorative practices through SDCOE.	\$44,000.00	\$58,820.00 6200-0000-1100/1200/ 1300/2100/2400/5200/ 5800 6200-6500-1100/1200/ 2100
Train teachers to use Star Enterprise instructional planning reports to target gaps in learning and provide intervention in classes and meetings.	\$82,000.00	\$69,420.00 6200-0000-1100/1200/ 1300/4300 6200-6500/1100/1200/ 2100
In house review of student mental health needs to ensure students are receiving appropriate support	\$58,000.00	\$58,760.00 6200-0000-1100/1200/ 1300/ 6200-6500-1100/1200/ 2100
Develop and implement an alternative to suspension program for students violating code of conduct.	\$41,000.00	\$17,000.00 6200-0000-1300/2100/ 2400/4300

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were budgeted for actions and services that did not occur were redistributed as follows:

-Funding to implement an instructional focus was reallocated to purchase a reading intervention program (Language Live) for the lowest level struggling readers and for curriculum writers to add vocabulary activities to high school courses.

-Although the school planned to offer a training from SDCOE for ELA teaching strategies, after the Directors consulted with SDCOE to develop a training, it was decided that a better use of funds would be to conduct inhouse trainings for staff. The plans to send teachers to math trainings were also suspended as training needs were then redirected to supporting staff with distance learning instruction and engagement.

- The development of an alternative to suspension program was tabled due to lack of need for suspensions during distance learning, instead these funds were allocated to supporting student and staff mental health through trainings and professional development during the Covid-19 crisis.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The biggest barrier to completing all of the planned actions and services was the Covid-19 crisis. The school had to pivot to a variety of different activities based on the instructional model (distance learning, hybrid, in person) that was required due to the pandemic. The following details those changes. The school planned to implement an instructional focus schoolwide and provide staff development in reading strategies and vocabulary development. However the Instructional focus was not implemented and instead staff was trained in reading strategies particularly in the area of supporting reading instruction through distance and hybrid learning. The school also contributed funds for the purchase of Language Live for the lowest level readers and for curriculum writing for vocabulary instructional updates in high school courses. Although the school planned to offer a training from SDCOE for ELA teaching strategies, after the Directors consulted with SDCOE to develop a training, it was decided that a better use of funds would be to conduct inhouse trainings for staff. These trainings were then redirected to supporting staff with distance learning instruction and engagement. The results of these trainings were successful as measured by an increase in As and Bs in high school ELA and Math courses from the previous school year. The school was successful in continuing the implementation of the schoolwide instructional framework. All teachers were trained in instructional framework, how to implement instructional framework, goals setting in relation to the instructional framework and how to teach in the digital environment using the instructional framework. The plan to train teachers to use Star Enterprise instructional planning reports to target gaps in learning and provide intervention in classes and meetings was suspended when the school decided to pursue a new diagnostic testing device. 6 meetings were held with publishers and curriculum committee to review new products and recommend purchase of new products. This will appear in the new updated LCAP. Mental health supports continued to be a focus for the school with trainings on identifying mental health needs of students in the home environment conducted as well as refreshers on the referral process to Palomar Family Counseling. There was an increased focus on providing support to not only students and families but also staff in light of the ongoing pandemic as is more completely detailed in the mental health section below.

Goal 3

Continue to develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities: n/a

Annual Measurable Outcomes

Expected	Actual
Full implementation of new history framework in middle school and high school world history course.	Middle school courses, High School World History and Government are fully aligned to new H/SS Framework
All students will be appropriately placed, monitored throughout the school year and will be reviewed for exit from interventions in order to reach English language proficiency and proficiency in math	All high school students were assessed and appropriately placed in the correct math intervention. Students were assessed and placed appropriately in reading intervention in the 19/20 school year, but it was determined that a virtual reading intervention course (the only option due to Covid restrictions) did not meet the needs of students and the course did not run in the 20/21 school year. In the 19/20 school year, middle school students were placed in the appropriate math and ELA interventions. During the 20/21 school year it was determined that instructional time was better used to meet the needs of all students within the math and ELA courses and that intervention courses were not appropriate due to the Covid-19 disruptions.
Curricular modifications will be made to best meet students needs based on input from all departments	PLCs met weekly to assess the curriculum and used the Student Assignment Analysis Protocol to evaluate assignments' alignment to instruction and state standards and made adjustments as needed. This work is ongoing.

All students will be appropriately placed in curriculum so more students have access to A-G approved courses	Teachers are trained in course placement, graduation requirements and the A/G course offerings. Yearly learning planners are reviewed by the school counselor and students who are able are encouraged to take courses at local community colleges. PVCS now offers all required courses to meet the full A/G requirements.
Improve retention rates for students	There has been an increase in opportunities for student support through increased tutoring (both onsite and virtual), teacher office hours, virtual courses. There has been an increase in parent meetings to support struggling students. More bilingual staff have been used to help engage Spanish speaking families. The school did not develop a plan for tracking student retention. This will be addressed in the 21/22 LCAP.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide staff training in new HSS curriculum.	\$94,665.00	\$103,724.80 6200-0000-1100/1200/ 1300/2100/2300/2400
Monitor implementation of World History course and make appropriate modifications as needed.	\$53,000.00	\$91,087.20 6200-0000-1100/1200/ 1300/2100/2300/2400/430 0/5200/5200-060 6200-6500-1100/1200/ 2100
Implement new Student Information System for better data collection and reports.	\$70,000.00	\$69,734.00 6200-0000-1200/1300/ 2300/2400/4300/5800/ 5900
Develop progress monitoring and exit criteria for middle school intervention courses.	\$64,800.00	\$79,300.00 6200-0000-1100/1200/130 0/2100/2300/2400/ 4300/5800/5900

Provide targeted intervention in math and language arts intervention periods in middle school.	\$81,346.00	\$99,270.00 6200-0000-1100/1200/ 1300/2100/2300/2400 6200-6500-1100/1200/ 2100
Continue analysis of end of semester grades in subject and cross curricular PLCs	\$47,397.00	\$50,595.00 6200-1100/1200/1300
Continue to train teachers in appropriate placement in curriculum and use of course modifications.	\$53,889.00	\$42,850.00 6200-0000-1100/1300
Continue to monitor progress and adjust instruction in math and reading on STAR Enterprise assessments.	\$41,645.00	\$32,900.00 6200-0000-1100/1300/ 4300/5800/5900
Track passing rates for students in all courses.	\$29,555.00	\$29,816.50 6200-0000-1100,1200, 1300
Revise disenrollment process.	\$25,000.00	\$13,699.50 6200-0000-1100/1200/ 1300/2400
Develop and implement an internal Special Education department to appropriately service students with special needs.	\$250,000.00	\$383,569.00 6200-6500/1100/1200

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were not spent on the planned actions and services were reallocated as follows:

- It was determined that the current SIS was the only one appropriate for the school due to the alignment with independent study requirements and the funds that were allocated to the purchase of the new system were reappropriated for the cost of the current system as well as additional training on the use of the system.

- Funds that were allocated to targeted intervention instruction in math and language arts were redirected to distance learning teaching practices as it was determined that the intervention model was not effective in the distance learning model required by Covid restrictions in 20/21.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The implementation of the new History Framework into the World History and American Government was successful and additional funds were allocated to complete the work ahead of schedule. The History department is currently working to revise and align US History and Economics to ensure all history courses are updated. Although the school planned to implement a new Student Information System for better data collection and reports, it was determined that the current SIS was the only one appropriate for the school due to the alignment with independent study requirements. There continues to be a need to evaluate current intervention programs and services and align those with a plan to mitigate learning loss due to Covid-19 crisis. This will be addressed in the new LCAP. There continues to be a need to train teachers in appropriate course placement and ensure that the diagnostic tool used to help with this is appropriate for the student population the school serves. The Curriculum Committee evaluated new diagnostic assessments and recommends changing to the NWEA suite of assessments beginning in the 21/22 school year. This will be identified in the new LCAP. There continues to be a need to streamline SPED department policies and practices. This work is ongoing.

Goal 4

Students will have equitable access to rigorous, well-rounded, Common Core aligned curricula in a safe facility, taught by California credentialed teachers, that assures readiness for a full-range of post-graduation options.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities: n/a

Annual Measurable Outcomes

Expected	Actual
Students will be taught by qualified California credentialed teachers.	All students were taught by credentialed teachers for all core subjects.
More students will take Math 3.	52 students completed at least 1 semester of Math 3 in 18/19 and 73 students completed at least 1 semester in 19/20
Students will have increased instructional support in math and reading for grades 6-12.	Focused study groups were added for math in high school. Individual tutoring sessions were offered virtual during distance learning. Home study tutoring was added in Spring 2021. However, the reading intervention courses were suspended during the 20/21 school year due to distance learning and covid restrictions.
Maintain a clean and safe facility	School safety plan is updated annually to ensure that there are no facility problems that would pose a safety hazard to staff and students. Safety committee meets quarterly to address ongoing safety issues. PVCS developed a comprehensive Covid Safety Plan to address all Covid safety requirements and cleanliness.
All graduating students have exposure to a full range of post-secondary options.	The school counselor meets with all seniors to discuss post-secondary options. The student learning planner was revised so that students have an awareness of credits earned and post-secondary options. College and career presentations including a schoolwide career fair were planned for the 19/20 school year, but were cancelled due to

covid-19 restrictions. The school counselor did offer 12 virtual career exploration options for students to access virtually

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Hire only California credentialed teachers for core subject.	\$4,285,976.00	\$4,617,916.60 6200-0000-1100/1200/ 1300 6200-6500-1100/1200
Send school Counselor to training on college admissions and financial aid for students.	\$2500.00	\$1315.40 6200-0000-1200/5200/ 5800
Continue to conduct financial aid workshops for families and individual counseling by appointment.	\$12,500.00	\$10,000.00 6200-0000-1200/4300/ 5500 6200-6500/1100/1200
Conduct resume writing and interview workshops for students.	\$35,000.00	\$23,600.00 6200-0000-1100/1200/ 2400/4300/5500/5900 6200-6500/1100/1200
Increase the number of Math 3 courses offered each year.	\$60,000.00	\$21,300.00 6200-00001100/1300/ 5500/5900 6200-6500/1100/1200
Change reading intervention programs for students grades 6-12 to personalize learning.	\$50,000.00	\$33,980.00 6200-0000/1100/1200/ 1300/4300/5500/5800/ 5900
Increase math intervention services through additional tutoring.	\$20,000.00	\$16,400.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following funds were reallocated as follows:

- Funding for financial aid workshops was reallocated for individual meetings between school counselors and individual families.
- Resume writing workshops were not held, the funds were directed to revisions of the Careers course to ensure that all students were able to complete a business professional resume as a part of the curriculum for the course.
- The high school reading intervention course was suspended due to distance learning and the subsequent changing of instructional models. Funds for this program were used to purchase additional reading intervention materials and to provide staff training on distance teaching and learning.
- Math intervention was supported through additional virtual tutoring sessions and funds were allocated to hire additional instructional aides to provide tutoring.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although unable to conduct group workshops, the school counselor was able to provide individual counseling sessions on college and career planning and financial aid. The focus on math instruction remained a priority with the addition of virtual Math 3 courses at the Moreno Valley site as well as continued guidance on appropriate math course placement. The resulting success was indicated by the increased percentage of students earning As and Bs in high school math courses (from 39% to 48% during Semester 1 2020). Although the reading intervention courses were suspending during the 2021 school year to allow for more time on distance teaching of core content, the school continues to prioritize intervention and this will be a priority identified in the new LCAP. Additional tutoring support was added both virtually and onsite during the 2021 school year. Special education students were provided SAI services and additional study skills support through a Study Skills course taught both onsite and virtually. Extra tutoring sessions were offered to all students including home study only students through the virtual tutoring platform in Schoology. These additional support services will continue to the new LCAP.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Train staff in health and safety practices	\$ 805.00	\$7,248.00	N
Purchase Personal Protective Equipment	\$2430.69	\$3,626.00	N
Train teachers in providing remedial instruction from last year's content while also addressing this year's standards	\$755.00	\$5,200.00	N
Train teachers in identifying students who need additional support through tutoring. This action contributes to the increased or improved services by providing additional tutoring time for students who are most at risk for learning loss due to language barriers, unstable housing or home environment.	\$1610.00	\$6,000.00	Y
Purchase Intervention Materials to support learning loss. This action contributes to the increased or improved services by providing additional materials to support homeless/foster youth who are most at risk for learning loss due to unstable distance learning environment	\$3500	\$5,000.00	Y
Instructional Aides will provide additional tutoring to students in courses. This action contributes to the increased or improved services by providing additional materials to support homeless/foster youth who are most at risk for learning loss due to unstable distance learning environment.	\$67,571.75	\$72,000.00	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

[The following are the substances differences between the planned expenditures and the actual expenditures:

- Due to the ongoing pandemic and the fact that Pacific View provided options for in person learning for the entire school year with the exception of the time between December and February, as well as the changing health guidelines, considerably more funds were spent on the training of staff on health and safety practices for staff and the purchase of PPE.
- There was also additional funds spent on the training of teachers to provide additional remediation and targeted tutoring, these needs increased as the pandemic continued into the second school year.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

PVCS experienced challenges in providing in-person instruction during the fall of 2020. Due to a sharp rise in Covid-19 cases both within the school community and the county population, the school made the decision to return to distance learning for the remainder of the fall semester on December 1. The changes in the requirements for student distancing, released on January 14, 2021 further complicated the school's ability to bring students back for in person instruction and the school reopened for cohorts of students in early February and converted to a hybrid schedule for middle school. Teachers were trained on how to tutor students and assess for learning loss, however this is ongoing and will remain a focus into the new school year. Math intervention materials were purchased for the SAI middle school program, providing further instruction for the school's neediest students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of wifi-embedded Chromebooks and hot spots. This action is targeted at low income, foster and homeless families who either do not have access to wifi in the home or who experience unstable housing situations in which wifi is often not available	\$140,750.00	\$140,750.00	Y

Purchase of additional Chromebooks. This action is targeted at low income, foster and homeless students who may not have devices in the home	\$12,000.00	\$12,000.00	Y
Purchase of PPE	\$810.30	\$3,626.00	N
Additional Janitorial contract	\$8,580.00	\$11,600.00	N
Increase School Psychologist hours in summer to provide counseling for students in need. This action is targeted at providing support for those students most affected by the Covid-19 pandemic and economic fallout including families and students experiencing homelessness	\$3,327.00	\$29,422.00	Y
Develop and deliver training for staff on teaching and learning through distance learning as well as hygiene and safety practices	\$1,182.50	\$18,156.00	N
Provide training for staff to address trauma informed support. This service is primarily directed towards foster and homeless students.	\$6,750.00	\$3,720.00	Y
Purchase of additional technology and assessment tools for remote testing, counseling and sped services	\$5,600.00	\$0.00	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The following details the substantive differences for planned actions and expenditures and the actual:

- Janitorial contract was increased to cover the cost of additional deep cleanings after staff members tested positive for Covid.
- Additional trainings that were not originally planned were needed to support teaching staff in providing quality distance learning lessons and to maintain engagement for students in the remote learning environment.
- Additional technology was not purchased for remote testing or counseling, it was determined that the school's LMS system was sufficient to support counseling and sped services and testing was conducted onsite to ensure the integrity of the assessments.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The independent study model of the school assisted students in being able to access their education successfully during times of distance learning. The two course approach to the high school program helped to insure that instruction for high school students continued with little disruption to their class schedules or progress towards graduation. Students in math classes outperformed students from previous years, according to their first semester grades. All students were provided with Chromebooks as part of the PVCS 1:1 device program prior to the pandemic, so this was not an issue for students. The school invested in a considerable amount of wifi hotspots to support students who did not have stable internet connections. Multiple purchases had to be made as the year progressed. Overall student participation in classes and services was successful. Students who were not participating were identified by their teachers and SSTs were held to rectify the issues, solutions including increased tutoring, onsite support and counseling where appropriate. During times of complete distance learning (winter 2020) some students struggled with meeting the requirements of the program. Teachers targeted these students to be the first to return to campus for onsite support when the campus reopened in February. Teachers were trained in distance learning teaching tools and provided with ongoing support and coaching. Staff also had access to PD on demand - a curated list of trainings and tools that they could use at their leisure. PLCs also focused on engagement in the virtual classroom and best practices for virtual learning. Staff roles and responsibilities remained the same for most of the staff with the exception of administrators who absorbed the added duties of covid monitoring, reporting, contact tracing and creating new schedules and programs each time the school was required to pivot. The special education department continued to provide services both virtually and onsite, meeting the requirements of special education students' Individualized Education Plans. When able to do so, the first class offered onsite was the Study Skills class for special education, where students received support in their academic courses and receive SAI services.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Training for teachers in identifying learning gaps and addressing gaps through remediation and reteaching.	\$1,510.00	\$5,435.00	N
Purchase of additional curriculum to help teachers reteach concepts from the previous grade level. This action supports the needs of ELLs and low income students most at risk of learning loss.	\$2,600.00	\$1,890.00	Y

Training of staff to meet additional needs of homeless and foster youth and provide trauma informed care. This action is specifically targeted at meeting the needs of homeless and foster youth.	\$3,000.00	\$5,130.00	Y
Purchase of additional curriculum to bolster learning acquisition in reading intervention courses for English Language Learners. This action is specifically targeted at English language learners.	\$1,000.00	0.00	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were additional funds spent on the training of teachers and teacher planning time to identify and address learning loss in the classrooms. In addition, new curriculum to help teachers reteach concepts from the previous grade level was not purchased during this school year. Teachers felt that the materials they currently have, especially IXL, are sufficient to support students at this time. This will be reevaluated at the end of the school year and additional resources may be purchased if needed to plan for the 21/22 school year.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Overall, the school is well positioned to address learning loss for students. In the high school, remediation courses (Math Readiness A, B and ELA intervention) are already developed and students are able to enroll in these courses if their teacher identifies that they need additional support to build deficient skills. K8 teachers have focused on addressing learning loss through the reteaching of concepts and slowing down content to ensure mastery before moving on to new topics. In person instruction prioritized ELA and Math deficiencies by having students return to onsite instruction for math and ELA.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

During the school closure in 2019-20, PVCS' Director of Student Services provided training to teachers on identifying mental health needs of students during distance learning lessons and interactions. Teachers were trained to reach out to the Director of Student

Services when they are concerned about the social and emotional well-being of their students. The school also partners with Palomar Family Counseling and other local agencies to provide counseling referrals for students and families if the issues cannot be resolved through school support. Although planned, the school psychologist was unable to take on additional students outside of special education to provide counseling services due to the increased number of counseling sessions within special education as well as an increase in special education referrals and testing. PVCS created a bank of resources and professional developments to address positive mental health and wellness needs of both staff and students and referred to it frequently during staff meetings. Staff was also frequently reminded of the free counseling resources offered by the EAP program and directed to reach out to HR with questions. Due to the privacy of these referrals, the school does not keep tabs on who accessed the program. Teachers were also trained on instructional strategies to encourage students' interactions with each other and to foster community in both the virtual and in person classrooms. Teachers and instructional aides were coached on how to do periodic check ins with students to gauge their emotional needs and to recommend social emotional supports as needed.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The personalized learning model at PVCS requires that teachers hold weekly meetings with both students and parents. These meetings are time for the family and teacher to address concerns related to attendance, work completion and assignments as well as to provide targeted instruction and support. Onsite meetings were transitioned to a virtual format due to Covid19. This had the unintended, but beneficial consequence of having more parents begin to attend the weekly meetings with teachers, allowing for an increased amount of collaboration and family engagement. In addition, during the 20/21 school year, there was an increase in use of bilingual staff to provide translation services for Spanish speaking families in the virtual weekly meetings. In addition, the school continued with Winter and Spring surveys for families in both Spanish and English. Survey participation was equal to previous years for students, staff and parents and guided the planning of the 21/22 LCAP as noted in the stakeholder engagement section.

Students who are not attending school or completing assignments were identified by the teacher who will created a Student Support Plan with the family to re-engage the student in learning. If need warranted, a Student Support Team (SST) meeting was held with family, teacher and an administrator to assist students in overcoming their barriers to completing assignments and attending assigned learning sessions. Due to Covid-19 issues, there was an increase in SSTs scheduled for families to reengage students in their education during these challenging times. Another challenge that the school faced this year was the inability to hold school wide events. The 2020 graduation ceremony was cancelled and staff delivered diplomas to graduates at their homes instead. 20/21 events were also not held including Back to School Night and Winter Festival due to ongoing restrictions on gatherings. This limited the school's ability to engage with families in person and informally. A Graduation parade is scheduled for the class of 2021.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

PVCS provided one meal per day for students and family members who requested them. Families were able to access a grab and go meal each day during school business hours. Because students were not accessing campus each day, especially during times of school closure, many families did not come to campus to pick up food. The Director of Student Services worked with families to help them apply for CalFresh and the school disseminated information on free food sites around the county through the school's notification systems.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase school meals	Purchase of school meals for students and family members who require food resources during the school day. This action is specifically targeted at low income students and families.	\$50,000.00	\$3,000.00	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Although offered and available, many families did not take advantage of the food resources offered by the school during the times of the school year when students had limited access to the campus. This reduced the amount of funds spent on food.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.

Overall, the transition between distance learning and in-person learning in response to the changing Covid-19 conditions created the greatest challenges during the school year. Based on stakeholder feedback and semester grades, there is a need to return to in person instruction, especially for ELA courses to the greatest extent possible. There is a need to revamp and restart intervention courses for both reading and math in the middle school and high school levels to provide remediation and to address student learning gaps from the 2021 school year. There is also an identified need to continue with both virtual and onsite tutoring to service onsite students as well as those who are not yet ready to return to campus. EL student learning needs are also a priority in the next year. These needs are addressed in Goal #2 of the 2021-24 LCAP. There is also a need to reinstate a variety of support services that were suspended when students were accessing campus in limited capacity including Canine Detection, Security Guard and the implementation of a robust social emotional support system for students. In addition, there will be a need to provide health and safety protocols and support as the school expands its onsite services while the pandemic continues. These items are addressed in Goal #3 of the 2021-24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs.

As part of the planning for the 2021/22 school year, teaching PLC teams are meeting to develop a plan for the mitigation of learning loss within the grade spans. Based on the outcomes of these meetings, additional curriculum may be purchased. The special education department is currently evaluating student learning needs to determine whether push in our pull out services will be the most effective instructional model for assisting students in the new school year. Pacific View has also prioritized the needs of English Learners and plans to hire an EL support specialist, add a designed EL course and purchase additional curriculum to support these efforts.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The substance differences for the actions/services provided to meeting the increased or improved services requirements are as follows:

- Nutrition services were reduced since fewer students and families accessed the school for food during times of limited access to campus for instruction.
- EL curriculum was not purchased but will be in the 2021/22 school year.
- Additional funds were spent to train teachers on providing support to foster and homeless youth.
- Significantly more funds were spent on providing additional counseling services to students during the summer months and as the pandemic continued into the 2020/21 school year.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The following items have been added to the 2021-24 LCAP as a result of the analysis and reflection on student outcomes in the 2019/20 LCAP and the Learning Continuity and Attendance Plan:

- Restructuring of interventions in ELA and math for both middle and high school students.
- Need to bolster services for EL students including increased instruction, targeted interventions, designated ELD and purchase of new curriculum.
- Recommend change of diagnostic assessment tool and retraining in course placement using the tool
- Need to develop a cohesive and holistic Social Emotional Learning Program
- Need to streamline LCAP goals to reduce redundancy from previous years.
- Need to continue to provide both onsite and virtual services to students
- Need for additional tutoring in all programs (middle school, high school, home study)

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021-24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

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

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

Plan Summary 2021

General Information

A description of the LEA, its schools, and its students.

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 and a blended learning model combining classroom time with independent learning.

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. 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.

DASS Status and Performance:

PVCS was approved for Dashboard Alternative School Status (DASS) from the California Department of Education, acknowledging that the school services a high risk student population and changing the way the school is evaluated on the California School Dashboard and the charter renewal requirements. Dashboard Alternative School Status (DASS) is the alternative accountability system for schools that serve a “high risk” population of students. 70% of the student population must fall into one of the high risk categories in order for the school to qualify. DASS schools are measured on alternative metrics for academic achievement and for graduation rate, reflecting the different needs of these students. These changes will be reflected beginning in the 2022 dashboard since the dashboard will once again be suspended for 2021.

When compared to all other DASS schools, PVCS ranks 2nd for math SBAC performance and 4th for ELA SBAC performance, demonstrating that the supports in place to assist students are successful for the population of students served by the school.

SBAC Scores for Continuously Enrolled Students:

The transitional nature of students enrolling at the elementary and middle school levels means that PVCS has an extremely small cohort of students who are educated by PVCS from year to year. This makes it difficult to assess the efficacy of programs, interventions and teaching practices put in place to support student learning. However, students who have attended PVCS for multiple years, significantly outperformed those only enrolled for less than a year in both Math and ELA as measured by SBAC scores.

	# of Students	# of Returning Students	Increased in ELA	%	Increased by Level in ELA	Increased in Math	%	Increased by Level in Math
Grade 6	47	11	11	100	4	9	82%	0
Grade 7	47	22	12	55%	1	7	32%	1
Grade 8	53	29	20	69%	9	20	69%	5

Performance on Semester Grades:

Students perform slightly better in 2020 in ELA than in previous years. This is significantly important considering the impact of Covid-19 on student learning. PVCS attributes this to the fact that high school classes did not change considerably from previous years. Instruction was

provided through the Schoology LMS instead of in person, but teachers were already confident with the system and the pacing of the course did not change. Students also performed better in 2020 in Math than in previous years. This is significantly important considering the impact of Covid-19 on student learning. PVCS attributes this to the fact that high school classes did not change considerably from previous years. Instruction was provided through the Schoology LMS instead of in person, but teachers were already confident with the system and the pacing of the course did not change. It may also be possible that students felt more comfortable performing in the distance learning format than in a classroom setting.

Low income students continued to outperform all students in semester grades, indicating that the interventions and supports for these students are successful. When comparing grade data by race/ethnicity, there continues to be no significant disparity between student groups. Although impacted by the Covid-19 crisis, high school students did not show an increase in Ds/Fs for semester 1 grades as compared to previous years.

Graduation Successes:

The flexible enrollment policies at Pacific View mean that students enter and exit the program all throughout the year. Many students enroll for a short period of time to earn extra credits, get caught up on credits and then return to their school of residence. Some of the most vulnerable At-Promise students enroll at Pacific View after being unsuccessful at other schools and are so credit deficient that they cannot possibly graduate on time. The flexibility of the programs at PVCS allows students to stay enrolled until they graduate, even after their fourth year of high school. While this flexibility is of great benefit to these students and their families, it does result in poor graduation rates as measured by the state's 4-year cohort requirements. This is another reason why PVCS applied for and was accepted for DASS status, which will change the way the state calculates graduation rates for the school beginning in the 20/21 school year. The following chart shows the total number of graduates for each school as measured by Pacific View. For these calculations, the school includes not only the 4 year cohort of students, but includes students who have graduated in the fifth or sixth year, as well as early graduates. The percentages show the number of 12th grade students enrolled on Census day (first Wednesday in October) and then the number of students enrolled in January. The data is collected in October because this is a common data reporting date, but then again in January to allow for students who planned to return to their school of residence for their final semester or transitioned to Adult Ed to come out of the total. These percentages give the school a more accurate picture of students who plan to graduate at PVCS and actually do graduate each year. When calculated locally, PVCS continues to have a graduation rate comparable to the state rate.

Year	Total Graduates	4-year cohort	5th Year Seniors	11 Graders	% based on CBEDS	% based on Jan. 26
2016	79	63	16	6	54%	79%
2017	97	74	20	8	66%	85%
2018	105	94	11	5	76%	96%
2019	99	88	12	6	64%	80%
2020	112	100	14	4	62%	82%

The above chart includes students who needed additional time to graduate due to implications of Covid (13) and four students who were able to graduate under Assembly Bill 1350. Pacific View is proud to show that when these students are taken into consideration, all students who were on track to graduate at the onset of the Covid crisis were able to do so.

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 the 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 many of the students in 11th grade are new to the school (61% in 2018/19)* 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.

*Data is from the 2018/19 school year because this is the last time that SBAC tests were administered to all students.

Graduation Rate

Although the dashboard reported graduation rate for the school remains low, the change to DASS status will change the way that the rate is calculated. 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.

Pacific View Charter School will continue to focus on providing a high quality education for each and every student using the personalized learning model to meet the needs of individual students. In addition, the school will focus on preparing students for life beyond high school, ensuring that all high school students have a clear understanding of the requirements for and a pathway towards completion of high school as well as a developed plan for graduation (Goal 1). The school will continue to provide services and intervention support to help students reach proficiency in math and language arts and will focus in the next year on bolstering their services to English Language Learners and mitigating learning loss experienced by students during the pandemic (Goal 2). Finally, the school will continue to build on its strong school culture, increasing services to help students feel safe and connected to the school community and ensure that all stakeholders have a voice (Goal 3).

Comprehensive Support and Improvement

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

Schools Identified

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

Pacific View Charter School

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 were 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 stakeholders surveyed reported that students feel prepared for graduation (88%, a 13% 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 stakeholder information, especially during the pandemic when students and families had limited time on the school campus.

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. Stakeholders participated in a 5 Whys professional development session to examine root causes of the low graduation rate and the following interventions were implemented for the 20/21 school year:

-Apply for and be accepted by CDE as a DASS school

The following will be further implemented in the 21/22 school year:

- Identify credit deficient students on enrollment and track progress through counselor meetings, weekly schedule and learning planners
- Early SST/IEP meetings will be scheduled for students to set plan for success in school program
- The school counselor will host/schedule career presentations targeted at student interests.
- Continue to explore the possibility of offering credit for certificate programs offered by local community colleges
- Continue to send students on field trips to public and private colleges including Moreno Valley College
- The school counselor will target individual students to attend field trips and presentations based on their identified interests
- Explore how intersession is calculated in state graduation rate with the possibility of extending the school year
- Monitor effectiveness of new high school interventions for reading
- Increase the number of resume writing and interview workshops
- Continue to conduct financial aid workshops for families and individual counseling by appointment

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 STAR Enterprise 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 stakeholders.

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 stakeholders at the periodic stakeholder meetings, including: staff meetings, weekly meetings with students and parents, LCAP stakeholder meetings, and bi-annual surveys to staff, students and parents.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder 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 directed to seek parent input in the functions of the school when parents do not voice them directly. This year, PVCS also solicited feedback on decisions related to school closures and reopening to gauge stakeholder comfort with safety measures in place and comfortability with returning to campus. Families participated in surveys as well as phone calls from staff to share feedback on options. Although face to face contact was limited this year due to Covid, the school received more participation through survey responses than in previous "normal" years. The school also sought information from stakeholders regarding the goals, actions and services listed in the LCAP through a survey and a public hearing was held on May 18, 2021 to solicit further feedback on the draft LCAP. Results from the spring survey are as follows:

A summary of the feedback provided by specific stakeholder groups.

Parents: Survey results indicated that parents of PVCS students continue to be satisfied with the education that their child is receiving. 93% of parents rated themselves as satisfied and very satisfied with the school in general and 95% 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. 93% of families believe that PVCS is preparing their students for life beyond high school, a 20 point increase from the previous year, indicating that PVCS has shown success in sustaining and growing efforts to implement a college and career going culture on campus. In relation to Covid and the resulting school impacts, parents were split for most of the year on whether or not they wanted students onsite for services and classes, with 49% requesting onsite classes in the winter, which increased only to 55% in the spring. The school continued to offer a home study program for all students for the entire school year to service students unable to return to campus. PVCS also solicited specific feedback from parents in regards to the goals outlined in the 2021-24 LCAP. Parents requested more careers courses, information on college and financial aid applications and to bring back the college field trips 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 clubs to support students.

Students: Students responding to the surveys continue to report a high level of satisfaction, 94% reported overall satisfaction with the school and 95% of respondents were satisfied with their Supervisory Teachers. 91% of students stated that they receive sufficient help with their school work. However only 50% 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. 96% of students indicate that they feel supported by the school in overcoming difficulties, a 6% increase from the previous year, which seems exceptional considering the influx of difficulties faced by students this year due to the pandemic. 76% believe the school takes bullying seriously, also a 6% increase and only 4% of students reported not feeling safe at school. In reference to the LCAP Goals, students overwhelmingly expressed a desire to return to in person classes, a return of field trips, college visits, and onsite clubs, an increase in tutoring and additional support in math. In reference to goal #3, many students requested services related to safety including a return of the safety officer, keeping danger away from school, safe sidewalks, and continued counseling for those in need.

Staff: Throughout the school year, the majority of staff feedback was solicited regarding implementation of safety protocols and gauging staff feelings regarding the pandemic. Staff was able to adapt extremely well to the virtual teaching environment and reported overwhelmingly that

they felt comfortable teaching virtually as long as they were given the right training and support. 92% of staff feels that their workplace is safe, clean and in good working order for student success. 88% reported satisfaction with their position at the school. In relation to the LCAP goals, staff recommended a revision of the Exit Course, more career based elective courses, and more frequent discussions with students regarding career planning as recommendations for Goal 1. They also recommended increasing the number of students completing the FAFSA as a way of measuring success in this goal. Staff suggested tutoring with trained ELD tutors, test prep for SBAC, and the creation of a K8 reading group as suggestions for Goal 2. For Goal 3, staff suggested bringing back school spirit and college spirit days, continuing counseling services, schoolwide events that focus on SEL, student PVCS shirts to promote school spirit, a return of the safety officer, curriculum for social/emotional awareness and annual training in restorative practices.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The following actions and services were added based on stakeholder input:

- Additional career electives will be added to high school course options (Goal 1)
- Additional information regarding ability to schedule counselling sessions for college/career and financial aid planning will be disseminated to families (Goal 1)
- Revision of Exit Course (Goal 1)
- Increase the number of students who complete FAFSA (Goal 1 Measurement)
- Continued tutoring both virtually and in person (Goal 2)
- Development of K8 Reading Group (Goal 2)
- Test prep for SBAC (Goal 2)
- Sign up process developed for onsite services to maintain safe campus (Goal 3)
- Expanded counseling services for students in Oceanside and add counseling in Moreno Valley (Goal 3)
- Reinstating Spirit Days (Goal 3)

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 2020 graduates enrolled in community college				60% of graduates will enroll in community college
Credit deficient students will increase the number of credits completed each semester	Develop a process for collecting data on the number of credits completed each year by credit deficient students and collect data to establish a baseline				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				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				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				75% of student graduate as measured by the graduation rate indicator
English Learners will be appropriately placed in ELD	Develop ELD course and develop process for tracking EL placement				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.	30% of continuously enrolled EL students will reclassify.	50% of continuously enrolled EL students will reclassify.		
FAFSA completions rates will increase	33% 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

Actions

Action #	Title	Description	Total Funds	Contributing
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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	44,070	Y
2	DASS Status and Graduation Rate	Monitor how DASS status affects graduation rates for students	25,940	Y
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	10,162	Y
4	Graduation Plan Update and Training	Revise and rename Learning Planners for high school students to Graduation Planners. Train teachers on how to use the plan and to communicate with families.	13,128	N
5	Track Data on SSTs	Track the data on SST meetings: credit recovery, continued enrollment	5,280	N
6	Tracking of 4 year cohorts	Begin to track progress towards graduation for students enrolled from the beginning of 9th grade	17,325	N
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	26,700	N
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.	39,257	N
9	Expand College and Career presentations	Partner with local community colleges to increase outreach to PVCS students by hosting presentations twice a year.	6,226	N
10	Career Fair	Host career fair for students	31,140	Y
11	Expand college field trips	Take students on two field trips for each school site	4,525	Y
12	Virtual Career Presentations	Continue to offer virtual career presentations through Schoology	2,625	Y
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	10,037	Y
14	Add additional career exploration electives	Add 27 courses through Edgenuity to encourage students to expand knowledge of career opportunities while earning elective credit.	27,125	N

15	Translation services	Information regarding post-graduation options will be provided to families in English and Spanish to ensure access for all families.	6,250	Y
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	41,217	N
17	Exit Course Survey Analysis	School counselor will tailor career presentations based on data from initial Exit Course Survey	5,626	N
18	Teacher Training on Exit Course	High school teachers will receive training on new Exit Course/Graduation Plans for graduating students.	40,757	N
19	Resume Writing Workshops	Host resume writing workshop in spring and summer.	1,044	N
20	Course Options	Continue to ensure that all students have access to standards aligned curriculum including the full A-G suite of courses.	261,065	N
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.	63,643	Y
22	ELD Curriculum	Purchase curriculum to support designated ELD course for high school students	5,000	Y
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.	136,834	Y
24	Provide designated ELD instruction for students.	Offer a designated ELD course for English Language Learners	17,900	Y
25	Parent participation	Continue to promote parent participation in the weekly meetings, schoolwide events and meetings with the school counselor.	23,560	N

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
Students will be placed in appropriate interventions for ELA and Math	70% of students are appropriately placed				95% of students are appropriately placed
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	Develop plan for administering assessments across grades 2-12, administer assessment and create baseline numbers and targets for growth			
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				150 students will take at least 1 semester of Math 3 during the school year
Students in grades 6-8 who are	Average Scaled Score for 18/19:				Increased scores by 50 points

continuously enrolled will increase in SBAC scaled scores	-Grade 8: 2514 -Grade 7: 2480 -Grade 6: 2488				
Scaled Score increase on Math SBAC for grade 11 students	18/19 Average Scale Score 2484				Increase scores by 100 points
Scaled Score increase on ELA SBAC for grade 11 students	18/19 Average Scale Score 2550				Increase scores by 100 points

Actions

Action #	Title	Description	Total Funds	Contributing
1	Credentialed Teachers	Continue to hire only fully credentialed teachers and assign them appropriately.	2,276,341	N
2	Course Placement Training	Train teachers on appropriate course placement, with an emphasis on math course placement	113,952	N
3	Reading Intervention	Revise and implement high school Reading Intervention course for struggling readers	230,000	Y
4	Possible Reading Intervention Independent Study	Explore independent study reading intervention course for high school	12,809	Y
5	Middle School Intervention	Develop schedule for middle school that includes a period for reading intervention and a period for math intervention	471,726	N
6	K8 Reading Program	Develop and implement a reading program for K8 home study and classroom students	24,000	N
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.	748,032	N

8	Diagnostic Assessment	Purchase new diagnostic assessment, train teachers on use, implement schoolwide and develop baseline and growth criteria in reading and math	11,000	N
9	Spiral Math Courses	PLCs will continue to align and spiral high school math curriculum	4,800	N
10	SBAC Practice Sessions	Implement math review sessions prior to SBAC for high school students	21,080	N
11	Credit Deficient Math	Require math credit deficient students to take math courses in grades 10-11. Tracked through graduation planners.	72,002	Y
12	Home Study Student Tutoring	Provide tutoring for home study only students.	65,282	N
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.	2,000	Y
14	Instructional Coaching/Framework	Continue teacher coaching and schoolwide implementation of the PVCS Instructional Framework	190,324	N
15	Hotspots	Increase the number of hot spots available to students for check out	64,410	Y
16	Chromebooks	Continue to provide Chromebooks for all students in grades 6-12 and any student K-5 who needs one	158,269	Y

Goals and Actions

• Goal

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)				Suspensions remain at or below 3%
Maintain 97% attendance rate	97-98% for 2021 school year				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				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.				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	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.	728,557	Y
2	Alternative Discipline	Implement alternative methods of discipline including - in-school reflection (learning activities related to offense, separation from class, volunteer activities, counseling)	381,778	Y

3	PD for Behavior/Restorative Practices	Professional development for staff to intervene and manage difficult behavior in the classroom	20,431	Y
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	50,947	N
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	6,124	N
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	28,726	Y
7	SEL Staff Training	Conduct PD for staff on how to infuse SEL into work environment	31,662	Y
8	SEL Student Support	Implement SEL program for students through staff training and purchase of new curriculum	26,726	Y
9	Counseling	Expand counseling services from part time to full time and to include Moreno Valley Campus	71,456	Y
10	Interquest	Reinstate monthly Interquest Canine Detection Dogs program	1,800	N
11	Security Guard	Reinstate campus security guard	54,000	N
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 difficulty. Increase frequency of therapy dog meetings to encourage participation	8,850	N
13	Therapeutic Program for Students in Special Education	Begin research on requirements for implementation of a therapeutic program	22,200	N
14	School Spirit	Bring back college and school spirit days on campus	74,004	N
15	Safety Apps	Safety Committee will look into school safety monitoring tools/apps	13,689	N
16	Students on Campus	Revise check in and check out procedures for for students	18,741	N
17	Facilities	Maintain safe and secure facilities through frequent monitoring of facilities need and upkeep	1,201,516	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10%	1,169,207

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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: changing the way grade levels are determined to be based on credits instead of age, monitoring how the school's DASS status affects graduation rates, tagging all students who enroll as credit deficient students and training staff to track these tags and intervene early to provide opportunities for students to catch up on credits. 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 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: Reading and Math Intervention

The plans for revamping reading intervention supports are in addition to the creation of the designated ELD course and the hiring of an ELD teacher and these courses will be available for all students, but when redesigning the courses, the needs of LTELs and more advanced language learners were considered first as this will be the appropriate interventions for these students who still need reading support but not

to the level of designated ELD. The purchase of additional Chromebooks and 100 hotspots is targeted at low income students and those students who are experiencing homelessness, but will be provided to any students who need them as the school's population of students experiencing homelessness or loss of income resulting in needing technology services changes quickly, especially since the onset of the Covid-19 crisis.

Goal 3: Student Services and School Culture

Services to support the social and emotional well being of students including access to counseling, SEL support, teacher training and schoolwide implementation 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:

- Translation services for college/career planning as well as all parent contact
- Teacher training on ELD instructional strategies
- Purchase of ELD curriculum materials
- Creation and implementation of Designated ELD high school course
- Hiring of ELD teacher
- Increased counseling services

Total 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	\$ 1,821,725

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Grade Level by Credits	All High School	\$ 44,070	\$ 5,300	\$ 38,770	\$ -	\$ 88,140
1	2	DASS Status and Graduation Rate	All High School	\$ 25,690	\$ 250	\$ -		\$ 25,940
1	3	Identify & Intervene Credit Deficient Student	All High School	\$ 10,162				\$ 10,162
1	4	Graduation Plan Update and Training	All High School	\$ 13,128				\$ 13,128
1	5	Track Data on SSTs	Students who need	\$ 5,280				\$ 5,280
1	6	Tracking of 4 year cohorts	All middle to hs stuc	\$ 17,325				\$ 17,325
1	7	Credit Completion Tracking	All HS	\$ 26,700				\$ 26,700
1	8	Develop Grad Pathway Plan Schoology Co	All HS	\$ 39,257				\$ 39,257
1	9	Expand College and Career presentations	HS and MS	\$ 6,226				\$ 6,226
1	10	Career Fair	Middle school	\$ 31,440				\$ 31,440
1	11	Expand college field rtips	HS and MS	\$ 4,525				\$ 4,525
1	12	Virtual Career Presentations	HS and MS	\$ 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	All	\$ 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	21	ELL instructional strategies training	All	\$ 63,643				\$ 63,643
1	22	ELD Curriculum	All	\$ 5,000				\$ 5,000
1	23	Hire ELD teaching staff	All	\$ 136,834				\$ 136,834
1	24	Provide designated ELD instruction for stud	All	\$ 17,900				\$ 17,900
2	2	Course Placement Training	High School	\$ 113,952				\$ 113,952
2	3	Reading Intervention	Middle/High	\$ 230,000				\$ 230,000
2	4	Possible Reading Intervention Indeptent Stu	High School	\$ 12,809				\$ 12,809
2	5	Middle School Intervention	Middle School	\$ 471,726				\$ 471,726
2	6	K8 Reading Program	Elementary/Middle	\$ 24,000				\$ 24,000
2	7	Co-Teaching Inclusion Model	SPED	\$ 748,032		\$ 298,032		\$ 1,046,064
2	8	Diagnostic Assessment	All	\$ 11,000				\$ 11,000
2	9	Spiral Math Courses	High schools	\$ 4,800				\$ 4,800
2	10	SBAC Practice Sessions	High School	\$ 21,080				\$ 21,080
2	11	Credit Deficient Math	High School	\$ 72,002				\$ 72,002
2	12	Home Study Students	elementary/middle	\$ 65,282				\$ 65,282
2	13	Plan for addressing learning loss K8	elementary/middle	\$ 2,000				\$ 2,000
2	14	Instructional Coaching/Framework	All	\$ 190,324				\$ 190,324

3	1	Alternative to Suspension	All	\$	728,557			\$	728,557
3	2	Alternative to Discipline	All	\$	381,778			\$	381,778
3	3	PD for Behavior	All	\$	20,431			\$	20,431
3	4	BIPs	SPED	\$	50,947	\$	15,000	\$	35,947
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	All	\$	54,000			\$	54,000
3	12	Therapy Dogs	All	\$	8,850			\$	8,850
3	13	Therapeutic Program for Student in Special	SPED	\$	22,200	\$	2,000	\$	20,200
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

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 1,938,983	\$ 1,983,053
LEA-wide Total:	\$ 1,705,444	\$ 1,749,514
Limited Total:	\$ 223,377	\$ 223,377
Schoolwide Total:	\$ 10,162	\$ 10,162

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Grade Level by Credits	LEA-wide	Low Income, Foster, Homeless	High School	\$ 44,070	\$ 88,140
1	3	Identify & Intervene Credit Deficient Studen	Schoolwide	Low Income, Foster, Homeless	High School	\$ 10,162	\$ 10,162
1	4	Graduation Plan Update and Training	LEA-wide		High School	\$ 13,128	\$ 13,128
1	5	Track Data on SSTs	Limited		All	\$ 5,280	\$ 5,280
1	6	Tracking of 4 year cohorts	Limited		All	\$ 17,325	\$ 17,325
1	7	Credit Completion Tracking	LEA-wide		High School	\$ 26,700	\$ 26,700
1	8	Develop Grad Pathway Plan Schoology Co	LEA-wide		High School	\$ 39,257	\$ 39,257
1	9	Expand College and Career presentations	LEA-wide		Middle/High	\$ 6,226	\$ 6,226
1	10	Career Fair	LEA-wide	Low Income	Middle School	\$ 31,440	\$ 31,440
1	11	Expand college field rtps	LEA-wide	Low Income	Middle/High	\$ 4,525	\$ 4,525
1	12	Virtual Career Presentations	LEA-wide	Low Income	Middle/High	\$ 2,625	\$ 2,625
1	13	Financial Aid	LEA-wide	Low Income	High School	\$ 10,387	\$ 10,387
1	14	Add additional career exploration electives	LEA-wide		High School	\$ 27,125	\$ 27,125
1	15	Translation services	LEA-wide	ELs	School	\$ 6,250	\$ 6,250
1	16	Revise Exit Course	LEA-wide		High School	\$ 41,217	\$ 41,217
1	17	Exit Course Survey Analysis	LEA-wide		High School	\$ 5,626	\$ 5,626
1	18	Teacher Training on Exit Course	LEA-wide		High school	\$ 40,757	\$ 40,757
1	19	Resume Writing Workshops	LEA-wide		High School	\$ 1,044	\$ 1,044
1	21	ELL instructional strategies training	Limited	ELs	All	\$ 63,643	\$ 63,643
1	22	ELD Curriculum	Limited	ELs	All	\$ 5,000	\$ 5,000
1	23	Hire ELD teaching staff	Limited	ELs	All	\$ 136,834	\$ 136,834
1	24	Provide designated ELD instruction for stud	Limited	ELs	All	\$ 17,900	\$ 17,900
2	2	Course Placement Training	LEA-wide		High School	\$ 113,952	\$ 113,952
2	3	Reading Intervention	LEA-wide	ELs	middle and high	\$ 230,000	\$ 230,000
2	4	Possible Reading Intervention Indepdent St	LEA-wide	ELs	high school	\$ 12,809	\$ 12,809
2	5	Middle School Intervention	LEA-wide		middle school	\$ 471,726	\$ 471,726
2	6	K8 Reading Program	LEA-wide		elemen. and middle	\$ 24,000	\$ 24,000
2	7	Co-Teaching Inclusion Model	Schoolwide		SPED	\$ 748,032	\$ 1,046,064
2	8	Diagnostic Assessment	LEA-wide		All	\$ 11,000	\$ 11,000
2	9	Spiral Math Courses	LEA-wide		high school	\$ 4,800	\$ 4,800
2	10	SBAC Practice Sessions	LEA-wide		high school	\$ 21,080	\$ 21,080
2	11	Credit Deficient Math	LEA-wide	Low Income, foster, homeless	high school	\$ 72,002	\$ 72,002
2	12	Home Study Students	LEA-wide		elem, middle	\$ 65,282	\$ 65,282
2	13	Plan for addressing learning loss K8	LEA-wide	Low Income	elem, middle	\$ 2,000	\$ 2,000

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	14	Instructional Coaching/Framework	LEA-wide		All	\$ 190,324	\$ 190,324
3	1	Alternative to Suspension	LEA-wide	Low Income, homeless, foster	All	\$ 728,557	\$ 728,557
3	2	Alternative to Discipline	LEA-wide	Low Income, homeless, foster	All	\$ 381,778	\$ 381,778
3	3	PD for Behavior	LEA-wide	Low Income, homeless, foster	All	\$ 20,431	\$ 20,431
3	4	BIPs	LEA-wide		SPED	\$ 50,947	\$ 101,894
3	5	Plan for tracking student retention	LEA-wide		All	\$ 6,124	\$ 6,124
3	6	SEL School Wide Research	LEA-wide	Low Income	All	\$ 28,726	\$ 28,726
3	7	SEL Staff Training	LEA-wide	Low Income	All	\$ 31,662	\$ 31,662
3	8	SEL Student Support	LEA-wide	Low Income	All	\$ 26,726	\$ 26,726
3	9	Counseling	LEA-wide	Low Income	All	\$ 71,456	\$ 71,456
3	10	Interquest	LEA-wide		All	\$ 1,800	\$ 1,800
3	11	Security Guard	Schoolwide		All	\$ 54,000	\$ 54,000
3	12	Therapy Dogs	LEA-wide		All	\$ 8,850.00	\$ 8,850
3	13	Therapeutic Program for Student in Special Education	LEA-wide		SPED	\$ 22,200.00	\$ 44,400
3	14	School Spirit	LEA-wide		All	\$ 74,004.00	\$ 74,004
3	15	Safety Apps	LEA-wide		All	\$ 13,689.00	\$ 13,689
3	16	Students on Campus	LEA-wide		All	\$ 18,741.00	\$ 18,741
3	17	Facilities	LEA-wide		All	\$ 1,201,516.00	\$ 1,201,516

Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	\$ 5,679,984	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	Grade Level by Credits	Yes	\$ 88,140	
1	2	DASS Status and Graduation Rate	No	\$ -	
1	3	Identify & Intervene Credit Deficient Students	Yes	\$ 10,162	
1	4	Graduation Plan Update and Training	No	\$ 13,128	
1	5	Track Data on SSTs	No	\$ 5,280	
1	6	Tracking of 4 year cohorts	No	\$ 17,325	
1	7	Credit Completion Tracking	No	\$ 26,700	
1	8	Develop Grad Pathway Plan Schoology Course	No	\$ 39,257	
1	9	Expand College and Career presentations	No	\$ 6,226	
1	10	Career Fair	Yes	\$ 31,440	
1	11	Expand college field trips	Yes	\$ 4,525	
1	12	Virtual Career Presentations	Yes	\$ 2,625	
1	13	Financial Aid	Yes	\$ 10,387	
1	14	Add additional career exploration electives	No	\$ 27,125	
1	15	Translation services	Yes	\$ 6,250	
1	16	Revise Exit Course	No	\$ 41,217	
1	17	Exit Course Survey Analysis	No	\$ 5,626	
1	18	Teacher Training on Exit Course	No	\$ 40,757	
1	19	Resume Writing Workshops	No	\$ 1,044	
1	21	ELL instructional strategies training	Yes	\$ 63,643	
1	22	ELD Curriculum	Yes	\$ 5,000	
1	23	Hire ELD teaching staff	Yes	\$ 136,834	
1	24	Provide designated ELD instruction for students	Yes	\$ 17,900	
2	2	Course Placement Training	No	\$ 113,952	
2	3	Reading Intervention	Yes	\$ 230,000	
2	4	Possible Reading Intervention Independent Study	Yes	\$ 12,809	

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
2	5	Middle School Intervention	No	\$ 471,726	
2	6	K8 Reading Program	No	\$ 24,000	
2	7	Co-Teaching Inclusion Model	No	\$ 1,046,064	
2	8	Diagnostic Assessment	No	\$ 11,000	
2	9	Spiral Math Courses	No	\$ 4,800	
2	10	SBAC Practice Sessions	No	\$ 21,080	
2	11	Credit Deficient Math	Yes	\$ 72,002	
2	12	Home Study Students	No	\$ 65,282	
2	13	Plan for addressing learning loss K8	Yes	\$ 2,000	
2	14	Instructional Coaching/Framework	No	\$ 190,324	
3	1	Alternative to Suspension	Yes	\$ 728,557	
3	2	Alternative to Discipline	Yes	\$ 381,778	
3	3	PD for Behavior	Yes	\$ 20,431	
3	4	BIPs	No	\$ 101,894	
3	5	Plan for tracking student retention	No	\$ 6,124	
3	6	SEL School Wide Research	Yes	\$ 28,726	
3	7	SEL Staff Training	Yes	\$ 31,662	
3	8	SEL Student Support	Yes	\$ 26,726	
3	9	Counseling	Yes	\$ 71,456	
3	10	Interquest	No	\$ 1,800	
3	11	Security Guard	No	\$ 54,000	
3	12	Therapy Dogs	No	\$ 8,850	
3	13	Therapeutic Program for Student in Special Ed	No	\$ 44,400	
3	14	School Spirit	No	\$ 74,004	
3	15	Safety Apps	No	\$ 13,689	
3	16	Students on Campus	No	\$ 18,741	
3	17	Facilities	No	\$ 1,201,516	

Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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, school site-level advisory groups, as applicable (e.g., school site 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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 columns.

7.6

PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING

June 22, 2021

2021-22 WORKING/ADOPTED BUDGET

Pacific View Charter School
2021/22
Proposed/Adopted Budget
Financial Summary – June 22, 2021

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 2020/21 financial status, Proposed/Adopted 2021/22 Budget and projections for two subsequent fiscal years. The 2021/22 Budget will require the Board's review and action.

The Proposed/Adopted 2021/22 Budget includes the following items:

- ✓ 2021/22 Proposed/Adopted Multi-year Projection and Assumptions
- ✓ 2021/22 Proposed/Adopted LCFF Spreadsheets
- ✓ 2021/22 School Services of California Dart Board
- ✓ 2021/22 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	\$8,092	\$8,214	\$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.)

	2021/22	2022/23	2023/24
Enrollment	674	709	744
A.D.A.	763.77	800.35	842.39
A.D.A. Ratio	1.13	1.13	1.13

The enclosed reports provide updated, detailed financial information for our 2021/22 budget and projections for the subsequent two fiscal years. Following are the major highlights of the 2021/22 budget which form the foundation for the Executive Director's Goals and the School's Mission.

Pacific View Charter School
2021/22
Proposed/Adopted Budget
Financial Summary – June 22, 2021

The current COVID 19 Pandemic has had a dramatic impact on California School District Local Control Funding Formula. The 2021/22 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 2021/22 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. U. S. History New Curriculum
4. Palomar Counseling- Student Counseling
5. iLit Reading Intervention
6. Envision Math

Financial challenges brought about by the COVID-19 Pandemic and the reopening of our schools will be addressed as the impact is recognized. Analysis of the impact from California Department of Education and California Department of Public Health Guidelines are currently in the development stages. The Administration will keep the Board of Trustees informed of updates and our school responsibilities.

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2021-2024 Proposed/Adopted Budget**

ENTERPRISE FUND		2020-2021 Estimated Actuals Budget	2021-22 Proposed Adopted Budget	2022-23 Projected Budget	2023-24 Projected Budget
A. REVENUES					
1) Revenue Limit Sources	8010-8099	7,850,339	8,605,979	9,334,856	10,102,693
2) Other Federal Revenues	8100-8299	202,216	0	0	0
3) Other State Revenues	8300-8599	1,338,130	177,623	177,623	177,623
4) Other Local Revenues	8600-8799	503,057	560,421	560,421	560,421
5) TOTAL REVENUES		9,893,742	9,344,023	10,072,900	10,840,737
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	3,614,280	3,757,309	3,870,028	3,986,129
2) Classified Salaries	2000-2999	1,181,845	1,151,936	1,186,494	1,222,089
3) Employee Fringes	3000-3999	1,731,174	1,813,549	1,938,789	2,035,937
4) Books, Supplies, Non-Capital Equip	4000-4999	422,283	498,479	513,433	528,836
5) Services, Other Operating Exp	5000-5999	1,749,283	2,080,011	2,142,411	2,206,684
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	9,301,284	9,651,156	9,979,675
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES & USES		1,194,877	42,739	421,744	861,062
D. Other Financing Sources/Uses					
E. Net Increase(Decrease) in Fund Balance		1,194,877	42,739	421,744	861,062
F. FUND BALANCE, RESERVES					
1) Fund 62/62-01 Beginning Balance/July 1		6,560,279	7,755,156	7,797,895	8,219,639
2) Ending Balance		7,755,156	7,797,895	8,219,639	9,080,701
Components of Fund Balance					
Restricted for Econ Uncert.		260,966	279,039	289,535	299,390
Restricted for Special Purposes		7,494,190	7,518,857	7,930,105	8,781,311
Undesignated		0	0	0	0
Total Components of Fund Balance		7,755,156	7,797,895	8,219,639	9,080,701

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2021-2024 Proposed/Adopted Budget**

		2020-2021 Estimated Actuals	2021-22 Proposed Adopted	2022-23 Projected Budget	2023-24 Projected Budget
Designated for Economic Uncertainty		260,966	279,039	289,535	299,390
	TOTAL	260,966	279,039	289,535	299,390
Revolving Cash Reserve		200	200	200	200
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		6,850,957	6,975,624	7,386,872	8,238,078
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		100,000			
	TOTAL	7,494,190	7,518,857	7,930,105	8,781,311
Undesignated	9790-000	0	(0)	(0)	0
	TOTAL	0	(0)	(0)	0
TOTAL RESERVES		7,755,156	7,797,896	8,219,640	9,080,701

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2021-2024 Proposed/Adopted Budget**

	2021-22 PROJECTED	2022-23 PROJECTED	2023-24 PROJECTED
<u>REVENUE</u>			
1. COLA	5.07%	2.48%	3.11%
2. LOTTERY	\$150.00	\$150.00	\$150.00
3. ENROLLMENT ESTIMATES			
Totals	674	709	744
4. ENROLLMENT INCREASE(DECREASE)	35	35	35
5. REVENUE LIMIT ADA	763.77	800.35	842.39
<u>EXPENDITURES</u>			
1. FRINGE BENEFIT RATES			
STRS State Teachers Retirement System	16.92%	19.10%	19.10%
PERS Public Employee Retirement System	20.70%	22.91%	26.10%
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	\$ 588,792	\$ 606,456	\$ 624,649
Books and Supplies/Other Operating Services	5%	3%	3%

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2021-2024 Proposed/Adopted Budget**

REVENUES	2021-22	2022-23	2023-24
<i>Total Student Enrollment</i>	<i>674</i>	<i>709</i>	<i>744</i>
<i>Total Student ADA</i>	<i>763.77</i>	<i>800.35</i>	<i>842.39</i>
Student ADA- Grade K-3	8.43	9.49	9.56
Student ADA- Grade 4-6	38.68	39.66	41.02
Student ADA-Grade 7-8	143.77	159.23	178.45
Student ADA-Grade 9-12	572.89	591.97	613.36
Revenue Limit Sources			
0000-000 8011 LCFF Base Funding	3,065,944	3,514,421	4,076,419
0000-000-8011-001 LCFF Base Funding Prior Year	0		0
0000-500-8011 Supplemental & Concentration Grants	1,235,385	1,433,068	1,543,844
0000-500-8011-001 Supplemental & Concentratio Grants PY	0	0	0
1400-000-8012 Education Protection Account	1,727,083	1,809,800	1,904,863
1400-000-8012-001 Education Protection Account Prior Year	0	0	0
0000-000-8096 In lieu of Property Taxes-Included in Prin Appor	2,577,567	2,577,567	2,577,567
0000-000-8096-001 In lieu of Property Tax Prior Year	0	0	0
TOTALS	8,605,979	9,334,856	10,102,693
Other State Revenues			
0000-000-8550 Mandated Costs	25,000	25,000	25,000
1100-000-8560 State Lottery - CY Unrestricted	113,535	113,535	113,535
1100-000-8560-001 State Lottery - Prior Year Unrestricted	0	0	0
6300-000-8560 State Lottery - CY Restricted	37,088	37,088	37,088
Various-8590 Star Testing Revenue	2,000	2,000	2,000
TOTALS	177,623	177,623	177,623
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
0000-000-8699 Microsoft Voucher Funds	0	0	0
6500-5001-0000-8792 Special Education	550,421	550,421	550,421
TOTALS	560,421	560,421	560,421
TOTAL REVENUE	\$9,344,023	\$10,072,900	\$10,840,737

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2021-2024 Proposed/Adopted Budget**

EXPENDITURES		2021-22	2022-23	2023-24
<i>Certificated Salaries</i>				
1000-1999		3,757,309	3,870,028	3,986,129
Teacher salaries based on 21.9 FTE				
Admin Salaries 3.7FTE				
<i>Classified Salaries</i>				
2000-2999		1,151,936	1,186,494	1,222,089
Support staff & office salaries 7.5 FTE				
Admin Salaries 1.0 FTE				
<i>Employee Fringes</i>				
3111/3211 STRS		645,034	739,175	761,351
3212 PERS		263,909	271,826	318,965
3311/3312 Social Security		75,261	73,563	75,770
3321/3322 Medicare		71,184	73,320	75,519
3401/3402 Health & Welfare Benefits		588,792	606,456	624,649
3501/3502 Unemployment Insurance		68,238	70,285	72,394
3601/3602 Workman's Compensation Ins.		101,131	104,164	107,289
TOTALS		1,813,549	1,938,789	2,035,937
<i>Books and Supplies</i>				
4000-4999		498,479	513,433	528,836
<i>Services, Other Operating Expense</i>				
5000-5999		2,080,011	2,142,411	2,206,684
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		\$9,301,284	\$9,651,156	\$9,979,675

Pacific View Charter (3731221) - 2021-2022 Working Adopted						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
SUMMARY OF FUNDING						
General Assumptions						
COLA & Augmentation	3.70%	3.26%	0.00%	5.07%	2.48%	3.11%
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	\$5,904,734	\$6,522,718	\$6,522,718	\$7,217,409	\$7,739,104	\$8,385,358
Grade Span Adjustment	130,465	142,718	142,718	153,185	162,684	173,491
Supplemental Grant	762,005	763,059	823,048	932,085	1,104,354	1,187,796
Concentration Grant	245,330	74,653	224,624	303,300	328,714	356,048
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	\$7,042,534	\$7,503,148	\$7,713,108	\$8,605,979	\$9,334,856	\$10,102,693
Miscellaneous Adjustments	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement	7,042,534	7,503,148	7,713,108	8,605,979	9,334,856	10,102,693
LCFF Entitlement Per ADA	\$ 10,410	\$ 10,376	\$ 10,666	\$ 11,268	\$ 11,663	\$ 11,993
Components of LCFF By Object Code						
State Aid (Object Code 8011)	\$ 3,642,745	\$ 4,345,354	\$ 3,500,221	\$ 4,301,329	\$ 4,947,489	\$ 5,620,263
EPA (for LCFF Calculation purposes)	\$ 1,247,855	\$ 700,159	\$ 1,635,320	\$ 1,727,083	\$ 1,809,800	\$ 1,904,863
<i>Local Revenue Sources:</i>						
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	2,151,934	2,457,635	2,577,567	2,577,567	2,577,567	2,577,567
Property Taxes net of In-Lieu	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL FUNDING	7,042,534	7,503,148	7,713,108	8,605,979	9,334,856	10,102,693
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	7,042,534	7,503,148	7,713,108	8,605,979	9,334,856	10,102,693
SUMMARY OF EPA						
% of Adjusted Revenue Limit - Annual	30.74345708%	16.13801139%	37.69258175%	37.69000000%	37.69000000%	37.69000000%
% of Adjusted Revenue Limit - P-2	30.50770954%	16.08698870%	37.69258175%	37.69000000%	37.69000000%	37.69000000%
EPA (for LCFF Calculation purposes)	\$ 1,247,855	\$ 700,159	\$ 1,635,320	\$ 1,727,083	\$ 1,809,800	\$ 1,904,863
EPA, Current Year (Object Code 8012)	\$ 1,238,287	\$ 700,159	\$ 1,635,320	\$ 1,727,083	\$ 1,809,800	\$ 1,904,863
(P-2 plus Current Year Accrual)						
EPA, Prior Year Adjustment (Object Code 8019)	\$ 1,999.00	\$ 9,568.00	\$ 2,213.00	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)						
Accrual (from Data Entry tab)	-	-	-	-	-	-

Pacific View Charter (3731221) - 2021-2022 Working Adopted

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LCAP Percentage to Increase or Improve Services						
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 6,035,199	\$ 6,665,436	\$ 6,665,436	\$ 7,370,594	\$ 7,901,788	\$ 8,558,849
Supplemental and Concentration Grant funding in the LCAP year	\$ 1,007,335	\$ 837,712	\$ 1,047,672	\$ 1,235,385	\$ 1,433,068	\$ 1,543,844
Percentage to Increase or Improve Services	16.69%	12.57%	15.72%	16.76%	18.14%	18.04%

SUMMARY OF STUDENT POPULATION

Unduplicated Pupil Population						
Enrollment	583	618	639	674	709	744
COE Enrollment	-	-	-	-	-	-
Total Enrollment	583	618	639	674	709	744
Unduplicated Pupil Count	386	300	450	471	492	513
COE Unduplicated Pupil Count	-	-	-	-	-	-
Total Unduplicated Pupil Count	386	300	450	471	492	513
Rolling %, Supplemental Grant	63.1300%	57.2400%	61.7400%	63.2300%	69.8800%	69.3900%
Rolling %, Concentration Grant	63.1300%	57.2400%	61.7400%	63.2300%	63.3200%	63.3200%

SSC School District and Charter School Financial Projection Dartboard 2021–22 May Revision

This version of School Services of California Inc. (SSC) Financial Projection Dartboard is based on the Governor's 2021–22 May Revision. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS					
Factor	2020–21	2021–22	2022–23	2023–24	2024–25
Department of Finance (DOF) Statutory COLA	2.31%	1.70% ¹	2.48%	3.11%	3.54%
SSC Estimated Planning COLA	0.00%	5.07% ²	2.48%	3.11%	3.54%

LCFF GRADE SPAN FACTORS FOR 2021–22				
Entitlement Factors per ADA*	K–3	4–6	7–8	9–12
2020–21 Base Grants	\$7,702	\$7,818	\$8,050	\$9,329
Mega COLA at 5.07%	\$390	\$396	\$408	\$473
2021–22 Base Grants	\$8,092	\$8,214	\$8,458	\$9,802
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	\$842	–	–	\$255
2021–22 Adjusted Base Grants ^{3,4}	\$8,934	\$8,214	\$8,458	\$10,057

*Average daily attendance (ADA)

OTHER PLANNING FACTORS						
Factors		2020–21	2021–22	2022–23	2023–24	2024–25
California CPI		2.14%	3.84%	2.40%	2.23%	2.42%
California Lottery	Unrestricted per ADA	\$150	\$150	\$150	\$150	\$150
	Restricted per ADA	\$49	\$49	\$49	\$49	\$49
Mandate Block Grant (District)	Grades K–8 per ADA	\$32.18	\$32.79	\$33.60	\$34.64	\$35.87
	Grades 9–12 per ADA	\$61.94	\$63.17	\$64.74	\$66.75	\$69.11
Mandate Block Grant (Charter)	Grades K–8 per ADA	\$16.86	\$17.21	\$17.64	\$18.19	\$18.83
	Grades 9–12 per ADA	\$46.87	\$47.84	\$49.03	\$50.55	\$52.34
Interest Rate for Ten-Year Treasuries		1.30%	2.13%	2.40%	2.30%	2.40%
CalSTRS Employer Rate ⁵		16.15%	16.92%	19.10%	19.10%	19.10%
CalPERS Employer Rate ⁵		20.70%	22.91%	26.10%	27.10%	27.70%
Unemployment Insurance Rate ⁶		0.05%	1.23%	0.20%	0.20%	0.20%

STATE MINIMUM RESERVE REQUIREMENTS	
Reserve Requirement	District ADA Range
The greater of 5% or \$71,000	0 to 300
The greater of 4% or \$71,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and higher

¹Applies to Child Nutrition, Preschool, Foster Youth, 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%.

³Additional funding is provided for students who are designated as eligible for free or reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 50% for each eligible student beyond the 55% identification rate threshold.

⁴May Revise proposes an augmentation to increase the 50% to 65%, with the condition that the additional 15% be used to increase the number of credentialed and/or classified staff that provide direct services to students on school campuses

⁵ California Public Employees' Retirement System (CalPERS) rate in 2021–22 is final; whereas the California State Teachers' Retirement System (CalSTRS) rate in 2021–22 is based on the most recent actuarial study, and is subject to board approval in June 2021. Rates in the following years are subject to change based on determination by the respective governing boards

⁶ Unemployment rate in 2021–22 is final, 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)

Pacific View Charter School
Working Adopted Budget
Charter Number 247
CDE Number 37-73569
Fiscal Year 2021/2022
Charter School Certification

2021-22 Working Adopted Budget is hereby submitted to the chartering authority and the county superintendent of schools.

Signed: _____
Charter School Official

Date: _____

Printed Name: Gina Campbell, Executive Director

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

Kira Fox, Director of Central Office & Finance
760-757-0161 Ext.105
kfox@pacificview.org

7.7

NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2021-2022

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA PACIFIC VIEW CHARTER

Contract Year 2021-2022

 Nonpublic School
 X 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 years 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.

TABLE OF CONTENTS

I. GENERAL PROVISIONS

	<u>Page</u>
1. MASTER CONTRACT	1
2. CERTIFICATION AND LICENSES	1
3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS	2
4. TERM OF MASTER CONTRACT	2
5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION	3
6. INDIVIDUAL SERVICES AGREEMENT	3
7. DEFINITIONS	4

II. ADMINISTRATION OF CONTRACT

8. NOTICES	5
9. MAINTENANCE OF RECORDS	5
10. SEVERABILITY CLAUSE	6
11. SUCCESSORS IN INTEREST	6
12. VENUE AND GOVERNING LAW	6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES	6
14. TERMINATION	6
15. INSURANCE	6
16. INDEMNIFICATION AND HOLD HARMLESS	9
17. INDEPENDENT CONTRACTOR	9
18. SUBCONTRACTING	9
19. CONFLICTS OF INTEREST	10
20. NON-DISCRIMINATION	10

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION	11
22. GENERAL PROGRAM OF INSTRUCTION	11
23. INSTRUCTIONAL MINUTES	12
24. CLASS SIZE	12
25. CALENDARS	13
26. DATA REPORTING	13
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT	14
28. STATEWIDE ACHIEVEMENT TESTING	14
29. MANDATED ATTENDANCE AT LEA MEETINGS	14
30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS	15
31. STUDENT DISCIPLINE	16
32. IEP TEAM MEETINGS	16
33. SURROGATE PARENTS AND FOSTER YOUTH	17
34. DUE PROCESS PROCEEDINGS	17
35. COMPLAINT PROCEDURES	17
36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS	18
37. TRANSCRIPTS	18
38. STUDENT CHANGE OF RESIDENCE	19
39. WITHDRAWAL OF STUDENT FROM PROGRAM	19
40. PARENT ACCESS	19

41. LICENSED CHILDREN'S INSTITUTION CONTRACTORS AND RESIDENTIAL TREATMENT CENTER CONTRACTORS	19
42. STATE MEAL MANDATE	20
43. MONITORING	20

IV. PERSONNEL

44. CLEARANCE REQUIREMENTS	21
45. STAFF QUALIFICATIONS	21
46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS	22
47. STAFF ABSENCE	23
48. STAFF PROFESSIONAL BEHAVIOR	23

V. HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY	23
50. FACILITIES AND FACILITIES MODIFICATIONS	24
51. ADMINISTRATION OF MEDICATION	24
52. INCIDENT/ACCIDENT REPORTING	24
53. CHILD ABUSE REPORTING	24
54. SEXUAL HARASSMENT	25
55. REPORTING OF MISSING CHILDREN	25

VI. FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES	25
57. RIGHT TO WITHHOLD PAYMENT	26
58. PAYMENT FROM OUTSIDE AGENCIES	27
59. PAYMENT FOR ABSENCES	27
60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY	28
61. INSPECTION AND AUDIT	28
62. RATE SCHEDULE	29
63. DEBARMENT CERTIFICATION	29

EXHIBIT A: RATES	32
EXHIBIT B: INDIVIDUAL SERVICES AGREEMENT	34

2021-2022

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: PACIFIC VIEW CHARTER SCHOOL

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: K-12 HEALTH

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, 2021, between PACIFIC VIEW CHARTER, hereinafter referred to as the local educational agency ("LEA"), a member of the EL DORADO CHARTER SELPA and K-12 HEALTH (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.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit 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 developing 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 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, 2021 to June 30, 2022 (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, 2022. 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 the 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; 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, and date/time of access for each individual requesting or receiving information from the student's record. 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 parents access to student records, 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 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 his, her, or its 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, 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.

Unless CONTRACTOR and LEA otherwise agree in writing, 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, in its discretion, 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, in its discretion, 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 to each student special education and/or related services (including transition services) 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 for students, 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 a local education agency (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 nine through twelve 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 pass 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 California Department of Education 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 students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by his/her 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 actually 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 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.

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"), 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 its implementing regulations. If the Individualized Education Program ("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 schoolday, and annually to all staff who have any contact or interaction with pupils during the schoolday. 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 Behavior Intervention Plan ("BIP") or Positive Behavior Intervention Plan ("PBIP"), 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. (b) In the case of a child whose behavior impedes the child's learning or that of others, the individualized education program 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 a District 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(y), 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.*, 49406, and Health and Safety Code Section 3454(a) 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) provides 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 assuring 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 school or 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. 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 entire amount 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. 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: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c) (2).

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.

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 NPS, no later than the tenth (10th) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence as specified in the LEA Procedures.

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 NPA 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 NPA, 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 under Education Code Section 41422:

- a. If CONTRACTOR remains open 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- 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 school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the signed ISA, as though the student were continuing in their regular attendance, until alternative placement can be found.
- c. LEA and NPS School Closure- On days the LEA is funded, CONTRACTOR shall receive payment consistent with the signed ISA, until alternative placement can be found. 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 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, 2021 and terminates at 5:00 P.M. on June 30, 2022, unless sooner terminated as provided herein.

CONTRACTOR

LEA

K-12 HEALTH
Nonpublic School/Agency

PACIFIC VIEW CHARTER
LEA Name

By: _____
Signature Date

By: _____
Signature Date

Name and Title of Authorized
Representative

GINA CAMPBELL; EXEC. DIR
Name and Title of Authorized
Representative

Notices to CONTRACTOR shall be addressed to:

Notices to LEA shall be addressed to:

Name and Title	GINA CAMPBELL; EXEC. DIR
Nonpublic School/Agency/Related Service Provider	LEA
Address	3670 OCEAN RANCH BLVD
City State Zip	Address OCEANSIDE CA 92056
Phone Fax	City State Zip 760.757.0161 760.435.2666
Email	Phone Fax GCAMPBELL@PACIFICVIEW.ORG
	Email

Additional LEA Notification
(Required if completed)

LINDA MOORE; SPED COORDINATOR

Name and Title
3670 OCEAN RANCH BLVD

Address
OCEANSIDE CA 92056

City State Zip
760.757.0161 EXT 135

Phone Fax
LMOORE@PACIFICVIEW.ORG

Email

EXHIBIT A: 2021-2022 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: _____

The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount: _____

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: _____

- 2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: _____

- 3) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Language and Speech (415)</u>	_____	_____
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	_____	_____
<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____
<u>Interpreter Services (715)</u>	_____	_____
<u>Audiological Services (720)</u>	_____	_____

<u>Specialized Vision Services (725)</u>	<u></u>	<u></u>
<u>Orientation and Mobility (730)</u>	<u></u>	<u></u>
<u>Specialized Orthopedic Services (740)</u>	<u></u>	<u></u>
<u>Reader Services (745)</u>	<u></u>	<u></u>
<u>Transcription Services (755)</u>	<u></u>	<u></u>
<u>Recreation Services, Including Therapeutic (760)</u>	<u></u>	<u></u>
<u>College Awareness (820)</u>	<u></u>	<u></u>
<u>Work Experience Education (850)</u>	<u></u>	<u></u>
<u>Job Coaching (855)</u>	<u></u>	<u></u>
<u>Mentoring (860)</u>	<u></u>	<u></u>
<u>Travel Training (870)</u>	<u></u>	<u></u>
<u>Other Transition Services (890)</u>	<u></u>	<u></u>
<u>Other (900)</u>	<u></u>	<u></u>
<u>Other (900)</u>	<u></u>	<u></u>

EXHIBIT B: 2021-2022 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES (Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2021 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2022, unless sooner terminated as provided in the Master Contract and by applicable law

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: ☐ M ☐ F Grade: _____
(Last) (First) (M.I.)

Address _____ City _____ State/Zip _____

DOB _____ Residential Setting: ☐ Home ☐ Foster ☐ LCI # _____ ☐ OTHER _____

Parent/Guardian _____ Phone () _____ (Residence) (Business)
Address _____ City _____ State/Zip _____
(If different from student)

AGREEMENT TERMS:

1. *Nonpublic School.* The average number of minutes in the instructional day will be: _____ during the regular school year
_____ during the extended school year
2. *Nonpublic School:* The number of school days in the calendar of the school year are: _____ during the regular school year
_____ during the extended school year

3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. *INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE: (Applies to nonpublic schools only):* Daily Rate: _____

Estimated Number of Days _____ x Daily Rate _____ = PROJECTED BASIC EDUCATION COSTS _____

B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515)							
Parent Counseling (520)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COSTS _____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS\$ _____

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6. Progress Reporting _____ Quarterly _____ Monthly _____ Other
Requirements: _____ (Specify) _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA/SELPA-

(Name of Nonpublic School/Agency)

(Name of LEA/SELPA)

(Signature)

(Date)

(Signature)

(Date)

(Name and Title)

(Name of Superintendent or Authorized Designee)

2021-2022

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: PACIFIC VIEW CHARTER SCHOOLS

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: RADY'S

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, 2021, between PACIFIC VIEW CHARTER SCHOOL, hereinafter referred to as the local educational agency ("LEA"), a member of the EL DORADO CHARTER SELPA and RADY'S (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.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit 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 developing 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 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, 2021 to June 30, 2022 (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, 2022. 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.

2021-2022

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: PACIFIC VIEW CHARTER SCHOOLS

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: RELIABLE TRANSLATIONS

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, 2021, between PACIFIC VIEW CHARTER SCHOOL, hereinafter referred to as the local educational agency ("LEA"), a member of the EL DORADO CHARTER SELPA and RELIABLE TRANSLATIONS (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.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit 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 developing 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 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, 2021 to June 30, 2022 (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, 2022. 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.

2021-2022

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: PACIFIC VIEW CHARTER SCHOOLS

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: SPECIALIZED THERAPY SERVICES

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, 2021, between PACIFIC VIEW CHARTER SCHOOL, hereinafter referred to as the local educational agency ("LEA"), a member of the EL DORADO CHARTER SELPA and SPECIALIZED THERAPY SERVICES (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.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit 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 developing 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 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, 2021 to June 30, 2022 (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, 2022. 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.

2021-2022

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: PACIFIC VIEW CHARTER SCHOOL

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: STAFF REHAB

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, 2021, between PACIFIC VIEW CHARTER SCHOOL, hereinafter referred to as the local educational agency ("LEA"), a member of the EL DORADO CHARTER SELPA and STAFF REHAB (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.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit 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 developing 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 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, 2021 to June 30, 2022 (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, 2022. 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.

2021-2022

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: PACIFIC VIEW CHARTER SCHOOL

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: THE STEPPING STONES

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, 2021, between PACIFIC VIEW CHARTER, hereinafter referred to as the local educational agency ("LEA"), a member of the EL DORADO CHARTER SELPA and THE STEPPING STONES GROUP (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.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit 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 developing 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 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, 2021 to June 30, 2022 (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, 2022. 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.

2021-2022

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: PACIFIC VIEW CHARTER SCHOOL

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: TOTAL ED. SOLUTIONS

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, 2021, between PACIFIC VIEW CHARTER, hereinafter referred to as the local educational agency ("LEA"), a member of the EL DORADO CHARTER SELPA and TOTAL ED. SOLUTIONS (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.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit 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 developing 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 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, 2021 to June 30, 2022 (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, 2022. 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.

8.1

	Course Number	Course Name	Credits	A/G Approved	Course Description	Edgenuity Code
1	1276	Edgenuity Agribusiness Systems	5	✓	Agribusiness Systems is a semester-length high school course that introduces the business, management, marketing, and financial skills needed to successfully produce food, fiber, and fuel for domestic and global markets. Students learn about the components of the agribusiness system and how they interact to deliver food to our tables. They also learn about the key elements of a successful agribusiness enterprise: economics, financial management, marketing and sales, and government policies and regulations.	204264507
2	1277	Edgenuity Animals Systems	5	✓	Animal Systems is a semester-long high school course that provides students with a wealth of information on livestock-management practices, animal husbandry, physiological systems, the latest scientific trends, veterinary practice, and innovations in food production. Changes in practices, regulations, and legislation for animal welfare continue as new research provides solutions to medical, ethical, and practical concerns. The course reviews current topics, such as advancements in technology and research, and defines areas of discussion while maintaining focus on best-management practices. A student might use the knowledge gained from the course to further an interest in becoming a chef, researcher, doctor, wildlife-management professional, or any number of applicable careers.	204264409
3	1278	Edgenuity Art History A	5	✓	Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this course cover topics including early medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth- and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas.	204265332
4	1279	Edgenuity Art History B	5	✓		204264577
5	1280	Edgenuity Algebra 1A	5	✓	SUMMER STUDENTS ONLY: This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.	203130404
6	1281	Edgenuity Algebra 1B	5	✓		
7	1282	Edgenuity Geometry A	5	✓	SUMMER STUDENTS ONLY: This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of Math Courses triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.	204264639
8	1283	Edgenuity Geometry B	5	✓		204264691
9	1284	Edgenuity Algebra 2A	5	✓	SUMMER STUDENTS ONLY: This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.	204264773
10	1285	Edgenuity Algebra 2B	5	✓		
11	1286	Edgenuity World and Regional Geography A	5	✓	This introduces students to the physical, cultural, and political geography of the various regions of the world. It is intended to meet the curriculum goals set forth by the History– Social Science Framework for California Public Schools. Comprehensive and organized by region, this course helps students understand the Earth's physical and human diversity. Students analyze population and settlement patterns and evaluate the ways that human activities modify the physical environment as they gain a rich understanding of global cultures and the historical factors that have shaped the world around them	204264815
12	1287	Edgenuity World and Regional Geography B	5	✓		
13	1288	Edgenuity Construction Careers	5	✓	Construction Careers is a semester-long course that introduces high school students to the basics of construction, building systems, engineering principles, urban planning, and sustainability. Students learn the key techniques in building all types of buildings, as well as the key individuals involved in each step of the process. Many lessons present information on green building techniques and concepts that are becoming a standard part of the construction industry. Safety practices are emphasized in several lessons because construction is one of the most dangerous industries; students learn that there is no way to be successful in construction without taking such issues seriously. Lessons in this course also explore regulatory agencies and guidelines established for protecting not only construction workers but also the occupants of a building.	204264489
14	1309	Edgenuity Engineering and Design	5	✓	This semester-long course focuses on building real-world problemsolving and critical thinking skills as students learn how to innovate and design new products and improve existing products. Students are introduced to the engineering design process to build new products and to the reverse engineering process, which enables engineers to adjust any existing product. Students identify how engineering and design have a direct impact on the sustainability of our environment and the greening of our economy. Finally, students incorporate the engineering design process, environmental life cycle, and green engineering principles to create a decision matrix to learn how to solve environmental issues.	204264429
15	1289	Edgenuity Fire and Emergency Services	5	✓	Emergency and fire-management services are essential infrastructure components of a community. Fire and Emergency Services is a semester-long course that provides students with the basic structure of these organizations as well as the rules and guidelines that govern pre-employment education requirements. The vehicles, equipment, and emergency-mitigations strategies that are commonly used in the emergency- and fire-management field are also explored. Students gain an understanding of the goals of an emergency-management service and how they are implemented and managed, including personnel, budget, and labor-management challenges in the organization. Various preparedness plans are discussed as students explore typical characteristics and frameworks of modern emergencyand fire-management organizations.	204264559
16	1290	Edgenuity Food Safety and Sanitation	5	✓	This comprehensive semester-long course covers the principles and practices of food safety and sanitation that are essential in the hospitality industry for the protection and well-being of staff, guests and customers. The course provides a systems approach to sanitation risk management and the prevention of food contamination by emphasizing the key components of the Hazard Analysis Critical Control Point (HACCP) food safety system. After successful completion of this course, students are prepared to meet the requirements of state and national certification exams.	204264431
17	1291	Edgenuity Forensics: Using Science to Solve a Mystery	5	✓	Forensics: Using Science to Solve a Mystery is a semester-long high school course that overviews modern-day forensic science careers at work using science concepts to collect and analyze evidence and link evidence to the crime and suspects in order to present admissible evidence in courts of law. Projects in this course include simulated crime-scene investigation, actual DNA separation, development of a cybersecurity plan, and the identification of specific forensic skills used during the course of a very large murder case. The focus of this course is to assist students in making career choices. The overview of careers includes job descriptions and availability, educational and training requirements, licensing and certification, and typical annual salaries. Students who take this class will become equipped to make more informed career choices regarding the forensic, computer science and medical science fields. At the same time, students will survey the history and scope of present-day forensic science work.	204264447

18	1310	Edgenuity Foundations of Personal Wellness A	5	<input type="checkbox"/>	Exploring a combination of health and fitness concepts, this comprehensive and cohesive course explores all aspects of wellness. Offered as a two-semester course designed for high school students, coursework uses pedagogical planning to ensure that students explore fitness and physical health and encourages students to learn about the nature of social interactions and how to plan a healthy lifestyle	204264861
19	1311	Edgenuity Foundations of Personal Wellness B	5	<input type="checkbox"/>		204264893
20	1312	Edgenuity Fundamentals of Digital Media	5	<input checked="" type="checkbox"/>	Fundamentals of Digital Media is a semester-long course that presents high school students an overview of the different types of digital media and how they are used in the world today. This course examines the impact that digital media has on culture and lifestyle. The course reviews the basic concepts for creating effective digital media and introduces several different career paths related to digital media. Students learn about the tools used as well as best practices employed for creating digital media. In the course, students explore topics such as the use of social media, digital media in advertising, digital media on the World Wide Web, digital media in business, gaming and simulations, e-commerce, and digital music and movies. Students also review the ethics and laws that impact digital media use or creation.	204264427
21	1292	Edgenuity Intro to Communications & Speech	5	<input checked="" type="checkbox"/>	Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this one-semester course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication.	204264922
22	1293	Edgenuity Fundamentals of Computer Systems	5	<input checked="" type="checkbox"/>	Fundamentals of Computer Systems is a semester-long high school course that provides students with an understanding of computers and how they operate as well as a basic understanding of how to manage and maintain computers and computer systems. These skills provide students with the ability to configure computers and solve computer problems. Students learn details about the different elements of computers and computer systems, how to identify hardware devices and their functions, the role of operating systems as well as how to install and customize Windows operating system. Students also learn about networking and the Internet, security issues, and current software applications, such as Microsoft® Office. In addition, students learn specifics about maintaining and troubleshooting computers, including managing files, backing up systems, and using the administrative tools in Windows operating system. Lastly, students learn the basics of customer service and working as a help desk support technician.	204264355
23	1294	Edgenuity Introduction to Careers in Arts, AV Technology and Communications	5	<input checked="" type="checkbox"/>	This introductory semester-long high school course provides comprehensive information on five separate areas of arts and communications as potential educational and career pathways, including: audio/video technology and film, performing arts, visual arts, printing technology, journalism and broadcasting, and telecommunication systems. Students who are interested in careers across a broad spectrum of professional positions, including fine artist, telecommunications administrator, magazine editor, broadcast journalist, or computer graphic artist, will gain useful perspective on industry terminology, technology, work environment, job outlook, and guiding principles.	204264421
24	1295	Edgenuity Introduction to Careers in Education and Training	5	<input checked="" type="checkbox"/>	Introduction to Careers in Education and Training is a semesterlong course that introduces students to the field of education and training, and the opportunities available for early-childhood through adult and continuing education. Students gain an understanding of the career options available in teaching, administrative work, and support services. They also explore the education and background experience needed to succeed in these careers. Students learn about the evolution of the modern educational system in the United States, and the policies and laws that govern educational institutions. They also discover the similarities and differences between the ethical and legal obligations of working with adults versus working with children.	204264375
25	1296	Edgenuity Law Enforcement Field Services	5	<input checked="" type="checkbox"/>	This semester-long course introduces students to the field of law enforcement and the local, county, state, and federal laws that law enforcement personnel are sworn to uphold. The students also gain an understanding of the career options available in this field and the skills, education, and background experience needed to succeed. Students learn about the evolution of the role of law enforcement in the United States including key changes affecting law enforcement. Students learn about the interaction between local, county, state, and federal law enforcement agencies. Finally, students learn about the types of crime that are commonly committed and the procedures, evidence collection techniques, and technological advances that law enforcement personnel use to investigate crimes.	204264497
26	1297	Edgenuity Marketing and Sales for Tourism and Hospitality	5	<input checked="" type="checkbox"/>	This semester-long course is designed as an introduction to the study of tourism and hospitality marketing and sales. Students are introduced to marketing theory and application of the basic principles of marketing as applied in hospitality and tourism. The relationship between marketing and other functions such as advertising, sales techniques, and public relations to maximize profits in a hospitality organization is addressed. Students have an opportunity to explore this multi-faceted world, identifying multiple career paths and opportunities	204264385
27	1298	Edgenuity Nursing Assistant A	5	<input checked="" type="checkbox"/>	This two-semester course prepares students to provide and assist with all aspects of activities of daily living and medical care for the adult patient in hospital, long-term care, and home settings. Through direct instruction, interactive skills demonstrations, and practice assignments, students are taught the basics of nurse assisting, including interpersonal skills, medical terminology and procedures, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, emergency skills, and employability skills. Successful completion of this course from an approved program prepares the student for state certification for employment as a Certified Nursing Assistant (CNA).	204264463
28	1299	Edgenuity Nursing Assistant B	5	<input checked="" type="checkbox"/>		204264465
29	1300	Edgenuity Nursing Unlimited Possibilities & Unlimited Potential	5	<input checked="" type="checkbox"/>	Nursing: Unlimited Possibilities and Unlimited Potential provides high school students opportunities to compare and contrast the various academic and clinical training pathways to an entry-level position in nursing and to explore the growing number of opportunities for professional advancement given the proper preparation and experience. In this semester-long course, students have several opportunities to learn about the expanding scope of professional practice for registered nurses and better understand the important changes proposed in the education and ongoing professional development of nurses.	204264413
30	1301	Edgenuity Personal Care Services	5	<input checked="" type="checkbox"/>	Personal Care Services introduces high school students to a variety of careers in the following areas: cosmetology (including hairstyling and haircutting, esthetics, manicuring, makeup, and teaching) and barbering (including cutting and styling of hair and facial hair and manicuring for men); massage therapy, teaching body-mind disciplines (yoga, Pilates, and the martial arts), and fitness (general exercise classes and acting as a personal trainer); and mortuary science (embalming and funeral directing). The semester-long course teaches students about what each career entails and the education and training they need to become credentialed in various career specialties. In addition, about half of the course is devoted to teaching knowledge associated with the various professions, so that students can get a feel for what they should learn and whether they would like to learn it.	204264555
31	1302	Edgenuity Pharmacy Technician A	5	<input checked="" type="checkbox"/>	This two-semester course prepares students for employment as a Certified Pharmacy Technician (CPhT) and covers the skills needed for the pharmacy technician field. Through direct instruction, interactive skills demonstrations, and practice assignments, students learn the basics of pharmacy assisting, including various pharmacy calculations and measurements, pharmacy law, pharmacology, medical terminology and abbreviations, medicinal drugs, sterile techniques, USP 795 and 797 standards, maintenance of inventory, patient record systems, data processing automation in the pharmacy, and employability skills. Successful completion of this course prepares the student for national certification for employment as a CPhT.	204264523
32	1303	Edgenuity Pharmacy Technician B	5	<input checked="" type="checkbox"/>		204264537
33	1304	Edgenuity Physicians, Pharmacists, Dentists, Veterinarians and Other Doctors	5	<input checked="" type="checkbox"/>	Physicians, Pharmacists, Dentists, Veterinarians, and Other Doctors focuses on preparation for physician-level careers, including dental, veterinary and pharmaceutical, along with a look into the physician assistant and alternative medicine systems. This semester-long course also introduces the topics of diversity and the move toward social and cultural skills in medicine, in addition to academic ability. This course focuses on the preparation for entry to practice, along with navigating the field once you are in it (working as part of a team, dealing with patients, etc.). Students choose their career path by studying different roles, responsibilities, settings, education needs, and amounts of patient contact. Degree and training requirements, working environment, salaries, and the day in the life of that career is also covered in this course. Students explore important aspects that are applicable to the entire health field, such as behaving ethically, keeping patients safe and free from infections and germs, and following laws and policies.	204264369
34	1305	Edgenuity Small Business Entrepreneurship	5	<input checked="" type="checkbox"/>	This course is designed to provide the skills needed to effectively organize, develop, create, manage and own a business, while exposing students to the challenges, problems, and issues faced by entrepreneurs. Throughout this course, students explore what kinds of opportunities exist for small business entrepreneurs and become aware of the necessary skills for running a business. Students become familiar with the traits and characteristics that are found in successful entrepreneurs, and see how research, planning, operations, and regulations can affect small businesses. Students also learn how to develop plans for having effective business management, financing and marketing strategies.	204264469
35	1306	Edgenuity Security and Protective Services	5	<input checked="" type="checkbox"/>	Security and Protective Services is a semester-long high school course that offers an overview of the security and protective services industry. Students will understand different types of security services and how they relate to one another. The distinction between the criminal justice system within the public sector and private security is addressed. The course begins with an introduction to the history of private security, with subsequent units focusing on a specific sector. The concluding unit focuses on the emerging challenges facing security services in the twenty-first century, including international terrorism. In addition, the course provides information about many different careers that are available to students who are interested in security and protective services.	204264373

36	1307	Edgenuity STEM and Problem Solving	5	<input checked="" type="checkbox"/>	Science, technology, engineering, and mathematics (STEM) are active components in the real world. STEM and Problem Solving is a semester-long high school course that outlines how to apply the concepts and principles of scientific inquiry, encouraging the use of problem-solving and critical-thinking skills to produce viable solutions to problems. Students learn the scientific method, how to use analytical tools and techniques, how to construct tests and evaluate data, and how to review and understand statistical information. This course is designed to help students understand what we mean by problem solving and to help understand and develop skills and techniques to create solutions to problems. Advanced problem-solving skills are necessary in all science, technology, engineering, and mathematics disciplines and career paths. This problem-solving course stresses analytic skills to properly format problem statements, use of the scientific method to investigate problems, the use of quantitative and qualitative approaches to construct tests, and an introduction to reviewing and interpreting statistical information	204264547
37	1308	Edgenuity Transportation and Tourism for the Traveler	5	<input checked="" type="checkbox"/>	Transportation and Tours for the Traveler is a semester-long course where students learn about today's package tour industry, travel industry professionals, and package tour customers. Students find out who tour operators must work with to create travel products and what kinds of decisions they must make in terms of meals, lodging, attractions, and, of course, transportation. Finally, students learn about how technology, world events, and increased environmental awareness are affecting the travel industry today. Students focus on the different components that go into creating a tour to get a sense of what working for a tour operator entails as well as what other careers are available in the tour industry.	204264441

9.1



PACIFIC VIEW CHARTER SCHOOL EMPLOYEE COVID-19 TESTING POLICY

Purpose

Pacific View Charter School (“PVCS” or the “School”) recognizes testing for COVID-19 as a key measure necessary to allow students and staff to safely return to campus to any degree while COVID-19 continues to pose a direct threat to the School and our community. Per the Centers for Disease Control and Prevention (“CDC”), the California Public Health Department (“CDPH”), and applicable legal authority, testing for COVID-19 is part of a comprehensive strategy in combatting the virus and should be used in conjunction with promoting behaviors that reduce the spread of the virus. In combination with robust health and safety protocols, adherence to public health guidelines, including social distancing, active contact tracing, and the exclusion, quarantine, or isolation of any individual who is sick with or has been exposed to COVID-19, testing is intended to support the School to reopen and remain open safely by increasing the likelihood of detecting symptomatic individuals who are infected within the School community, and limiting the spread of COVID-19 by symptomatic individuals, thereby maximizing the health and safety of all employees, students, and stakeholders.

General Requirements

Consistent with public health guidance, legal authority, and the School’s legal duty to maintain a safe and healthy workplace and learning environment, the School will implement COVID-19 testing based on local disease trends periodically, as testing capacity permits and as practicable, if directed by the local public health order, public health guidance, and where required by law. Effective June 23, 2021, if an employee submits an absence request (full day or early dismissal) for illness which includes COVID-19 symptoms, the employee must undergo a COVID-19 test. The School reserves the right to amend COVID-19 testing cadences in this Policy, as consistent with public health guidance and applicable legal authority.

Employees may select their own testing provider and submit a copy of their results to the School in alignment with the mandatory testing policy. Such testing will be provided free of charge to any employee required to undergo testing as a condition of returning or to continue to work in-person at the School.

Testing labs or facilities will share employees’ COVID-19 test results with authorized representatives at the School, when such testing is required by the School, in compliance with the Health Information Portability and Accountability Act (“HIPAA”). The School will adhere to strict confidentiality protocols regarding all the receipt and handling of testing results provided to it as outlined in this Policy.

Employees who refuse to consent to COVID-19 testing as consistent with this Policy will be excluded from the School campus while public health and legal guidance regarding the COVID-19 pandemic remain in place. For all employees who remain in telework status, they will not need to undergo testing while they continue working remotely. However, any employees in telework status who need to enter any School campus for any reason must comply with this Policy.



Until public health guidance changes, the School requires employees to get tested as soon as possible after developing one (1) or more COVID-19 symptoms or if one (1) or more household members or close contacts tested positive for COVID-19. In the event of a positive test result, the School requires that employees notify School administration immediately if the employee tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19. Upon receiving notification that an employee has tested positive for COVID-19 or been in close contact with a COVID-19 case, the School will take actions as required by law and the PVCS COVID-19 Prevention Plan.

Consent to Test

No employee will be tested without their consent. However, access to any PVCS campus, including for employees working on campus, will be restricted to only those employees who comply with the testing protocol outlined in this Policy.

Consequences for Employees who Fail to Comply with the Policy

Any employee who has returned to work in-person and refuses to provide testing results to the School consistent with this Policy or who otherwise fails to comply with the testing requirements may be placed off work and on unpaid/inactive status until such time as they are able to provide evidence of completion of the testing requirements. Placement off work may result in loss of pay if the employee is unable to work remotely and could result in discipline up to and including termination if the employee does not comply with the testing requirement. The School will make every effort to accommodate any employee pursuant to all applicable federal, state, and local law who because of a qualifying disability, sincerely held religious belief, practice or observance or other legally valid reason is unable to comply with the testing requirement. Any employee who believes they will be unable to comply with this Policy on the basis of a qualifying disability or other lawful basis must contact the Human Resources & Business Services Coordinator for guidance and to request an accommodation.

Confidentiality and Compliance with ADA

Once the School receives COVID-19 test results of any employee, the School will handle them in accordance with applicable law, including but not limited to the American's with Disabilities Act ("ADA") and the Fair Employment and Housing Act ("FEHA"). The School will maintain the confidentiality of the results of employee COVID-19 test results. COVID-19 test results will be maintained in a confidential medical file separate from the employee's general personnel file. Only the School's Human Resources & Business Services Coordinator and necessary administration officials will be granted access to test results, and only to assess whether any individual poses a direct threat to the workplace/learning environment and for the purpose of organizing the School's COVID-19 response and protecting the workplace and School from COVID-19 infection. The School will comply with state law and public health guidance regarding the requirement to provide general notice, without sharing confidential information such as an individual's names or medical information, to any persons who were potentially exposed to an individual infected with COVID-19 while on campus, or to report outbreaks to local health authorities as required by law. Every effort will be taken to ensure employee's rights to privacy are preserved while still acting in accordance with public health guidance and the law to prevent the spread of COVID-19. The School will not disclose employee medical information to third parties except as required by law,



public health orders, and applicable legal authority to relevant public health authorities. Any employees authorized to review test results will be trained not to disclose them to third parties except in the instance outlined in this policy.

Non-Discrimination

The School will not discriminate, harass, or retaliate against any employee for testing for COVID-19, refusing to test for COVID-19, nor for requesting a lawfully recognized accommodation from this Policy.

Board Approval:



Confirmation of Receipt

Employees with questions regarding this Policy may contact Human Resources & Business Services Coordinator Lori Bentley at lbentley@pacificview.org.

By signing below, I acknowledge that I have received, read, and understand the School's Employee COVID-19 Testing Policy.

I also understand that if I have any questions regarding this Policy, I shall contact the School as outlined above.

Print Name

Date

Signature

9.2

PACIFIC VIEW CHARTER SCHOOL
2021-22 EXECUTIVE DIRECTOR SALARY SCHEDULE
Effective 7/01/2021
DRAFT

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

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

Stipends for advanced degrees

Masters	\$ 2,000.00	Board Approved	6/18/2019
Doctorate	\$ 3,500.00	Amended:	8/20/2019
			11/19/2019

Longevity Contractural Agreement

Longevity - 20% Step 6	45,468.00		5/19/2020
Annual CPI - 19.24 % Step 6	43,741.00		9/10/2020
			XX/XX/2021

Work Year: 248 days

PACIFIC VIEW CHARTER SCHOOL
2021-22 EXECUTIVE DIRECTOR SALARY SCHEDULE
Effective 7/01/2021
DRAFT



9.3



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

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

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2021-22

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Pacific View Charter School District CDS Code: 37-73569-3731221

Name of County: San Diego County CDS Code: 37-10371

By submitting this annual declaration, the district is certifying the following:

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

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06 / 22 / 2021 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

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

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2022.

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

<u>Gina Campbell</u>	_____	<u>Executive Director</u>
<i>Name</i>	<i>Signature</i>	<i>Title</i>
<u>(760) 435-2666</u>	<u>(760) 757-0161 ext 103</u>	<u>06/23/2021</u>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<u>3670 Ocean Ranch Blvd, Oceanside, CA 92056</u>		
<i>Mailing Address</i>		
<u>gcampbell1@pacificview.org</u>		
<i>Email Address</i>		

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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

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

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

Submitted by Superintendent, Director, or Designee:

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

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

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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

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

Type of Emergency Permit

Estimated Number Needed

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

2

Bilingual Authorization (applicant already holds teaching credential)

0

List target language(s) for bilingual authorization:

Resource Specialist

0

Teacher Librarian Services

0

LIMITED ASSIGNMENT PERMITS

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

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

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	n/a
Single Subject	n/a
Special Education	n/a
TOTAL	0

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

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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

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

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

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes ☒ No

If no, explain. No need - currently filing positions with credentialed teachers

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

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

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

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

No need - currently filing positions with credentialed teachers
