

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 18, 2019

3:30pm

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 Executive Director's Report

Information

7.0 Consent Calendar

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

7.1 Minutes from Board Meeting of May 21, 2019

Action

8.0 Action/Discussion Items

8.1 2019-20 Proposed Adopted Budget

Action

8.2 2019-20 LCAP

Action

8.3 PVCS Injury & Illness Prevention Program – Oceanside & Moreno Valley

Action

8.4 Annual submission of Crisis Plans- Oceanside & Moreno Valley

Action

8.5 2019-20 Employee Policy Handbook

Action

8.6 Board Warrant Listing May 20 through June 14, 2019

Action

8.7 Tri-Vista Change Order #5

Action

8.8 Tri-Vista Change Order #6

Action

8.9 Ken Erickson Scope of Work- Vending Machines & Bathroom

Action

8.10 Nanpor Security Services Agreement

Action

9.0 Personnel

9.1 1.1 Special Education Instructional Aide Job Description

Action

9.2 Director of Curriculum Job Description

Action

9.3 Director of Student Services Job Description

Action

9.4 Speech & Language Pathologist Exempt Job Description

Action

This item amends the current Job Description by changing from a Classified Position to a Certificated Position.

9.5 Speech & Language Pathologist Part-Time Job Description Action

This item amends the current Job Description by changing from a Classified Position to a Certificated Position.

9.6 2019/20 New Salary Schedules

Action

9.7 "Hard to Fill Bonus Agreement

Action

This item amends the current document to include the Special Education Coordinator.

10.0 Curriculum

10.1 Curriculum & Instruction- Work Permit Policy #13

Action

10.2 Keyboarding A Course Outline

Action

11.0 Closed Session

11.1 Public Employee Performance Evaluation (Gov. Code 54957)

Title: Executive Director

Action

12.0 Report Out To Public Action Taken In Closed Session

13.0 Board Staff Discussion

14.0 Adjournment

7.1

Pacific View Charter School

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3670 Ocean Ranch Blvd., Oceanside, California 92056
Phone # (760) 757-0161

Board of Trustees' Meeting –Tuesday May 21, 2019 Board Minutes

1.0 Call to Order/Roll Call

Chairperson Brown called the meeting to order at 3:36pm. from 222 B Summer Tree Circle Lindale, Tx. 75773, Vice Chairperson Taylor & Trustee Walters attending from 4928 alameda Dr. Oceanside, CA 92057 present and Trustee Meyer absent.

2.0 Approval of Agenda

Moved by Chairman Brown & seconded by Vice Chair Taylor to approve the agenda with the following change made. Pull 9.2 document and replace with correct one.

AYES: Brown, Walters, Taylor

NOES: None

ABSTAIN: None

ABSENT: Trustee Meyer

3.0 Pledge of Allegiance

The Pledge of Allegiance was led by Kira Fox

4.0 Public Comment

None

5.0 Introductions

Erin Gorence, Director of Curriculum; Gayl Johnson, Director of Student Services; Kathy Meck, Lead K8 Teacher; Kathi Cohen, Lead HS Teacher

6.0 Executive Director's Report

✚ Enrollment numbers- Oceanside 379 and Moreno Valley 167 for a total of 546

✚ Field Day - due to the inclement weather grade 6 was held inside. Games were changed to accommodate the weather issue but grades 7 & 8 were able to be outside

✚ 8th grade promotion was held in Oceanside (27) here on site and Moreno Valley (23) at the Town Center on May 17th. Next year we plan to have Oceanside's promotion inside somewhere. The Board Chair has requested that next month totals be brought back for the number of matriculating 8th graders

7.0 Consent Calendar

Moved by Chairperson Brown and seconded by Vice Chair Taylor to approve the minutes as presented.

7.1 .

AYES: Brown, Walters, Taylor

NOES: None

ABSTAIN: None

ABSENT: Trustee Meyer

8.0 Action/Discussion

8.1 Moved by Trustee Walters and seconded by Chairperson Brown to approve the Tri Vista Construction Contract as presented.

AYES: Brown, Walters, Taylor

NOES: None

ABSTAIN: None

ABSENT: Trustee Meyer

8.2 Moved by Chairperson Brown and seconded by Vice Chairperson Taylor to approve the Tri Vista Change Order #3 as presented.

AYES: Brown, Walters, Taylor

NOES: None

ABSTAIN: None

ABSENT: Trustee Meyer

8.3 Moved by Vice Chair Taylor and seconded by Chairperson Brown to approve the Tri Vista Change Order #4 as presented.

AYES: Brown, Walters, Taylor

NOES: None

ABSTAIN: None

ABSENT: Trustee Meyer

8.4 Moved by Chairperson Brown and seconded by Trustee Walters to approve the Charter School Document Retention Policy as presented.

AYES: Brown, Walters, Taylor

NOES: None

ABSTAIN: None

ABSENT: Trustee Meyer

8.5 Moved by Chairperson Brown and seconded by Vice Chairperson Taylor to approve 2019-20 Master Contract Nonpublic Agency Services as presented.

AYES: Brown, Walters, Taylor

NOES: None

ABSTAIN: None
ABSENT: Trustee Meyer

- 8.6** Moved by Chairperson Brown and seconded by Vice Chairperson Taylor to approve the American Eagle Construction – Moreno Valley proposal with the caveat that the carpeting estimate be pulled and the permit fees may change due to actual cost.

AYES: Brown, Walters, Taylor
NOES: None
ABSTAIN: None
ABSENT: Trustee Meyer

- 8.7** Moved by Vice Chairperson Taylor and seconded by Chairperson Brown to approve GSA Per Diem Rates for travel as presented.

AYES: Brown, Walters, Taylor
NOES: None
ABSTAIN: None
ABSENT: Trustee Meyer

- 8.8** Moved by Chairperson Brown and seconded by Vice Chairperson Taylor to approve the April 15- May 15, 2019 warrant listing as presented.

AYES: Brown, Walters, Taylor
NOES: None
ABSTAIN: None
ABSENT: Trustee Meyer

9.0 Personnel

- 9.1** Moved by Vice Chairperson Taylor and seconded by Trustee Walters to approve the Special Education Coordinator Job Description as presented.

AYES: Brown, Walters, Taylor
NOES: None
ABSTAIN: None
ABSENT: Trustee Meyer

- 9.2** Moved by Trustee Walters and seconded by Chairperson Brown to approve the 2019-20 Certificated Salary Schedule as presented.

AYES: Brown, Walters, Taylor
NOES: None
ABSTAIN: None
ABSENT: Trustee Meyer

10.0 Board/Staff Discussion

The Board was reminded of our Graduation date of May 22 beginning at 5:00pm at the Junior Seau Amphitheater in Oceanside.

Staff updated the Board on the matriculating 8th graders, 20 out of 29 in Moreno Valley and 17 out of 27 in Oceanside.

11.0 Adjournment

Chairperson Brown adjourned the meeting at 4:30 p.m.

8.1

PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING

June 18, 2019

2019-20 WORKING/ADOPTED BUDGET

**Pacific View Charter School
2019/20 Proposed/Adopted Budget
Financial Summary – June 18,2019**

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 2018/19 financial status, Proposed/Adopted 2019/20 Budget and projections for two subsequent fiscal years. The 2019/20 Budget will require the Board's review and action.

The Proposed/Adopted 2019/20 Budget includes the following items:

- ✓ 2019/20 Proposed/Adopted Multi-year Projection and Assumptions
- ✓ 2019/20 Proposed/Adopted LCFF Spreadsheets
- ✓ 2019/20 School Services of California Dart Board
- ✓ 2019/20 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	8503	7818	8050	9572
Supplemental Grants	20%	20%	20%	20%
Concentration Grants	50%	50%	50%	50%

- Special Education: Administration submitted an application and has been accepted as a member of El Dorado Charter Selpa. Special Education compliance shall be solely the responsibility of Pacific View Charter School and the school shall be its own local educational agency (LEA) and operate separately from the Oceanside Unified School District. El Dorado Charter Selpa shall be providing Special Education program support and maximizing special education fiscal resources.

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

	2018/19	2019/20	2020/21	2021/22
Enrollment	590	630	630	630
A.D.A.	677.16	778.74	778.74	778.74
A.D.A. Ratio	1.15%	1.24%	1.24%	1.24%

**Pacific View Charter School
2019/20 Proposed/Adopted Budget
Financial Summary – June 18,2019**

The enclosed reports provide updated, detailed financial information for our 2019/20 budget and projections for the subsequent two fiscal years. Following are the major highlights of the 2019/20 budget which form the foundation for the Executive Director's Goals and the School's Mission.

1. Growth holding for three (3) Special Education Instructional Aides Oceanside and/or Moreno Valley
2. Special Education Speech Pathologist
3. 1.1 Special Education Instructional Aide - Oceanside
4. Growth holding for 3 teachers in Oceanside and/or Moreno Valley
5. Growth holding for 2 Instructional Aide Oceanside & Moreno Valley (1 ea.)
6. Mandated compliance with AB1871- Nutritionally Adequate Free & Reduced Meals
7. Equipment to accommodate the storage of the meals for AB1871
8. Implement family counseling services for Moreno Valley site
9. Construction costs for build out of warehouses in Oceanside & Moreno Valley SST Room
10. Alignment of salary schedules to stay competitive in the educational job market
11. Holding for hiring Security Guard
12. Infrastructure and purchase of equipment for new construction needs
13. Painting of existing facilities in Oceanside & Moreno Valley
14. Identify and support unduplicated count students

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2019-2022 Proposed/Adopted Budget**

ENTERPRISE FUND		2018-19 Estimated Actuals Budget	2019-20 Proposed Adopted Budget	2020-21 Projected Budget	2021-22 Projected Budget
A. REVENUES					
1) Revenue Limit Sources	8010-8099	6,676,281	8,472,782	8,904,942	9,242,637
2) Other Federal Revenues	8100-8299	0	0	0	0
3) Other State Revenues	8300-8599	583,796	688,117	688,116	688,116
4) Other Local Revenues	8600-8799	405,580	35,000	35,000	35,000
5) TOTAL REVENUES		7,665,657	9,195,899	9,628,058	9,965,753
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	2,813,000	3,740,369	3,852,580	3,968,157
2) Classified Salaries	2000-2999	750,563	972,858	1,002,044	1,032,105
3) Employee Fringes	3000-3999	1,153,215	1,697,821	1,735,934	1,789,525
4) Books, Supplies, Non-Capital Equip	4000-4999	217,233	570,479	587,593	605,221
5) Services, Other Operating Exp	5000-5999	2,204,457	2,165,983	2,230,962	2,297,891
7) Other Outgo	7100-7299	0	0	0	0
8) Direct Support/Indirect Costs	7300-7399	0	0	0	0
9) TOTAL EXPENDITURES		7,138,467	9,147,510	9,409,114	9,692,900
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES & USES		527,190	48,389	218,944	272,853
D. Other Financing Sources/Uses					
1) Interfund Transfers In - 8919		80,000			
2) Interfund Transfers Out - 7619		-80,000			
E. Net Increase(Decrease) in Fund Balance		527,190	48,389	218,944	272,853
F. FUND BALANCE, RESERVES					
1) Fund 62/62-01 Beginning Balance/July 1		5,208,237	5,735,427	5,783,815	6,002,759
2) Ending Balance		5,735,427	5,783,815	6,002,759	6,275,612
Components of Fund Balance					
Restricted for Econ Uncert.		214,154	274,425	282,273	290,787
Restricted for Special Purposes		5,521,273	5,509,390	5,720,486	5,984,825
Undesignated		0	0	0	0
Total Components of Fund Balance		5,735,427	5,783,815	6,002,759	6,275,612

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2019-2022 Proposed/Adopted Budget**

		2018-19 Estimated Actuals	2019-20 Proposed Adopted	2020-21 Projected Budget	2021-22 Projected Budget
Designated for Economic Uncertainty		214,154	274,425	282,273	290,787
	TOTAL	214,154	274,425	282,273	290,787
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		4,878,040	4,766,157	4,877,253	5,041,592
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	200,000	300,000	400,000
	TOTAL	5,521,273	5,509,390	5,720,486	5,984,825
Undesignated	9790-000	(0)	(0)	(0)	0
	TOTAL	(0)	(0)	(0)	0
	TOTAL RESERVES	5,735,427	5,783,815	6,002,759	6,275,612

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2019-2022 Proposed/Adopted Budget**

	2019-20 PROJECTED	2020-21 PROJECTED	2021-22 PROJECTED
<u>REVENUE</u>			
1. COLA	3.26%	3.00%	2.80%
2. LOTTERY	\$151.00	\$151.00	\$151.00
3. ENROLLMENT ESTIMATES			
Totals	630	630	630
4. ENROLLMENT INCREASE(DECREASE)	40	0	0
5. REVENUE LIMIT ADA	778.74	778.74	778.74
<u>EXPENDITURES</u>			
1. FRINGE BENEFIT RATES			
STRS State Teachers Retirement System	16.70%	18.100%	17.80%
PERS Public Employee Retirement System	20.733%	23.600%	24.900%
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	1.45%	1.45%	1.45%
Health Insurance cost per year	\$ 529,644	\$ 545,533	\$ 561,899
Books and Supplies/Other Operating Services	5%	3%	3%

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2019-2022 Proposed/Adopted Budget**

REVENUES	2019-20	2020-21	2021-22
<i>Total Student Enrollment</i>	630	630	630
<i>Total Student ADA</i>	778.74	778.74	778.74
Student ADA at 111% - MS - Grade K-3	11.99	11.99	11.99
Student ADA at 111% - MS - Grade 4-6	54.40	54.40	54.40
Student ADA at 111% - MS - Grade 7-8	113.51	113.51	113.51
Student ADA at 111% - HS - Grade 9-12	598.84	598.84	598.84
Revenue Limit Sources			
0000-000 8011 LCFF Base Funding	4,002,686	4,207,451	4,423,217
0000-000-8011-001 LCFF Base Funding Prior Year	0	0	0
0000-500-8011 Supplemental & Concentration Grants	1,286,064	1,513,599	1,635,528
0000-500-8011-001 Supplemental & Concentratio Grants PY	0	0	0
1400-000-8012 Education Protection Account	1,209,620	1,209,480	1,209,480
1400-000-8012-001 Education Protection Account Prior Year	0	0	0
0000-000-8096 In lieu of Property Taxes-Included in Prin Appor	1,974,412	1,974,412	1,974,412
0000-000-8096-001 In lieu of Property Tax Prior Year	0	0	0
TOTALS	8,472,782	8,904,942	9,242,637
Other State Revenues			
0000-000-8550 Mandated Costs	27,033	27,033	27,033
1100-000-8560 State Lottery - CY Unrestricted	102,949	102,949	102,949
1100-000-8560-001 State Lottery - Prior Year Unrestricted	0	0	0
6300-000-8560 State Lottery - CY Restricted	36,134	36,134	36,134
6500000-8590 Special Education	520,000	520,000	520,000
Various-8590 Star Testing Revenue	2,000	2,000	2,000
TOTALS	688,117	688,116	688,116
Other Local Revenues			
0000-000-8660 Interest	25,000	25,000	25,000
0000-000-8699 All other local revenue	10,000	10,000	10,000
0000-000-8699 Microsoft Voucher Funds	0	0	0
TOTALS	35,000	35,000	35,000
TOTAL REVENUE	\$9,195,899	\$9,628,058	\$9,965,753

**PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2019-2022 Proposed/Adopted Budget**

EXPENDITURES		2019-20	2020-21	2021-22
		21.9	21.9	21.9
<i>Certificated Salaries</i>				
1000-1999		3,740,369	3,852,580	3,968,157
Teacher salaries based on 21.9 FTE				
Admin Salaries 3.7FTE				
<i>Classified Salaries</i>				
2000-2999		972,858	1,002,044	1,032,105
Support staff & office salaries 7.5 FTE				
Admin Salaries 1.0 FTE				
<i>Employee Fringes</i>				
3111/3211 STRS		683,234	697,317	706,332
3212 PERS		201,541	236,482	256,994
3311/3312 Social Security		64,941	62,127	63,991
3321/3322 Medicare		68,713	70,392	72,504
3401/3402 Health & Welfare Benefits		529,644	545,533	561,899
3501/3502 Unemployment Insurance		52,127	53,691	55,302
3601/3602 Workman's Compensation Ins.		97,621	70,392	72,504
TOTALS		1,697,821	1,735,934	1,789,525
<i>Books and Supplies</i>				
4000-4999		570,479	587,593	605,221
<i>Services, Other Operating Expense</i>				
5000-5999		2,165,983	2,230,962	2,297,891
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		\$9,147,510	\$9,409,114	\$9,692,900

LCFF Calculator Universal Assumptions					
Pacific View Charter (3731221) - 2019-2020 Proposed					3/22/2019
Summary of Funding					
	2018-19	2019-20	2020-21	2021-22	2022-23
Target Components:					
COLA & Augmentation	3.70%	3.46%	2.86%	2.92%	2.90%
Base Grant	5,909,645	7,031,571	7,232,518	7,443,827	7,659,742
Grade Span Adjustment	130,465	155,147	159,613	164,094	169,171
Supplemental Grant	759,241	932,118	1,013,313	1,065,109	1,096,048
Concentration Grant	237,075	353,946	500,447	570,594	587,169
Add-ons	-	-	-	-	-
Total Target	7,036,426	8,472,782	8,905,891	9,243,624	9,512,130
Transition Components:					
Target	\$ 7,036,426	\$ 8,472,782	\$ 8,905,891	\$ 9,243,624	\$ 9,512,130
Funded Based on Target Formula (PY P-2)	FALSE	TRUE	TRUE	TRUE	TRUE
Floor	6,443,202	8,089,136	8,089,136	8,089,136	8,089,136
Remaining Need after Gap (Informational only):					
Gap %	100%	100%	100%	100%	100%
Current Year Gap Funding	593,224	-	-	-	-
Miscellaneous Adjustments	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-
Additional State Aid	-	-	-	-	-
Total LCFF Entitlement	\$ 7,036,426	\$ 8,472,782	\$ 8,905,891	\$ 9,243,624	\$ 9,512,130
Components of LCFF By Object Code					
	2018-19	2019-20	2020-21	2021-22	2022-23
8011 - State Aid	\$ 4,214,073	\$ 5,288,750	\$ 5,721,859	\$ 6,059,592	\$ 6,328,098
8011 - Fair Share	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-
EPA (for LCFF Calculation purposes)	1,051,835	1,209,620	1,209,620	1,209,620	1,209,620
Local Revenue Sources:					
8021 to 8089 - Property Taxes	-	-	-	-	-
8096 - In-Lieu of Property Taxes	1,770,518	1,974,412	1,974,412	1,974,412	1,974,412
Property Taxes net of in-lieu	-	-	-	-	-
TOTAL FUNDING	\$ 7,036,426	\$ 8,472,782	\$ 8,905,891	\$ 9,243,624	\$ 9,512,130
Basic Aid Status	-	-	-	-	-
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ 7,036,426	\$ 8,472,782	\$ 8,905,891	\$ 9,243,624	\$ 9,512,130
EPA Details					
% of Adjusted Revenue Limit - Annual	25.89000000%	25.89000000%	25.89000000%	25.89000000%	25.89000000%
% of Adjusted Revenue Limit - P-2	25.89000000%	25.89000000%	25.89000000%	25.89000000%	25.89000000%
EPA (for LCFF Calculation purposes)	\$ 1,051,835	\$ 1,209,620	\$ 1,209,620	\$ 1,209,620	\$ 1,209,620
8012 - EPA, Current Year Receipt	-	-	-	-	-
(P-2 plus Current Year Accrual)	1,051,835	1,209,620	1,209,620	1,209,620	1,209,620
8019 - EPA, Prior Year Adjustment	-	-	0	0	0
(P-A less Prior Year Accrual)	-	-	-	-	-
Accrual (from Assumptions)	-	-	-	-	-
Summary of Student Population					
	2018-19	2019-20	2020-21	2021-22	2022-23
Unduplicated Pupil Population					
Enrollment	590	630	630	630	630
COE Enrollment	-	-	-	-	-
Total Enrollment	590	630	630	630	630
Unduplicated Pupil Count					
COE Unduplicated Pupil Count	-	-	-	-	-
Total Unduplicated Pupil Count	386	441	441	441	441
Rolling %, Supplemental Grant	62.8500%	64.8500%	68.5400%	70.0000%	70.0000%
Rolling %, Concentration Grant	62.8500%	64.8500%	68.5400%	70.0000%	70.0000%
FUNDED ADA					
Adjusted Base Grant ADA	Current Year	Current Year	Current Year	Current Year	Current Year
Grades TK-3	10.43	11.99	11.99	11.99	11.99
Grades 4-6	47.30	54.40	54.40	54.40	54.40
Grades 7-8	98.70	113.51	113.51	113.51	113.51
Grades 9-12	520.73	598.84	598.84	598.84	598.84
Total Adjusted Base Grant ADA	677.16	778.74	778.74	778.74	778.74
Necessary Small School ADA	Current year	Current year	Current year	Current year	Current year
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-
Total Funded ADA	677.16	778.74	778.74	778.74	778.74
ACTUAL ADA (Current Year Only)					
Grades TK-3	10.43	11.99	11.99	11.99	11.99
Grades 4-6	47.30	54.40	54.40	54.40	54.40
Grades 7-8	98.70	113.51	113.51	113.51	113.51
Grades 9-12	520.73	598.84	598.84	598.84	598.84
Total Actual ADA	677.16	778.74	778.74	778.74	778.74
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-
LCAP Percentage to Increase or Improve Services					
	2018-19	2019-20	2020-21	2021-22	2022-23
Current year estimated supplemental and concer	\$ 996,316	\$ 1,286,064	\$ 1,513,760	\$ 1,635,703	\$ 1,683,217
Current year Percentage to increase or improve :	16.49%	17.90%	20.48%	21.50%	21.50%

SSC School District and Charter School Financial Projection Dartboard 2019-20 Governor's May Revision

This version of School Services of California, Inc., (SSC) Financial Projection Dartboard is based on the 2019-20 Governor's May Revision proposal. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF ENTITLEMENT FACTORS				
Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2018-19 Base Grants	\$7,459	\$7,571	\$7,796	\$9,034
COLA at 3.26%	\$243	\$247	\$254	\$295
2019-20 Base Grants	\$7,702	\$7,818	\$8,050	\$9,329
Grade Span Adjustment Factors	10.4%	—	—	2.6%
Grade Span Adjustment Amounts	\$801	—	—	\$243
2019-20 Adjusted Base Grants	\$8,503	\$7,818	\$8,050	\$9,572
Supplemental Grants (% Adj. Base)	20%	20%	20%	20%
Concentration Grants	50%	50%	50%	50%
Concentration Grant Threshold	55%	55%	55%	55%

LCFF DARTBOARD FACTORS					
Factors	2018-19	2019-20	2020-21	2021-22	2022-23
Department of Finance Gap Funding Percentage	100.00%	—	—	—	—
COLA ¹	3.70%	3.26%	3.00%	2.80%	3.16%

PLANNING FACTORS					
Factors	2018-19	2019-20	2020-21	2021-22	2022-23
Statutory COLA ²	2.71%	3.26%	3.00%	2.80%	3.16%
California CPI	3.64%	3.38%	3.16%	3.05%	3.13%
California Lottery ³	Unrestricted per ADA	\$151	\$151	\$151	\$151
	Restricted per ADA	\$53	\$53	\$53	\$53
Mandate Block Grant (District)	Grades K-8 per ADA	\$31.16	\$32.18	\$33.15	\$34.08
	Grades 9-12 per ADA	\$59.83	\$61.94	\$63.80	\$65.59
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$16.33	\$16.86	\$17.37	\$17.86
	Grades 9-12 per ADA	\$45.23	\$46.87	\$48.28	\$49.63
One-Time Discretionary Funds per ADA	\$184	—	—	—	—
Interest Rate for Ten-Year Treasuries	2.70%	2.85%	2.70%	2.80%	2.90%
CalPERS Employer Rate ⁴	18.062%	20.733%	23.60%	24.90%	25.70%
CalSTRS Employer Rate ⁵	16.28%	16.70%	18.10%	17.80%	17.80%

STATE MINIMUM RESERVE REQUIREMENTS	
Reserve Requirement	District ADA Range
The greater of 5% or \$67,000 ⁶	0 to 300
The greater of 4% or \$67,000 ⁶	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and higher

¹2018-19 rate includes statutory COLA of 2.71% plus an augmentation of 0.99% represented by an additional \$670 million for school districts and charter schools. County offices of education receive only the statutory COLA.

²Applies to Special Education, Child Nutrition, Preschool, Foster Youth, American Indian Education Centers/American Indian Early Childhood Education and Mandate Block Grant.

³Rates are anticipated to increase once the Lottery Commission releases its revenue estimate in late May 2019.

⁴California Public Employees' Retirement System (CalPERS) rate is final for 2018-19 and 2019-20 fiscal years.

⁵California State Teachers' Retirement System (CalSTRS) rates for 2019-20 and beyond are subsidized based on the Governor's Budget Proposal.

⁶Rate adjusts upward to \$69,000 beginning in 2019-20.

Pacific View Charter School
Working Adopted Budget
Charter Number 247
CDE Number 37-73569
Fiscal Year 2019/20
Charter School Certification

2019-20 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

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[2019-20]

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Pacific View Charter School	Gina Campbell, Executive Director	gcampbell1@pacificview.org 760-757-0161

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Pacific View Charter School is a direct-funded K-12 WASC-accredited charter school situated in Oceanside serving approximately 500 students each year. It provides a combination/hybrid of classroom and non-classroom-based instruction through a Personalized Learning Model. In August 2015, PVCS opened an additional site in Moreno Valley, which currently serves 200 students in grades K-12, through a non-classroom based Learning Center.

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). The students who come to Pacific View are those seeking an alternative to the traditional school setting. Pacific View Charter School provides a personalized learning program that is designed to meet the needs of each individual student. Through the collaborative efforts of the Supervisory Teacher, the parent/guardian, and the student a personalized

learning plan is developed to address the academic needs of the student while providing as safe and nurturing environment rich in activities and opportunities to build both academic and social skills. The majority of the high school students enter in the 11th and 12th grade years, usually after being unsuccessful at another school. Many of these students arrive credit deficient and/or lacking in foundational skills. The personalized learning model at Pacific View allows students at any grade level to take intervention courses and received targeted personalized instruction to build skills. The two track model in the high school program also allows high school students the option of a longer school year to catch up on credits and potentially graduate on time when they may not have been able to at their school of residence.

PVCS serves the community by giving at-risk students an educational program that meets their social, emotional and academic needs and allows them to remain in school until graduation, which may go beyond four years. At the elementary and middle school level, students often enroll at PVCS for the smaller school environment or to escape an unhealthy social environment. The school continues to work towards 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 and NGSS aligned academic curriculum and provides numerous academic interventions to address the learning gaps of its students. PVCS provides students with a small, safe environment in which all students are nurtured and encouraged to thrive.

LCAP Highlights

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

Highlights for the 2019/20 LCAP include:

- Streamlining of goals, actions and services to reduce redundancy
- Focus on improving services and programs in Special Education
- Expanded focus on student safety
- Continue to provide staff development through Instructional Framework

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Students made gains in all areas on the state assessments with the exception of one category from last year to this.

Graduating largest class of 114, with 28 students earning honor cords (3.0 GPA or higher), 11 - 5th year seniors, 15 graduating early.

An increase of students applying for FAFSA from 36 to 50 students.

Successful transition into own LEA for special education

School Psychologist and Family Therapist continue to work to support students' social and emotional needs

Developed and implemented Instructional Framework to support teaching and learning.

Continue to implement behavior management system founded in Restorative Practices, resulting in a suspension rate of 4%

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

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). Last year (2017-18), 86% of 11th grade students were enrolled in math courses below Math 3. There is an identified need to offer quality instruction and training in appropriate class placement, in order to increase the number of students enrolling in Math 3 or above, while still serving the students with deficient skills in math through remediation courses.

Graduation Rate -

PVCS has recently discovered that the data reported from CALPADs to the state for graduation rates was being reported inaccurately and that many students who had not dropped out were being reported as such. PVCS has taken steps in this year to correct this data for the 17/18 school year, but cannot make changes to the previous years and are currently waiting for an updated state graduation rate. In addition, the facts 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. For this reason, PVCS also examines internal graduation data. 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.

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

Academics Performance ELA - students with disabilities (red vs. yellow for all)

In collaboration with the El Dorado Selpa, Pacific View is developing a performance indicator review plan to meet the needs of these students. The following root causes were identified that contributed to the ELA performance gap for students with disabilities:

1. Teachers in need of further professional development in the areas of behavior management.

2. Teachers in need of further professional development in differentiated instruction.

3. There was an increased enrollment of students with wider levels of need in the 18/19 school year and additional staffing is needed to address these needs.

To address these causes, the following are planned actions for the 19/20 school year and the corresponding Goals:

Root Cause #1: Education Specialists will lead all staff professional development in positive behavioral supports for students with special needs (Goal 1). Education Specialists and Paraeducators will attend trainings offered through El Dorado Selpa (Goal 3). All staff will receive Restorative Practice professional development (Goal 1)

Root Cause #2: Teachers will continue to receive training in modifications and accommodations in instruction through the Instructional Framework training and sharing of best practices in PLCs (Goal 2, Goal 3)

Root Cause #3: PVCS will expand current Special Education staff and create and monitor a service schedule for all students with disabilities (Goal 3)

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.

Pacific View Charter School

Support for Identified Schools

Describe how the LEA supported 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.

As PVCS is a single-school LEA, the entire LCAP process serves as the CSI plan. See goals, actions and services in 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.

The CSI plan will be monitored in conjunction with the monitoring of the LCAP, through periodic LCAP administrative meetings, an evaluation of semester grades and STAR Enterprise scores and through mid and end of year surveys for all stakeholders.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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

Local Priorities: School Climate

Annual Measurable Outcomes

Expected

Actual

Students will increase knowledge of post secondary options and build relationships with local businesses.

Students have increased knowledge by attending college and career presentations, field trips and participating in work experience.

All students have access and exposure to college and career presentations and field trips

The increase in number of college field trips and number of students who attend has increased student exposure.

Students will continue to build positive relationships through a peer mentoring program.

Research was conducted on peer mentoring programs. Focus will shift to high school students providing guidance to middle school students during lunch periods.

Students will be recognized for positive relationship building and following school code of conduct

Awards and recognition further reinforced schoolwide code of conduct and allowed increased opportunities for students to demonstrate pride in their school.

Students will have an alternative to suspension

Students and families participated in student support team meetings, mediations and formal/informal conferences which created an increase in behavior accountability without suspension.

More students and parents will receive assistance applying for colleges and financial aid and will have access to the experience of visiting colleges	50 students submitted FAFSA this year, an increase from 36 in the previous year.
Staff and students will be better prepared for a potential lockdown situation	Due to continued school growth, more training is needed.
Decrease the number of unauthorized visitors and activity on campus	The revamping of the sign in/out procedures on campus and streamlining of the drop off/pick up procedures has decreased the number of unauthorized visitors.
Increase of growth mindset activities for students and instructional practices to increase motivation and decrease dropout rate.	Growth mindset activities will continue into the next school year
Increase student motivation and success through implementation of instructional framework and instructional focus.	Instructional framework training will continue into the next school year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop plan for teaching students in grades K8 about post-secondary options.	School counselor and exploratory teacher collaborated on college and career units including college entry requirements, career assessments, and financial aid	15,819 Administration Budget 62-00-0000-4300/5200/ 5800	\$15,828 Administration Budget 62-00-0000-4300/5200/ 5800
Develop and host resume building and interview skills workshops for students	Resume and interview workshops were conducted with 60 students participating	19,135 Curriculum Budget 62-0-000-4300/5800	\$18,217 Curriculum Budget 6200-4300/5800
Continue to host college and career presentations and expand to 6-8 and increase number in Moreno Valley.	One college and career presentation in MV middle school. School counselor and exploratory teacher collaborated on college and career units including college entry requirements, career assessments, and financial aid	8,310 MIS Budget 62-00-0000-4300	\$9,332 MIS Budget 62-00-0000-4300

Increase number of presentations on certificate programs offered by local organizations and explore possibility of offering credit for programs.	1 presentation from MCC TCI and 1 field trip to visit TCI site. Research for credit is ongoing.	32,472 M & O Budget 62-00-0000-4300/5800	\$31,810 M & O Budget 62-00-0000-4300/5800
Expand the number of students participating in student clubs.	Number of clubs has increased steadily: 2016 - 2 Oceanside, 0 MV. 2017 - 4 Oceanside, 0 MV. 2018 - 8 Oceanside, 2 MV	91,805 Personnel Budget 62-00-0000 & 1400/1100/1200/1300/ 2100/2300/2400 & 3000's	\$125,152. Personnel Budget 62-00-0000 2100/2300/2400 & 3000's
Expand middle school schedule in Moreno Valley to include Enrichment and Intervention	Enrichment/Intervention period added to the end of the day for MV middle school	11,006 Marketing Budget 62-00-0000-5800	\$5,272 Marketing Budget 62-00-0000-5800
Increase the number of visits to public and private colleges with an emphasis on particular program visits.	Six visits to colleges as opposed to 4 in the previous year.		
Increase frequency and effectiveness of lock down drills through annual staff training at beginning of each school year	Staff training conducted at beginning of school year. 1 lock down drill conducted.		
Research current trends in school safety and preparedness and continue to collaborate with law enforcement	OPD conducted Gang Awareness training for all staff. Screen Dependency and Technology Addiction training for all staff. Newly hired employees complete state created suicide prevention training. Staff-wide training in suicide prevention is conducted every 3 years.		
Research possibility of installing security cameras at Moreno Valley site.	Research has been conducted but funds exceed school budget for this year.		
Continue to have monthly detection dogs on campus to ensure student safety	Detection canine visits were added for MV in Spring 2019		
Embed growth mindset activities in intervention courses in grades 6-12	Embedded in High School intervention courses and math courses. Continued need for additional training for new teachers.		
Implement schoolwide instructional framework, system of teacher evaluation,	Year-long training conducted on Framework. Evaluation system created		

and instructional focus to drive teaching and learning.

and introduced to all staff, will be implemented next year. Focus for this school year was on learning the framework. Instructional focus was not identified.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

School safety was reinforced through new sign in/out process for visitors. Local police department conducted gang awareness training to assist staff in identifying possible gang related activity on school campuses. Canine detection dogs were added in Moreno Valley and increased in Oceanside to mitigate controlled substances being brought to campus. Code of conduct was reinforced through implementation of awards and recognition program. School connectedness and motivation was increased through awards program and research was conducted to implement a peer mentoring program and an increase in the number of student clubs. School events such as field days and winter festival were well attended and contributed to increased student motivation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Increase in number of college trips and student attendance on trips as well as an increase in students completing FAFSA helped more students prepare for entrance into community colleges, universities or the workforce. Students accessing campus to complete independent study courses as well as participating in workshops and presentations increased, demonstrating continued student engagement. Parent participation at school events continues to increase each year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2018/19 LCAP budget was based upon 2018/19 Proposed/Adopted. Many changes have taken place throughout the ensuing school year. Estimated Actuals are the most accurate presentation of where expenditures are anticipated to be by June 30, 2019. Unaudited actuals will be completed upon final closing of 2018/19 in August 2019.

Following are explanations of some changes:

Personnel

- Increase in classified salary due to Bilingual staff hired to help support students
- Re-evaluation of the Marketing Budget and refinement of the marketing campaign

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The following changes were made from this year to the next year. The corresponding changes for the next year can be found in the Goals/Actions/Services sections, identified below:

1. Only one lockdown drill was conducted in 18/19. Research will continue on alternative response theories and additional training on active shooter response will be conducted in 19/20 as identified in Goal 1.
2. Security cameras in Moreno Valley were not installed due to cost. Because of the small size of the campus and the proximity to the local police station, this action is tabled and does not appear in the 19/20 LCAP
3. Instructional Focus was moved to the 19/20 school year so that faculty could focus on learning about the Instructional Framework during this year. Actions related to the implementation of a schoolwide instructional focus can be found in Goal 2.
4. All actions/services related to college and career readiness have been moved to Goal 4, to streamline the goals/actions/services in the 19/20 LCAP.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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: Professional Development, Improvements in Reading

Annual Measurable Outcomes

Expected	Actual
Implementation of targeted reading strategies and vocabulary development for below grade level readers.	Leveled reading groups were created and led by credentialed teachers which resulted in 76% of urgent intervention students made significant gains in reading in grade 6 (the largest intervention group in the school)
Increase in student participation and engagement in math courses to improve performance	Instructional framework training included training on engagement strategies that were employed by teachers, resulting in 50% of Tier 4 (urgent intervention) high school students testing at urgent intervention in math moved by a proficiency band during the school year and 61% of Tier 3 (intervention) students moved one band.
Increases in student productivity and learning and improvement in student behavior through restorative strategies.	Increase in number of students accessing campus qualitatively demonstrated an increase in student productivity. Suspension rate of 4% remained

	constant due to use of restorative strategies for behavior management
Improvement in performance for most struggling students including passing rates in courses and gains in math and reading intervention	In high school 30% of tier 4 students made gains in reading and 50% in math, indicating a continued need to support reading growth.
Staff is prepared to intervene and react appropriately to student mental health issues	Staff reacts appropriately in crisis situations as well as to provide emotional support as needed
Maintain low suspension rate	Suspension rate of 4% for 18/19 school year

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement instructional focus schoolwide and provide staff development in reading strategies and vocabulary development.	Instructional focus was moved to the next school year to allow staff the 18/19 year to learn the Instructional Framework prior to adding a focus.	8,092 Administrative Budget	\$12,849 Administrative Budget-5200-060
Provide schoolwide training from SDCOE in ELA strategies.	Focused schoolwide trainings on learning Instructional Framework and introduced a system of evaluations for staff.	81,823 Curriculum Budget 62-00-0000-4300/ 5200/5800	\$81,872 Curriculum Budget 62-00-0000-4300/ 5200/5800
Send teachers to training on math talk	Trainings were not held as planned due to cancellations at SDCOE, however, inhouse training on collaborative learning was held for all teachers.	429,834 Personnel Budget 62-00-0000 & 1400- 1100/1200/1300/ 3000's	\$381,711 Personnel Budget 62-00-0000 & 1400- 1100/1200/1300/ 3000's
Research other schools to send math teachers for observation of math instruction.	Research will continue into next school year		

Train teachers in schoolwide instructional framework.	Teachers were trained in Instructional Framework		
Train teachers restorative practices through SDCOE	<p>Moved to 19/20 school year. 3 teachers attended training on behavior management for struggling learners.</p> <p>All teachers have embraced the schoolwide Tiers for intervention, which includes creating Student Support Plans for struggling students, Code of Conduct Violations and reflections and appropriate training on when to call a Student Support Team meeting for students.</p>		
Train teachers to use Star Enterprise instructional planning reports to target gaps in learning and provide intervention in classes and meetings.	Training has been conducted with intervention teachers with plans to expand to all teachers by next year.		
In house review of student mental health needs to ensure students are receiving appropriate support.	New staff will be trained in mental health needs and counseling will train all staff as necessary. Screen Dependency training conducted schoolwide in January 2019.		
Develop and implement an alternative to suspension program for students violating code of conduct.	Students and families participated in student support team meetings, mediations and formal/informal conferences which created an increase in behavior accountability without suspension.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teachers were trained in all domains of the Instructional Framework to support teaching and learning. Inhouse collaboration and sharing of best practices occurred in weekly PLC meetings. Teachers received training and support in new reading intervention program at both sites.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Supports for behavior were effective, resulting in a suspension rate of 4%. Supports for teachers were effective, however work will need to continue into the next school year. Change from Instructional Focus training to just supporting teachers in the learning of the Framework resulted in less focus on reading instruction in professional development than was planned. As results from Star Enterprise continue to indicate, a schoolwide focus on reading is necessary next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Realignment of the training for teachers to implement Instructional focus in the upcoming year
With the cancellation of the trainings offered staff participation in ELA and Math will be scheduled for the next school year
Professional Development opportunities and Conferences were attended by additional staff in regards to Common Core State Standards, teaching strategies and leadership

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The following changes were made from this year to the next year. The corresponding changes for the next year can be found in the Goals/Actions/Services sections, identified below:

1. Instructional Focus was moved to the 19/20 school year so that faculty could focus on learning about the Instructional Framework during this year. Actions related to the implementation of a schoolwide instructional focus can be found in Goal 2.
2. Trainings on reading strategies will be incorporated into schoolwide instructional focus and can be found in Goal 2.
3. Training for math teachers on dialog in math classes was not held outside of schoolwide training on collaboration. Research will continue on training/observations of other math programs, as found in Goal 2.

4. Restorative practices training was moved to the 19/20 school year and can be found in Goal 2
5. Continued training on using Instructional Planning reports in STAR Enterprise will continue into next school year and can be found in Goal 2.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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: Data driven decision making

Annual Measurable Outcomes

Expected	Actual
Full implementation of new history framework in middle school and high school world history course.	All students received instruction aligned to the new HSS framework in middle school and high school World History course
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	Students were appropriately placed into interventions and exited as appropriate. 66% of students received As and Bs in Literacy Prep and only 7% of students failed. 5 students were exited out of Literacy Prep due to gains made in the course. In high school 30% of tier 4 students made gains in reading and 50% in math, indicating a continued need to support reading growth.
Curricular modifications will be made to best meet students needs based on input from all departments	PLCs met weekly to evaluate curriculum and recommend modifications as needed with input from Education Specialists
Students will be appropriately placed in curriculum so more students have access to A-G approved courses	The number of students enrolled in Foundations courses stayed low in ELA and Science courses and dropped in

	the World History course. This is due to extra support provided though the new curriculum.
Improve retention rates for students	Retention of students continue to improve (from 252 in 2018 to 297 in 2019)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide staff training in new HSS curriculum	All staff trained in new framework and new World History course. Will continue training for new Civics course to launch Aug. 2019	3,932 Administration Budget 62-00-0000-5800/5900	\$ 3,226 Administration Budget 62-00-0000-5800/5900
Monitor implementation of World History course and make appropriate modifications as needed.	See above	14,378 Curriculum Budget 62-00-0000-4300/5800	\$59,746 Curriculum Budget 62-00-0000-4300/5800
Implement new Student Information System for better data collection and reports.	Decision made to switch to Infinite Campus. Expected launch date August 2019	792,987 Personnel Budget 62-00-0000 & 1400/1100/1200/1300/3000's	\$933,574 Personnel Budget 62-00-0000 & 1400/1100/1200/1300/3000's
Develop progress monitoring and exit criteria for middle school intervention courses.	Teachers and admin received training on data analysis for iLit reading intervention. Will continue to develop progress monitoring for math interventions		
Provide targeted intervention in math and language arts intervention periods middle school.	Intervention groups were created for middle school math and language arts courses		

Continue analysis of end of semester grades in subject and cross curricular PLCs	PLCs and administration evaluates semester grades 2x per year and SBAC data annually to inform curricular and instructional decisions.		
Continue to train teachers in appropriate placement in curriculum and use of course modifications.	Ongoing training in curriculum and course modifications occurs through curriculum committee and PLC Leads.		
Continue to monitor progress and adjust instruction in math and reading based on STAR Enterprise assessments.	Students were placed in appropriate curriculum and intervention groups and tested periodically throughout the year.		
Track passing rates for students in all courses	PLCs and administration evaluates semester grades 2x per year and SBAC data annually to inform curricular and instructional decisions.		
Revise disenrollment process	Process has been revised and all students are given the 5 day notice as required by law.		
Develop and implement an internal Special Education department to appropriately service students with special needs.	Internal SPED department created with 4 Resource Specialist positions and 1 School Psychologist. Contracted services for APE, Speech, OT		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Staff met and collaborated weekly to review student performance in each subject. There was a focus on student understanding of new framework in social science and implementation of reading intervention programs in ELA. Staff reviewed data from intervention courses and programs to determine effectiveness of the interventions.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Student grades improved in World History as a result of the implementation of the new curriculum. Interventions continue to be an area of struggle. In the next school year, PVCS will require that credentialed teachers are the ones running intervention groups as opposed to aides and support staff as the highest growth was seen for students whose intervention courses were taught by their teacher.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Personnel- Internal Special Education Department created with Resource teachers, Instructional Aides with contracted Speech, OT, APE. For next year we have hired a permanent Speech Pathologist and are going to hire a Special Education Coordinator

Curriculum - Purchase of a new LMS - Infinite Campus for SIS and HR

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The following changes were made from this year to the next year. The corresponding changes for the next year can be found in the Goals/Actions/Services sections, identified below:

1. Switch to a new student information system will not occur until 19/20 and data collection methods will not be fully understood until this time. New actions will be developed based on the new system and will appear in Goal 3.
2. Analysis of effectiveness of and placement in interventions will continue into next year with more oversight by administration and will be identified in Goal 3.
3. Internal SPED department will continue to grow and more input by that staff will be required on data analysis in the next school year, which will be found in Goal 3.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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: Access to curriculum, improve graduation rates

Annual Measurable Outcomes

Expected	Actual
Students will be taught by qualified California credentialed teachers	All core courses taught by credentialed teachers.
Increase number of Math 3 classes offered.	Doubled the number of math 3 courses taught in the school year.
Increase instructional support in math and reading for grades 6-12	Support was increased through additional intervention periods as well as additional tutoring.
Maintain a clean and safe facility	Facility is clean and safe. More information about this outcome is addressed in Goal #1.
Students have exposure to a full range of post-secondary options.	Increased services including field trips, counseling sessions and college and career presentations resulted in more students having exposure to post-secondary opportunities.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire only California credentialed teachers for core subject	All teachers are appropriately credentialed	858,548 Administration Budget 62-00-0000-000- 3212/3501/4300/52 00/5300/5800/5900	\$723,922 Administration Budget 62-00-0000-000- 3212/3501/4300/52 00/5300/5800/5900
Send school Counselor to training on college admissions and financial aid for students	Counselor attended 3 conferences on college admissions and financial aid	149,491 Curriculum Budget 62-00-0000/4100/ 4300/5200	\$120,486 Curriculum Budget 62-00-0000/4100/ 4300/5200/5800
Continue to conduct financial aid workshop for families and individual counseling by appointment	Financial Aid & FAFSA information is provided to all seniors and early graduates on an individual appointment basis. 1 Financial Aid presentation in MV and 1 Financial Aid presentation in Oside conducted in Fall	3,043,535 Personnel Budget 62-00-0000 & 1400/1100/1200/ 1300, 3000's	\$3,184,342 Personnel Budget 62-00-0000 & 1400/1100/1200/ 1300, 3000's
Conduct resume writing and interview workshops for students	Students complete resume and interview assignments in Careers class and two workshops were held.	75,279 MIS Budget 62-00-0000/4300/ 5200/5800/5900	\$71,165 MIS Budget 62-00-0000/4300/ 5200/5800/5900
Increase the number of Math 3 courses offered each year	The number of Math 3 courses has increased each year as more students are prepared for the course. 97 students took Math 3, a 30% increase from last year. .	323,054 Maintenance & Operations Budget 62-00-0000/4300/ 5200/5800/5900	\$608,971 Maintenance & Operations Budget 62-00-0000/4300/ 5200/5800/5900
Change reading intervention programs for students grades 6-12 to personalize learning	Reading intervention programs were changed in middle and high school at the beginning of the school year.	16,069 Graduation Budget 62-00-0000/4300/	\$15,626 Graduation Budget 62-00-0000/4300/

		5200	5200/5800090
Increase math intervention services through additional tutoring	3 additional instructional aide positions were created and filled for this school year to increase the amount of tutoring for Math and ELA. Additional math extension period added to the middle school schedule. Additional tutoring provided in Math Readiness courses in high school.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

By hiring California credentialed teachers, all students had access to quality instruction and common-core aligned curriculum. PVCS continues to expose students to a wide range of college and career opportunities by offering onsite presentations, resume and interview workshops and individual counseling with the school counselor.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

PVCS graduated the largest class of 114 students in 2019. 93% of graduating students left PVCS with a plan for college or career, an increase from 76% in the previous year, indicating that the efforts to prepare students for live after high school have been overwhelmingly successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Replacement and acquisition of high school textbooks for new curriculum
Polyurethane Spray Foam Roofing System -white cool roof
21.72 kw 55 Panel Solar Roof mounted system
Upgraded to 4,5,7.5 10 & 15 ton Carrier HVAC heat pump roof top package units including distech controls throughout the entire Moreno Valley facility

Campus wide LED lighting retrofit for Moreno Valley site
 Construction of private counseling office to support School Psychologist at the Oceanside site
 Architectural drawings and permits for Oceanside facility expansion
 Radios for additional staff
 Maintenance and upkeep of security cameras
 Comprehensive 5 day per week campus wide janitorial program
 ERGO assessments and replacement furnishings for staff offices
 Electrical and plumbing maintenance services
 Special Education Department staffing- A full-time school psychologist exclusively for Pacific View Charter students, 4-full-time Education Specialist teachers, 3-part-time Special Education Instructional Aides. Additionally vendor provided OT, APE, Speech, Interpreter, Instructional Aides for our Special Ed population

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The following changes were made from this year to the next year. The corresponding changes for the next year can be found in the Goals/Actions/Services sections, identified below:

1. There was an increase in the number of resume/interview workshops beyond what was planned through the Careers course. (Goal 4)
2. Math intervention was increased through the addition of a period in the middle school schedule as well as increased instructional aide support as originally planned. (Goal 2)

Stakeholder Engagement

LCAP Year: 2019-2020

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Parents play an active role at Pacific View Charter School. Parents attend the weekly (or bi-weekly) meetings with their student and supervisory teacher to track student progress. This is also a time for parents 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 held a LCAP informational meeting for families in conjunction with Open House with approximately 25 families in attendance. Twice a year, PVCS sends a survey to parents, staff and students, requesting feedback on the running of the school programs and satisfaction with the education of students. Results from the spring survey are as follows:

Parent Survey: Survey results indicated that parents of PVCS students continue to be satisfied with the education that their child is receiving. 97% of parents rated themselves as satisfied and very satisfied with the school in general which is an increase of 10% from last year and 98% rated their child's experience with their Supervisory Teacher as Good or Great, which is also higher than the previous year's results. 93% believe that their students are receiving appropriate instructional support at PVCS 88% of families believe that PVCS is preparing their students for life beyond high school, a 13 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. The survey also indicates interest by the majority of parents in finding more opportunities to be involved at PVCS, specifically in parent events and workshops (66%). For the first time this year, PVCS included questions in the parent survey to solicit feedback on the four LCAP goals, in conjunction with the LCAP informational meeting held during open house. These open ended questions allowed parents to contribute ideas directly related to each goal. Some feedback includes text messaging services to remind families of events, more events and clubs on campus and a reading incentive program. As an additional way to engage parents, the school tried to launch a parent committee, the Pacific View Parent Committee, at the beginning of this school year. However, due to lack of parent interest in participation, this program was unable to get started. Some parents have expressed that since they are on campus each week and so much more involved with the school than they would be in a traditional environment, they do not want to participate in other ways or feel that this level of participation is sufficient.

However, PVCS will try again in the next school year and continue to research other ways to solicit parent involvement. PVCS also encourages parent participation through the school board and currently has one parent representative serving on the board.

Staff Survey: 87% of staff at PVCS feel they have the necessary tools to be successful at their jobs, which is slight decrease from last year. This year, only 58% of staff stated that they feel that the professional development offered provided useful information that helped them perform better at their jobs, which is a decrease from the previous year. 83% of staff feel that they are effectively monitoring the needs of special education/504 students, which is a dramatic increase from the previous years, indicating that the incorporation of an internal sped department has been beneficial to staff being able to collaborate on serving students with special needs. 83% of staff members stated that they were satisfied with their positions at PVCS, a decrease from 100% from the previous year, but still better than the two years' prior. In addition to the biannual surveys, PVCS seeks input from staff through weekly PLC meetings where departments examine individual assessment and semester grade data. These data meetings help departments refine the curriculum to best suit students. A considerable amount of time this year has also been devoted to learning the new Instructional Framework and exploring how each domain is incorporated into each content department. PLCs examine the LCAP planned actions and services and develop department goals aligned to the LCAP goals. These goals are monitored by the PLCs and reviewed twice per year in Curriculum Committee to track progress on goals and adjust as needed. Information from the PLC meetings are presented at the Curriculum Committee, composed of the Director of Curriculum and the PLC Lead teachers from each department. Plans and suggestions are then taken to the school leadership team for final approval. School leadership meets weekly in an Advisory council to discuss student progress, school programs and progress towards LCAP/Schoolwide Action Plan goals. Adjustments are made frequently during the school year as the examination of data and recommendations from stakeholders warrants.

Student Survey: There were many new questions added to this year's survey to better understand how students access and use the resources at PVCS. 81% of responding students rated their overall satisfaction with the school as good to great, slightly lower than the previous year's results. 95% of students feel supported by their teachers and that they received sufficient help with their school work and 94% state that the feedback they get from their teachers on their schoolwork is meaningful and helpful. 66% of students reported that they have created a plan for graduation and 78% of students said they felt that PVCS was preparing them well for life beyond high school, which is a slight increase from last year. 90% of students feel supported in overcoming difficulties and 70% feel that staff takes bullying seriously on campus, while only 3% reported feeling unsafe on campus. Over 60% of students attend presentations and events at PVCS, which may be due to the increase in opportunities offered in middle school this year. Students would like to have more clubs, sports and field trips, including college trips.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The following actions were implemented as a result of stakeholder input:

- Purchase of a new SIS, which includes a messaging feature for further communication with families (Goal 3)

- Restructuring of PLCs to allow for more teacher planning and collaboration (Goal 3)
- Hiring of campus security to increase awareness of events on campus (Goal 1)
- Hiring of additional SPED staff (Goal 3)
- Hiring of additional ELA teacher (Goal 2)
- Additional trainings for paraeducators (Goal 3)
- Increase Math and ELA workshops by ½ hour (Goal 2)
- Provide time for increased collaboration between Education Specialists, Gen Ed Teachers and Instructional Aides (Goal 3)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

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

Local Priorities: School Climate, Engagement

Identified Need:

- School growth
- Increases in student performance
- Increases in student retention
- Maintain a safe environment for all students
- Maintain low suspension rates

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Students will increase knowledge of post secondary options and build relationships local businesses	zero students participate in school internships.	1 staff member oversees work experience and work permits. 15 students were issued work permits to be Students will increase knowledge of post-secondary options. All graduating students met with school counselor to discuss post-secondary options Increased the number of FAFSA workshops for families from 1/year to 5/year. Expanded community relationships with Oceanside Police Dept. including students participating in Oceanside Youth Partnership.	Students will increase knowledge of post-secondary options.	Moved to goal 4 for 19/20 LCAP
All students have access and exposure to college and career presentations and field trips	grades 7-12 have access to college and career presentations field trips	Students visited UCSD, UCR, Palomar CC, MiraCosta CC and Moreno Valley College Six presentations were held onsite Students participated in field trips to JA Biztown, Oceanside City Hall, Palomar Planetarium, Youth in Court Day	All students have access and exposure to college and career presentations and field trips	Moved to goal 4 for 19/20 LCAP
Increase in number of students participating in student leadership and continuing to build positive relationships with staff, parents and other students to maintain low suspension rates and to continue to develop alternatives to suspension	25 students participated in 3 clubs	Increased number of high school student clubs to six One middle school clubs established Program for peer mentoring through playground buddy program	Students will continue to build positive relationships through a peer mentoring program.	Students will continue to build positive relationships with staff and other students, based on the schoolwide Code of Conduct, as measured by number of mediation meetings held and low suspension rates.

			Students will be recognized for positive relationship building and following school code of conduct	See above
			Students will have an alternative to suspension	Uphold schoolwide commitment to utilizing restorative practices to support social and emotional growth of students as measured by low suspension rates.
More students and parents will receive assistance applying for colleges and financial aid and will have access to the experience of visiting colleges	high school students went to 4 schools	Increased the number of FAFSA workshops for families from 1/year to 5/year Students visited UCSD, UCR, Palomar CC, MiraCosta CC and Moreno Valley College	More students and parents will receive assistance applying for colleges and financial aid and will have access to the experience of visiting colleges	Moved to goal 4
Staff and students will be better prepared for a potential lockdown situation	1 lockdown drill conducted	Doubled the number of lockdowns on campus this year. Moreno Valley staff met with local law enforcement to provide a threat assessment of the facility	Staff and students will be better prepared for a potential lockdown situation	Staff and students will be better prepared for potential armed intruder situations and threats to student safety
Decrease the number of unauthorized visitors and activity on campus	unauthorized visitors have been on campus	Researched possibility of installing gates around campus Researched possibility of parking permits for students on campus Implemented visitor passes for non-student visitors	Decrease the number of unauthorized visitors and activity on campus	There will be a decrease in unsafe activity on campus
Staff is prepared to intervene and react appropriately to student mental health issues	Staff is somewhat prepared to intervene and react appropriately to student mental health issue	All staff prepared through professional development	Staff is prepared to intervene and react appropriately to student mental health issues	Moved to Goal 1

Maintain low suspension rate	Suspension rate is less than 5%	Suspension rate maintained at 9.7%	Maintain low suspension rate	Moved to Goal 1
			Increase student motivation and success through implementation of instructional framework and instructional focus.	Increase student motivation and success as measured through fewer failing grades in courses.
Maintain a clean and safe facility	security cameras installed at end of 16/17 school year	Facility continues to be clean and safe. Safety plan is updated annually for both school sites.	Maintain a clean and safe facility	Maintain a clean and safe facility
				Students will continue to build a connection to school through participation in student clubs and events.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1 - NOTE: The following action has been moved to Goal 4 and will be addressed in that section of the LCAP for consistency.

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop partnerships with businesses to create internship and volunteer opportunities for students	Develop plan for teaching students in grades K8 about post-secondary options.	Moved to goal 4

Action - 2 NOTE: The following action has been moved to Goal 4 and will be addressed in that section of the LCAP for consistency.

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	

2017-18 Actions/Services

Develop partnerships with businesses to create internship and volunteer opportunities for students

2018-19 Actions/Services

Develop and host resume building and interview skills workshops for students

2019-20 Actions/Services

Moved to Goal 4

Action - 3 NOTE: The following action has been moved to Goal 4 and will be addressed in that section of the LCAP for consistency.

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	

2017-18 Actions/Services

Continue to host college and career presentations and expand to K-4 and increase number in Moreno Valley.

2018-19 Actions/Services

Continue to host college and career presentations and expand to 6-8 and increase number in Moreno Valley.

2019-20 Actions/Services

Moved to Goal 4

Action - 4 NOTE: The following action has been moved to Goal 4 and will be addressed in that section of the LCAP for consistency.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Increase number of presentations on certificate programs offered by local	Moved to Goal 4

	organizations and explore the possibility of offering credit for programs.	
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Action - 5 NOTE: The following action has been moved to Goal 4 and will be addressed in that section of the LCAP for consistency.

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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New	Modified	
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2017-18 Actions/Services

Increase the number of visits to public and private colleges.

2018-19 Actions/Services

Increase the number of visits to public and private colleges with an emphasis on particular program visits.

2019-20 Actions/Services

Moved to Goal 4

Action 1 - Positive Relationships

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	Limited to English Learners	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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n/a	N/a	New
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Increase engagement of Spanish speaking families by ensuring all schoolwide communications are released in Spanish as well as English

Action 2 - Positive Relationships

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A	N/A	New
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Increase family awareness of supports offered through Student Services Office including access to community resources, college/career planning and social/emotional counseling

Action 3 - Positive Relationships

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	High School and Middle Grades
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Revitalize Playground Buddy program for high school students to work on social skills with middle school students

Action 4 - Positive Behavior

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster and Low Income Youth	LEA-wide	All schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Hold a schoolwide training in Restorative Practices to assist staff in working with students to promote positive relationships

Action 5 - Positive Behavior

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

Actions/Services

Select from New, Modified, or Unchanged for
2017-18

Select from New, Modified, or Unchanged for
2018-19

Select from New, Modified, or Unchanged for
2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase opportunity for students to
collaborate in classroom activities to
promote positive social interaction

Action 6 - Positive Behavior

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students with Disabilities

All Schools

Actions/Services

Select from New, Modified, or Unchanged for
2017-18

Select from New, Modified, or Unchanged for
2018-19

Select from New, Modified, or Unchanged for
2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Education Specialists will conduct staff training on classroom behavioral supports for students with special needs.

Action 7 - Positive Behavior

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income/Foster Youth	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All staff will be trained in student mental health awareness, suicide awareness and trauma informed care	In house review of student mental health needs to ensure students are receiving appropriate support.	In house review of student mental health needs to ensure students are receiving appropriate support.

Action 8 - Positive Behavior

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

Actions/Services

Select from New, Modified, or
Unchanged for 2017-18

Select from New, Modified, or
Unchanged for 2018-19

Select from New, Modified, or
Unchanged for 2019-20

	Modified	Modified
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2017-18 Actions/Services

Continue to implement
research-based alternatives to
suspension

2018-19 Actions/Services

Develop and implement an
alternative to suspension program
for students violating code of
conduct.

2019-20 Actions/Services

Students and families will
participate in student support
team meetings, mediations and
formal/informal conferences to
create an increase in behavior
accountability without suspension.

Action 1 - Threats to Student Safety

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools
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Select from New, Modified, or Unchanged for
2017-18

Select from New, Modified, or Unchanged for
2018-19

Select from New, Modified, or Unchanged for
2019-20

New	Modified	Modified
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2017-18 Actions/Services

Increase frequency and effectiveness of
lock down drills

2018-19 Actions/Services

Increase frequency and effectiveness of
lock down drills through annual staff
training at beginning of each school year

2019-20 Actions/Services

Conduct annual safety and crisis and
response training for all staff and increase
frequency of lock down drills throughout
the school year

Action 2 - Threats to Student Safety

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Increase frequency and effectiveness of lock down drills

2018-19 Actions/Services

Research current trends in school safety and preparedness and continue to collaborate with law enforcement

2019-20 Actions/Services

Research current trends in school safety and preparedness and continue to collaborate with law enforcement

Action 3 - Threats to Student Safety

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Oceanside campus

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

installation of security cameras and require visitor badges for all visitor to increase campus surveillance	Research possibility of installing security cameras at Moreno Valley site.	Continue to utilize and monitor student activity through security camera footage
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Action 4 - Threats to Student Safety

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	Moreno Valley campus
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Modified
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2017-18 Actions/Services

Continue to have monthly detection dogs on campus to ensure student safety

2018-19 Actions/Services

Continue to have monthly detection dogs on campus to ensure student safety and expand to Moreno Valley

2019-20 Actions/Services

Continue to have monthly detection dogs on campus and increase frequency of visits at Moreno Valley campus

Action 5 - Threats to Student Safety

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	Oceanside campus
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

		New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Hire on-campus security guard in Oceanside to monitor campus activity and ensure student safety

Action 6 - Threats to Student Safety

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

		New
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Monitor and refine sign in/out procedure for students and visitors with input from campus security staff

Action 1- School Connections

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
-----	-------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Unchanged	Modified
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2017-18 Actions/Services

Expand the number of students participating in student clubs.

2018-19 Actions/Services

Expand the number of students participating in student clubs.

2019-20 Actions/Services

Expand the number of students participating in student clubs in the middle school

Action 2 - School Connections

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners/Low Income	Schoolwide	Moreno Valley grades 7-8
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	New	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

Expand middle school schedule in Moreno Valley to include Enrichment and Intervention

2019-20 Actions/Services

Expand middle school schedule to include an intervention/extension period for both math and ELA and add support staff to each period

Action 3 - School Connections

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	High school students
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expand field trip offerings for High School students to include academic enrichment

Action 1 - Academic Motivation

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement growth mindset instructional practices schoolwide	Embed growth mindset activities in intervention courses in grades 6-12	Embed growth mindset activities in intervention courses in grades 6-12
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Action 2 - Academic Motivation

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income and English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Implement schoolwide instructional framework, system of teacher evaluation, and instructional focus to drive teaching and learning	Focus instructional framework training on Engagement Domain to assist teachers in building student motivation

Action 4 - Academic Motivation

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

Actions/ServicesSelect from New, Modified, or
Unchanged for 2017-18Select from New, Modified, or
Unchanged for 2018-19Select from New, Modified, or
Unchanged for 2019-20

		New
--	--	-----

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		Teachers will use the Instructional Planning Reports from STAR Enterprise to drive instruction in Math and ELA
--	--	--

Action 5 - Academic Motivation

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:(Select from All, Students with Disabilities, or Specific Student
Groups)**Location(s):**(Select from All Schools, Specific Schools, and/or Specific Grade
Spans):

All Students	All Schools
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Actions/ServicesSelect from New, Modified, or
Unchanged for 2017-18Select from New, Modified, or
Unchanged for 2018-19Select from New, Modified, or
Unchanged for 2019-20

		New
--	--	-----

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		Retrain teachers and aides in the administration of STAR Enterprise tests and how to utilize the results to inform instructional practices
--	--	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	14,515	15,819	22,425
Source	Administration Budget	Administration Budget	Administrative Budget
Budget Reference	62-00-0000-4300/5800	62-00-0000-4300/5200/5800	62-00-0000-4300/5200/5800/5900

Year	2017-18	2018-19	2019-20
Amount	14,362	19,135	17,660
Source	Curriculum Budget	Curriculum Budget	Curriculum Budget
Budget Reference	62-00-0000-4300/5800	62-00-0000-4300/5800	62-00-0000-4300/5800

Year	2017-18	2018-19	2019-20
Amount	7,500	8,310	11,000
Source	Management Information Systems Budget	Management Information Systems Budget	Management Information Systems Budget
Budget Reference	62-00-0000-4300	62-00-0000-4300	62-00-0000-4300

Year	2017-18	2018-19	2019-20
Amount	11,490	32,472	100,041
Source	Maintenance & Operations Budget	Maintenance & Operations Budget	Maintenance & Operations Budget
Budget Reference	62-00-0000-4300/5800	62-00-0000-4300/5800	62-00-4300-5800

Year	2017-18	2018-19	2019-20
Amount	93,699	91,805	125,152
Source	Personnel Budget	Personnel Budget	Personnel Budget
Budget Reference	62-00-0000/1300/2300/2400 & 3000's	62-00-0000 & 1400/1100/1200/1300/2100/ 2300/2400 & 3000's	62-00-0000 & 1400/1100/1200/1300/2100/ 2300/2400 & 3000's

Year	2017-18	2018-19	2019-20
Amount	10,705	11,006	5,426
Source	Marketing Budget	Marketing Budget	Marketing Budget
Budget Reference	62-00-0000-5800	62-00-0000-5800	62-00-0000-4300/5800

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 128,606

10%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

PVCS students who are low income and/or foster youth often come to school with social/emotional issues that create barriers to learning. Training our teachers in growth mindset, restorative practices and mental health issues will allow them to better assist with their students' social/emotional needs so that they can perform better in their classes. This will be measured by the number of suspensions these students receive in comparison to the whole school population. As 80% of the EL population is placed in interventions, providing an expanded intervention schedule will benefit these students not only in language acquisition but also in assistance with developing grade level competency in math and ELA. EL students and families will benefit from an increase in communications in home language as detailed below.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Low Income and Foster:

- Schoolwide training in Restorative Practices to assist staff in working with students to promote positive relationships
- In house review of student mental health needs to ensure students are receiving appropriate support

Low Income and English Learners :

- Focus instructional framework training on Engagement Domain to assist teachers in building student motivation.
- Expand middle school schedule to include an intervention/extension period for both math and ELA and add support staff to each period

Low Income:

- Embed growth mindset activities in intervention courses in grades 6-12
- Increase family awareness of supports offered through Student Services Office including access to community resources, college/career planning and social/emotional counseling

English Learners:

- Increase engagement of Spanish speaking families by ensuring all schoolwide communications are released in Spanish as well as English

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Improve instructional practices for teaching common core curricula in order to meet the diverse learning needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities: Student performance

Identified Need:

- Students continue to struggle to make gains in reading as measured by Star Enterprise
- Need for increased instructional support in reading for LTELs and SPED students in grades 9-12
- Need for increased independent and collaborative practice in math classes in grades 6-12

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of integrated eld strategies across the	ELD was taught in intervention courses	ELD strategies have been implemented in science, reading and	Implementation of targeted reading strategies and	Improve passing rates of students enrolled in

curriculum school-wide		math intervention courses	vocabulary development for below grade level readers.	Foundational-level English courses.
				Teachers will have better understanding of strategies to teach reading through training on a schoolwide Instructional Focus centered around reading.
Implementation of common core teaching strategies in math class	Limited implementation of common core teaching strategies	Common core teaching strategies are implemented in math courses	Increase in student participation and engagement in math courses to improve performance	Increase in student participation and engagement in math courses
Increases in student productivity and learning and reduction of discipline issues.	Some teachers struggle with classroom management	Increase in students on campus to access services. Maintained low suspension rate. ADA = 98%. 109 students graduated this year, an increase of 13 students	Increases in student productivity and learning and improvement in student behavior through restorative strategies	Moved to Goal 1
Increase of growth mindset activities for students and instructional practices	Awareness of growth mindset by staff	Growth mindset activities implemented in courses at beginning of year in elementary/middle school and high school intervention courses. Study Skills course developed with growth mindset unit	Improvement in performance for most struggling students including passing rates in courses and gains in math and reading intervention	Students will make gains in reading intervention courses as measured through intervention assessment tools.
Staff is prepared to intervene and react appropriately to	Staff is somewhat prepared to intervene and react appropriately to	All staff prepared through professional development	Staff is prepared to intervene and react appropriately to	Moved to Goal 1

student mental health issues	student mental health issue		student mental health issues	
Maintain low suspension rate	Suspension rate is less than 5%	Suspension rate maintained at 9.7%	Maintain low suspension rate	Moved to Goal 1

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

ELA teachers will attend training in CCSS and ELD instructional strategies

2018-19 Actions/Services

Implement instructional focus schoolwide and provide staff development in reading strategies and vocabulary development.

2019-20 Actions/Services

Implement instructional focus schoolwide and provide staff development in reading strategies and vocabulary development.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ELA teachers will attend training in CCSS and ELD instructional strategies

Provide schoolwide training from SDCOE in ELA strategies.

Research professional development opportunities for ELA department teachers

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

All teachers will be trained in classroom management and lesson design

Train teachers in schoolwide instructional framework.

Support teachers in identifying areas of growth within Instructional Framework domains and provide coaching in those areas.

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expand ELA department to include an additional teacher

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

EL and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	Train teachers to use Star Enterprise instructional planning reports to target student gaps in learning and provide intervention in classes and meetings.	Train teachers to use Star Enterprise instructional planning reports to target student gaps in reading and provide reading instruction in all classes and the weekly meetings
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Action 6

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

		New
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2017-18 Actions/Services

Math teachers will attend training in implementing common core teaching strategies

2018-19 Actions/Services

Send teachers to training on math talk

2019-20 Actions/Services

Provide additional support from Education Specialist for ELL and SPED students in reading intervention courses

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
-----	-------------

Actions/ServicesSelect from New, Modified, or
Unchanged for 2017-18Select from New, Modified, or
Unchanged for 2018-19Select from New, Modified, or
Unchanged for 2019-20

New

[Add 2018-19 selection here]

[Add 2019-20 selection here]

2017-18 Actions/ServicesMath teachers will attend training
in implementing common core
teaching strategies**2018-19 Actions/Services**Send teachers to training on math
talk**2019-20 Actions/Services**Provide coaching to teachers on
how to create and teach
collaborative learning activities**Action 8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:(Select from All, Students with Disabilities, or Specific Student
Groups)

All

Location(s):(Select from All Schools, Specific Schools, and/or Specific Grade
Spans):

All Schools

Actions/ServicesSelect from New, Modified, or
Unchanged for 2017-18Select from New, Modified, or
Unchanged for 2018-19Select from New, Modified, or
Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/ServicesMath teachers will attend training
in implementing common core
teaching strategies**2018-19 Actions/Services**Research other schools to send
math teachers for observation of
math instruction.**2019-20 Actions/Services**Research professional
development opportunities for
math department**Action 9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:**Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

High School students

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Math teachers will attend training in implementing common core teaching strategies

Research other schools to send math teachers for observation of math instruction.

Increase length of math workshops by ½ hour each class.

Action 6 - Moved to Goal 1

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

All teachers will be trained in classroom management and lesson design

Train teachers restorative practices through SDCOE

Moved to Goal 1

Action 8 - Moved to Goal 1

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

All staff will be trained in student mental health awareness, suicide awareness and trauma informed care

In house review of student mental health needs to ensure students are receiving appropriate support.

Moved to Goal 1

Action 9 - Moved to Goal 1

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to implement research-based alternatives to suspension

Develop and implement an alternative to suspension program for students violating code of conduct.

Moved to Goal 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,539	8,092	10,064
Source	Administration Budget	Administration Budget	Administration Budget
Budget Reference	62-00-0000-5200	62-00-0000-5200	62-00-4300/5200

Year	2017-18	2018-19	2019-20
Amount	95,864	81,823	69,128
Source	Curriculum Budget	Curriculum Budget	Curriculum Budget
Budget Reference	62-00-0000/4300/5200	62-00-0000-4300/5200/5800	62-00-0000-4300/5200/5800

Year	2017-18	2018-19	2019-20
Amount	144,362	429,834	525,326
Source	Personnel Budget	Personnel Budget	Personnel Budget
Budget Reference	62-00-0000 & 1400-1100/1200/1300/2300/2400/3000's	62-00-0000 & 1400-1100/1200/1300/3000's	62-00-0000 & 1400-1100/1200/1300/2100/2300/2400 & 3000's

Year	2017-18	2018-19	2019-20
Amount	0	0	119,413
Source	Special Education Personnel Budget	Special Education Personnel Budget	Special Education Personnel Budget
Budget Reference	Sponsoring Agency provided Spec Ed	Sponsoring Agency provided Spec Ed	62-00-6500-1100/1200/2100 & 3000's

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
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\$51,443	4%
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Low income and English Learners consistently perform at the same or below the levels of other students on standardized reading tests. Providing training for teachers on using the instructional planning reports to target reading instruction for these students both in the classroom and in the weekly meetings should result in improvements in passing rates in foundational courses and on standardized assessments. Providing additional instructional support for English Language Learners will directly impact their ability to improve reading comprehension within the intervention courses.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Low Income and English Learners:

- Train teachers to use Star Enterprise instructional planning reports to target student gaps in reading and provide reading instruction in all classes and the weekly meetings

English Learners:

- Provide additional support from Education Specialist for ELL and SPED students in reading intervention courses

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

Continue to collect and analyze student performance data to guide instruction and support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities: student performance and teaching effectiveness

Identified Need:

-Staff needs additional support and collaborative time to review performance data in order to make the necessary adjustments to instruction.

- There is a need collaborative time for general and special education teacher to review student data and plan appropriate supports.

-There is a need collaborative time for special education teachers and aides to plan supports for special education students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Develop a plan for monitoring and evaluating academic performance in science and social studies	do not have a plan for monitoring science and social studies performance	Redirected focus to learning about new state history framework and aligning courses to meet new requirements.	Full implementation of new history framework in middle school and high school world history course.	Students will be prepared to be successful on the CAST Science test
Students will be appropriately placed and exited from interventions in order to reach English language proficiency and proficiency in math	Exit criteria does not exist	Students are appropriately placed and exited from interventions in high school. Redesigned middle school schedules to allow for movement between intervention and extension as appropriate.	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	Students will receive appropriate instruction and behavior support in intervention courses
Curricular modifications will be made to best meet students needs based on input from all departments	Curricular modifications are made in subject PLCS only	Staff continues to create and modify curriculum to meet the needs of students.	Curricular modifications will be made to best meet students needs based on input from all departments	Curricular modifications will be made to best meet students' needs based on input from all departments
Students will be appropriately placed in curriculum so more students have access to A-G approved courses	Over-reliance on Foundations curriculum, not enough use of curricular modifications	Below grade level students are placed in non-A-G intervention courses based on their incoming levels in math and reading. These intervention courses prepare students to access A- G courses. All grade level students	Students will be appropriately placed in curriculum so more students have access to A-G approved courses	Special Education education staff will support the diverse learning needs of SPED students.

		have access to A-G courses.		
Improve retention rates for students	Data is not currently tracked.	Data is not currently tracked	Improve retention rates for students	Teachers will more effectively use data to plan lessons and differentiate instruction

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1 - CAST Preparation

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	Modified	New
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2017-18 Actions/Services

Research ways to assess student ability to apply science and social science knowledge to specific content.

2018-19 Actions/Services

Provide staff training in new HSS curriculum

2019-20 Actions/Services

Teachers will use 18/19 CAST test result data to drive instruction in science courses.

Action 2 - CAST Preparation

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

Middle School Students all schools

Actions/ServicesSelect from New, Modified, or
Unchanged for 2017-18Select from New, Modified, or
Unchanged for 2018-19Select from New, Modified, or
Unchanged for 2019-20

New

New

New

2017-18 Actions/ServicesResearch ways to assess student
ability to apply science and social
science knowledge to specific
content.**2018-19 Actions/Services**Monitor implementation of World
History course and make
appropriate modifications as
needed.**2019-20 Actions/Services**Purchase NGSS-aligned
curriculum and teacher training for
students in grades 6-8**Action 3 - Use of Data**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

Actions/ServicesSelect from New, Modified, or
Unchanged for 2017-18Select from New, Modified, or
Unchanged for 2018-19Select from New, Modified, or
Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

	Implement new Student Information System for better data collection and reports.	Implement new Student Information System for better data collection and reports.
--	--	--

Action 4 - Use of Data

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	Modified	Unchanged
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2017-18 Actions/Services

Track passing rates for students in math and ELA courses

2018-19 Actions/Services

Track passing rates for students in all courses

2019-20 Actions/Services

Track passing rates for students in all courses

Action 5 - Use of Data

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
-----	-------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Restructure PLC time to allow an additional hour for lesson planning and collaboration

Action 6 - Support in Interventions

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income/English Learners	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Modified
-----	----------	----------

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop entrance and exit criteria for middle school intervention courses.	Develop progress monitoring and exit criteria for middle school intervention courses.	Continue to monitor progress for students in interventions and ensure that those that meet exit criteria are exiting

Action 7- Support to Interventions

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income/English Learners	LEA-wide	[All schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	New	Modified
-----	-----	----------

2017-18 Actions/Services

Develop entrance and exit criteria for middle school intervention courses.

2018-19 Actions/Services

Provide targeted intervention in math and language arts intervention periods middle school.

2019-20 Actions/Services

Continue to provide intervention in Math and ELA and provide time for teachers/Ed Specialists/Instructional Aides to evaluate progress of students and adjust instruction.

Action - 8 - Supports to Intervention

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students with Disabilities	All Schools
----------------------------	-------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

		New
--	--	-----

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

		Ed Specialists will observe student behavior and learning in intervention classes to assist with behavioral and academic support
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Action 9 - Curricular Modifications

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue analysis of end of semester grades in subject and cross curricular PLCs

2018-19 Actions/Services

Continue analysis of end of semester grades in subject and cross curricular PLCs

2019-20 Actions/Services

Continue to analyze of end of semester grades in subject and cross curricular PLCs

Action 10- Curricular Modifications

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

Actions/ServicesSelect from New, Modified, or
Unchanged for 2017-18Select from New, Modified, or
Unchanged for 2018-19Select from New, Modified, or
Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/ServicesContinue to train teachers in
appropriate placement in
curriculum and use of course
modifications.**2018-19 Actions/Services**Continue to train teachers in
appropriate placement in
curriculum and use of course
modifications.**2019-20 Actions/Services**Continue to train teachers in
appropriate placement in
curriculum and use of course
modifications.**Action 11- Curricular Modifications**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:(Select from All, Students with Disabilities, or Specific Student
Groups)**Location(s):**(Select from All Schools, Specific Schools, and/or Specific Grade
Spans):

Students with Disabilities

All Schools

Actions/ServicesSelect from New, Modified, or
Unchanged for 2017-18Select from New, Modified, or
Unchanged for 2018-19Select from New, Modified, or
Unchanged for 2019-20

Unchanged

Modified

New

2017-18 Actions/ServicesContinue to monitor progress in
math and reading on STAR
Enterprise assessments.**2018-19 Actions/Services**[Continue to monitor progress and
adjust instruction in math and
reading on STAR Enterprise
assessments.**2019-20 Actions/Services**Hold regular meetings between
Director of Curriculum, Ed
Specialist and Supervisory
Teacher to review curricular
modifications for individual SPED
students.

Action 12 - Special Education

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

[Add 2017-18 selection here]

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

2018-19 Actions/Services

Develop and implement an internal Special Education department to appropriately service students with special needs.

2019-20 Actions/Services

Hire SPED Coordinator who will oversee SPED department and monitor IEP compliance and tracking of service minutes

Action - 13 - Special Education

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

		New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Send Paraeducators and Ed Specialists to training academies offered by the El Dorado Selpa

Action 11 - Moved to Goal 1

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Track information on attrition	Continue to expand services provided to students and increase student engagement on campus.	Moved to Goal 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,484	3,932	8,589
Source	Administration Budget	Administration Budget	Administration Budget
Budget Reference	62-00-0000-5800/5900	62-00-0000-5800/5900	62-00-0000-4300/5900

Year	2017-18	2018-19	2019-20
Amount	7,586	14,378	22,033
Source	Curriculum Budget	Curriculum Budget	Curriculum Budget
Budget Reference	62-00-0000-4300/5800	62-00-0000-4300/5800	62-00-0000-4300/5200/5800

Year	2017-18	2018-19	2019-20
Amount	276,852	792,987	1,031,124
Source	Personnel Budget	Personnel Budget	Personnel Budget
Budget Reference	62-00-0000 & 1400/1100/1200/1300/2100/2300/2400/3000's	62-00-0000 & 1400/1100/1200/1300/3000's	62-00-0000 & 1400/1100/1200/1300/2100/2300/2400 & 3000's

1

Year	2017-18	2018-19	2019-20
Amount	0	0	261,884
Source	Special Education Personnel Budget	Special Education Personnel Budget	Special Education Personnel Budget
Budget Reference	Sponsoring Agency provided Special Ed	Sponsoring Agency provided Special Ed	62-00-6500-000-1100/1200/2100 & 3000's

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
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\$38,582	3%
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Tracking passing rates for students will primarily benefit low income students who are at a greater risk of failing courses and will allow teachers to intervene while there is still time for these students to improve grades. Low income and ELL students are primarily placed in reading intervention courses and will benefit from better monitoring of those interventions and from the additional support that will come from the collaboration between all instructors (Instructional Aides, Ed Specialists and Gen Ed teachers)

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Low Income:

- Track passing rates for students in all courses

Low Income/ELL:

- Continue to monitor progress for students in interventions and ensure that those that meet exit criteria are exiting

- Continue to provide intervention in Math and ELA. Provide time for teachers/Ed Specialists/Instructional Aides to evaluate progress of students and adjust instruction.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Prepare all students to graduate with the tools necessary to enter into community colleges, universities and the workforce.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities: Improve graduation rates, prepare students for life after high school

Identified Need:

- Improve graduation rate
- Increase oversight of students' path towards graduation
- Increase number of students accessing school counselor for academic as well as college/career planning

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students will be taught by qualified California credentialed teachers	Students are taught by Ca credentialed teachers	Students will be taught by qualified California credentialed teachers	Students will be taught by qualified California credentialed teachers	Students will be taught by qualified California credentialed teachers

Increase options for students taking math, including higher level math to improve math scores on statewide assessments	12 math courses currently offered	Math 3 and Statistics/Probability courses offered to high school students.	Increase number of Math 3 classes offered.	Increase number of students enrolled in Math 3 sessions.
Increase instructional support in math and reading for grades 5-8	students are receiving minimal intervention in math and reading	Purchased curriculum for math grades 7 & 8. Added math intervention for grades 6-8. Math tutoring was offered in grades 5-8. English 3D, Corrective Reading interventions offered for students struggling in reading	Increase instructional support in math and reading for grades 6-12	Moved to Goal 2
Maintain a clean and safe facility	security cameras installed at end of 16/17 school year	Facility continues to be clean and safe. Safety plan is updated annually for both school sites.	Maintain a clean and safe facility	Moved to Goal 1
			Students have exposure to a full range of post-secondary options.	Students have exposure to a full range of post-secondary options.
Students will increase knowledge of post secondary options and build relationships local businesses	zero students participate in school internships.	1 staff member oversees work experience and work permits. 15 students were issued work permits to be Students will increase knowledge of post-secondary options. All graduating students met with school counselor to discuss post-secondary options Increased the	Students will increase knowledge of post-secondary options.	Convert to DASS system for more accurate accounting of graduation

		number of FAFSA workshops for families from 1/year to 5/year. Expanded community relationships with Oceanside Police Dept. including students participating in Oceanside Youth Partnership.		
All students have access and exposure to college and career presentations and field trips	grades 7-12 have access to college and career presentations field trips	Students visited UCSD, UCR, Palomar CC, MiraCosta CC and Moreno Valley College Six presentations were held onsite Students participated in field trips to JA Biztown, Oceanside City Hall, Palomar Planetarium, Youth in Court Day	All students have access and exposure to college and career presentations and field trips	Decrease the number of students taking Foundation-level English 11 and 12
More students and parents will receive assistance applying for colleges and financial aid and will have access to the experience of visiting colleges	high school students went to 4 schools	Increased the number of FAFSA workshops for families from 1/year to 5/year Students visited UCSD, UCR, Palomar CC, MiraCosta CC and Moreno Valley College	More students and parents will receive assistance applying for colleges and financial aid and will have access to the experience of visiting colleges	More students and parents will receive assistance in applying for colleges, job applications and financial aid

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1 - Teacher Credentialing

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Hire only California credentialed teachers for core subject

2018-19 Actions/Services

Hire only California credentialed teachers for core subject

2019-20 Actions/Services

Hire only California credentialed teachers for core subject

Action 2 - Math 3 Enrollment

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

Add 3 additional high school math courses including higher level Statistics courses

2018-19 Actions/Services

Increase the number of Math 3 courses offered each year

2019-20 Actions/Services

Through meeting with the counselor, encourage students to take Math 3 as opposed to

		Business Math to fulfil graduation requirements
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Action 3 - Math 3 Enrollment

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
-----	-------------

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Through teacher placement, math 3 classes will be filled to capacity each session

Action 4 - Post-Secondary Options

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	Middle school students both sites
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop partnerships with businesses to create internship and volunteer opportunities for students	Develop plan for teaching students in grades K8 about post-secondary options.	Increase exposure to college and career planning for middle school students

Action 5- Post-Secondary Options

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools
--------------	-------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to host college and career presentations and expand to K-4 and increase number in Moreno Valley.	Continue to host college and career presentations and expand to 6-8 and increase number in Moreno Valley.	Continue to host college and career presentations at both sites.

Action 6 - Post-Secondary Options

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income	Lea-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
---	---	---

	New	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Increase number of presentations on certificate programs offered by local organizations and explore possibility of offering credit for programs.	Continue to explore the possibility of offering credit for certificate programs offered by local community colleges.

Action 7 - Post-Secondary Options

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All students

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

Increase the number of visits to public and private colleges.

2018-19 Actions/Services

Increase the number of visits to public and private colleges with an emphasis on particular program visits.

2019-20 Actions/Services

Continue to send students on field trips to public and private colleges and universities including Moreno Valley College

Action 8 - Post-Secondary Options

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income

Lea-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

School counselor will target individual students to attend field trips and presentations based on their identified college/career interests.

Action 9 - DASS System

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income/Foster

Unduplicated groups

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Research requirements for DASS eligibility

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	684,324	858,548	917,118
Source	Administration Budget	Administration Budget	Administration Budget
Budget Reference	62-00-0000-000-3501/4300/5200/5300/5800/5900	62-00-0000-000-3212/3501/4300/5200/5300/5800/5900	62-00-0000 & 1400/3501/4300/5200/5300/5800/5900

Year	2017-18	2018-19	2019-20
Amount	220,358	149,491	277,680
Source	Curriculum Budget	Curriculum Budget	Curriculum Budget
Budget Reference	62-00-0000/4100/4300/5200/5800	62-00-0000/4100/4300/5200	62-00-0000/4100/4300/5200/5800

Year	2017-18	2018-19	2019-20
Amount	3,184,342	3,043,535	3,571,661
Source	Personnel Budget	Personnel Budget	Personnel Budget
Budget Reference	62-00-0000 & 1400/1100/1200/1300/2100/2300/2400/3000's	62-00-0000 & 1400/1100/1200/1300, 3000's	62-00-0000 & 1400/1100/1200/1300, 2100/2300/2400 & 3000's

Year	2017-18	2018-19	2019-20
Amount	176,875	75,279	186,357

Source	Management Information Systems Budget	Management Information Systems Budget	Management Information Systems Budget
Budget Reference	62-00-0000/4300/5800/5900	62-00-0000/4300/5200/5800/5900	62-00-0000/4300/5200/5800/5900

Year	2017-18	2018-19	2019-20
Amount	342,375	323,054	877,542
Source	Maintenance & Operations Budget	Maintenance & Operations Budget	Maintenance & Operations Budget
Budget Reference	62-00-0000/4300/5500/5800	62-00-0000/4300/5500/5800	62-00-0000/4300/5500/5800

Year	2017-18	2018-19	2019-20
Amount	14,055	16,069	18,568
Source	Graduation Budget	Graduation Budget	Graduation Budget
Budget Reference	62-00-0000/4300/5800	62-00-0000/4300/5800	2-00-0000/4300/5800/5900

Year	2017-18	2018-19	2019-20
Amount	0	0	262,255
Source	Special Education Personnel Budget	Special Education Personnel Budget	Special Education Personnel Budget
Budget Reference	Sponsoring Agency provided Special Education	62-00-0000/4300/5800	62-00-6500-1100/1200/2100 & 3000's

Action 10 - DASS System

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Ensure that students who leave the school are coded properly in SIS

Action 11 - DASS System

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

		New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Explore how intersession is calculated in graduation rates

Action 12 - Foundations English

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
-----	-------------

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Modified
-----	----------	----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Change reading intervention program for elementary students

Change reading intervention programs for students grades 6-12 to personalize learning

Monitor effectiveness of reading intervention courses

Action 13 - Foundations English

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	LEA-wide	High school students
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Actions/ServicesSelect from New, Modified, or
Unchanged for 2017-18Select from New, Modified, or
Unchanged for 2018-19Select from New, Modified, or
Unchanged for 2019-20

		New
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		Increase instructional support in reading by restructuring writing workshops to include reading instruction and by increasing time to 2 hrs per session
--	--	---

Action 14 - Assistance with Applications

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	High School students all sites
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Actions/ServicesSelect from New, Modified, or
Unchanged for 2017-18Select from New, Modified, or
Unchanged for 2018-19Select from New, Modified, or
Unchanged for 2019-20

New	New	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Investigate opportunities for internships with local businesses	Conduct resume writing and interview workshops for students	Increase the number of resume writing and interview workshops
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Action 15- Assistance with Applications

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Lea-Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

High school students both site

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

[Add 2019-20 selection here]

2017-18 Actions/Services

Continue to conduct financial aid workshop for families and individual counseling by appointment

2018-19 Actions/Services

Continue to conduct financial aid workshop for families and individual counseling by appointment

2019-20 Actions/Services

Continue to conduct financial aid workshop for families and individual counseling by appointment

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$ 12,861

Percentage to Increase or Improve Services

1%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

EL students are often placed in Business Math, an independent study math course. Through meeting with the counselor, these students will be guided to enroll in Math 3 instead to fulfil graduation requirements, thus preparing them for the rigours of college math while also allowing them the opportunity to strengthen oral language skills in the classroom setting. Increasing the time and the amount of instruction on reading strategies will provide EL students increased time to develop language skills.

Low Income students will be the primary recipients of the benefits of offering credit programs for certificate programs as these programs currently require fees that cannot be paid through waivers for low income families. A high school credit program would give them equitable access to the programs without the burden of cost. Targeting students to attend field trips and presentations will ensure that low income students are able to access the same college/career exposure opportunities that are often provided to wealthier students by their families. Becoming a DASS school will ensure that Low Income/Foster Youth are counted appropriately in all data requirements for the state reporting system and are not penalized for life circumstances that affect their progression towards graduation. By providing counseling sessions on financial aid, low income and foster youth will be better prepared to take advantage of the available funds for post-secondary education.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

English Learners:

- Through meeting with the counselor, encourage students to take Math 3 as opposed to Business Math to fulfil graduation requirements
- Increase instructional support in reading by restructuring writing workshops to include reading instruction and by increasing time to 2 hrs per session

Low Income:

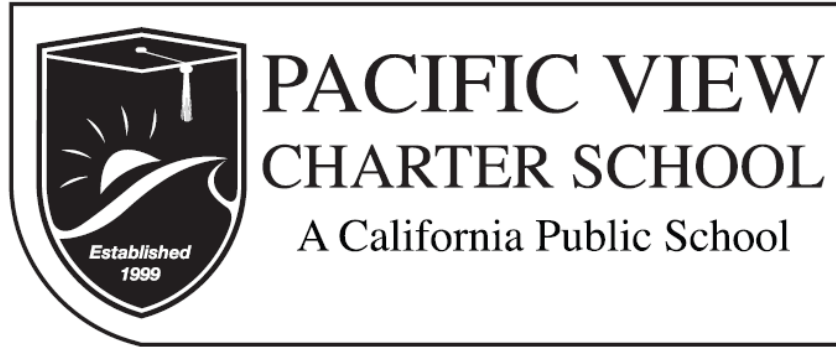
- Continue to explore the possibility of offering credit for certificate programs offered by local community colleges.
- School counselor will target individual students to attend field trips and presentations based on their identified college/career interests.

Low Income/Foster:

- Research requirements for DASS eligibility

-Continue to conduct financial aid workshop for families and individual counseling by appointment

8.3



PACIFIC VIEW CHARTER SCHOOL INJURY & ILLNESS PREVENTION PROGRAM

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

GENERAL INFORMATION

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

DESIGNATED PERSON(S)

John Sturm / Kira Fox

EMPLOYEE COMPLIANCE

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

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

COMMUNICATIONS

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

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

HAZARD IDENTIFICATION

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

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

Inspections are performed:

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

ACCIDENT INVESTIGATION

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

HAZARD CORRECTION

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

TRAINING & INSTRUCTION

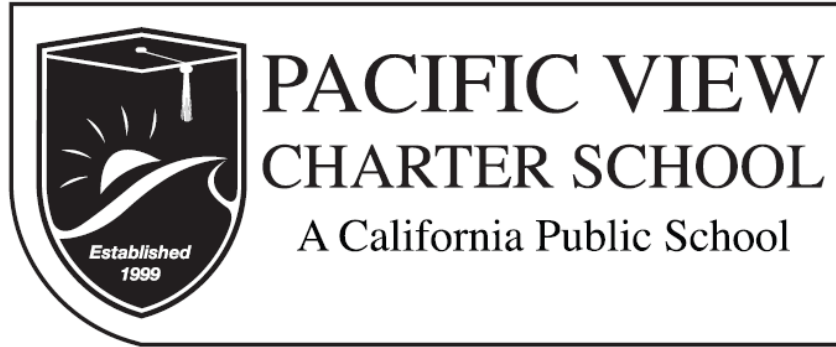
All employees will be provided with safety and health training in general safe work practices and with respect to the hazards unique to their specific job assignment. Training will be provided:

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

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

Gina Campbell, Executive Director
Signature and Title

Date



PACIFIC VIEW CHARTER SCHOOL INJURY & ILLNESS PREVENTION PROGRAM

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

GENERAL INFORMATION

Name of facility: Pacific View Charter School
Address: 22695 Alessandro Blvd., Moreno Valley, CA 92553
Phone: (951) 697-1990

DESIGNATED PERSON(S)

Kathy Meck, Interim Site Supervisor

EMPLOYEE COMPLIANCE

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

- Informing employees of the provisions of our IIPP.
- Evaluating the safety performance of all employees.
- Employee recognition.

- Providing retraining to employees whose safety performance is deficient.

COMMUNICATIONS

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

HAZARD IDENTIFICATION

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

- | | |
|--------------------------|----------------------|
| ▪ Administrative Offices | ▪ Student Study Hall |
| ▪ Classrooms | ▪ Storage Areas |
| ▪ Computer Lab | |

Inspections are performed:

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

ACCIDENT INVESTIGATION

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

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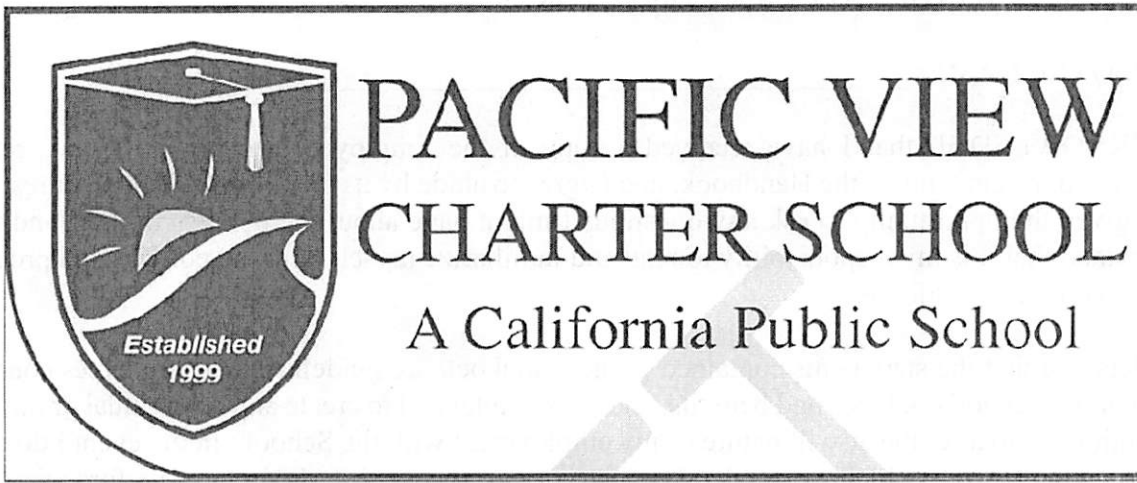
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- To all employees given new job assignments for which training has not previously been received.
- Whenever new substances, procedures, processes, equipment, etc., are introduced and represent a new hazard.
- Whenever the employer is made aware of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

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

Gina Campbell, Executive Director
Signature and Title

Date

8.5



EMPLOYEE HANDBOOK

2018-19

BOARD APPROVED: [INSERT]

3670 Ocean Ranch Blvd., Oceanside, CA 92056
Phone: 760.757.0161 • Website: www.pacificview.org

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE EXECUTIVE DIRECTOR.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to the School.

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WELCOME STATEMENT

Congratulations and thank you for accepting Pacific View Charter School's offer of employment. One of the keys to our success as a School is hiring effective employees. We have hired you because we believe you have the skills and the potential to help the School succeed. We expect and depend upon you to perform the tasks assigned to you to the best of your abilities. We believe that hard work and commitment will not only help us succeed, but will help give you a sense of pride and accomplishment.

We are glad to have you as a member of our team. We hope that your employment proves mutually satisfying and that you will make an important contribution to our future. Every employee has an important role in our operations and we value the abilities, experience and background that you bring with you to our School. It is our staff who provides the services that our students rely upon and enable us to grow and create new opportunities in the years to come.

Our management team intends to provide you with all of the support and the resources you will need to perform your job effectively. If, at any time, you need assistance or guidance, please do not hesitate to ask any of the members of our management team. They are here to help you perform to the best of your abilities.

Once again, welcome to Pacific View Charter School. We are glad to have you with us.

Gina Campbell
Executive Director

INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Pacific View Charter School (hereinafter referred to as “Pacific View” or the “School”). It explains some of our philosophies and beliefs, and describes ~~in general terms~~, some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. The School also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Trustees has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Executive Director.

Employees must sign the acknowledgment form at the front of this Handbook, tear it out, and return it to the Executive Director/Designee. This will provide the School with a record that each employee has received this Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

The School is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to ~~race, color, creed, gender;~~

- Race;
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and related medical conditions);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status, ~~age, national;~~
- Age (forty (40) and over);
- National origin or ancestry, ~~physical (including native language spoken or and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);~~
- Physical or mental disability, ~~medical (including HIV and AIDS);~~
- Medical condition (including cancer and genetic characteristics), ~~genetic;~~
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or domestic violence and stalking laws;
- Genetic information, ~~sexual;~~
- Sexual orientation, ~~military;~~
- Military and veteran status, ~~or any~~
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. The School then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. The School will identify possible accommodations, if any, that will help eliminate the

limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Trustees or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

The School will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee’s employment.

By acknowledging receipt of this Handbook, ~~the employee acknowledges he or she is an employee~~ ~~acknowledge they are child care custodian/custodians and is/are~~ certifying that ~~he or she has~~ ~~they have~~ knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee be charged with any misdemeanor or felony offense during employment with the School, the employee must immediately report the charge to the Executive Director.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

Pacific View will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, Pacific View will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the

School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

Professional Boundaries: Staff/Student Interaction Policy

The School recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of reasonably suspects or believes that another staff member having may have crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.

- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) ~~E-mails~~ Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.

- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Policy Against Prohibiting Unlawful Harassment, Discrimination, and Retaliation

Pacific View is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. Pacific View's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; creed; gender (including gender identity, and gender expression, and transgender expression); religion; sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital status; /registered domestic partner status; age; (forty (40) and over); national origin or ancestry; (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability, (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military ~~or~~and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

Pacific View does not condone and will not condone or tolerate unlawful harassment, discrimination, or retaliation on the part of any type by any employee, (including supervisors and managers) or third party (including independent contractor/contractors or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. Pacific View will promptly and thoroughly investigate any complaint). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or designee, and take Pacific View receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate corrective action, if warranted. process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. Pacific View is committed to remediating any instances where investigation findings demonstrate unlawful harassment,

discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

Pacific View is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general

“Internal Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Pacific View policy.

~~Complainants and witnesses under these policies will be protected from further harassment and will~~

~~not be retaliated against in any aspect of their employment due to their participation, filing of a complaint, or reporting harassment.~~

~~Pacific View will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. Pacific View is committed to remediating any instances where investigation findings demonstrate unlawful harassment has occurred.~~

Policies Prohibiting Against Workplace Violence

Statement of Policy

Pacific View recognizes that violence in the workplace is a growing nationwide problem necessitating a firm response by employers. The costs of workplace violence are great, both in human and financial terms. We believe that the safety and security of Pacific View employees are paramount. Therefore, Pacific View has adopted this policy regarding workplace violence.

Acts or threats of physical violence, including intimidation, harassment, and/or coercion, that involve or affect Pacific View or that occur on Pacific View property or in the conduct of Pacific View business off Pacific View property, will not be tolerated. This prohibition against threats and acts of violence applies to all persons involved in Pacific View operations, including, but not limited to, Pacific View personnel, contract workers, temporary employees, and anyone else on Pacific View property or conducting Pacific View business off Pacific View property. Violations of this policy, by any individual, will lead to disciplinary and/or legal action as appropriate.

This policy is intended to bring Pacific View into compliance with existing legal provisions requiring employers to provide a safe workplace; it is not intended to create any obligations beyond those required by existing law.

Definitions

Workplace violence is any intentional conduct that is sufficiently severe, offensive, or intimidating to cause an individual to reasonably fear for his or her personal safety or the safety of his or her family, friends, and/or property such that employment conditions are altered or a hostile, abusive, or intimidating work environment is created for one or several Pacific View employees. Workplace violence may involve any threats or acts of violence occurring on Pacific View premises, regardless of the relationship between Pacific View and the parties involved in the incident. It also includes threats or acts of violence that affect the business interests of Pacific View or that may lead to an incident of violence on Pacific View premises. Threats or acts of violence occurring off Pacific View premises that involve employees, agents, or individuals acting as a representative of Pacific View, whether as victims of or active participants in the conduct, may also constitute workplace violence. Specific examples of conduct that may constitute threats or acts of violence under this policy include, but are not limited to, the following:

- a. Threats or acts of physical or aggressive contact directed toward another individual;

- b. Threats or acts of physical harm directed toward an individual or his/her family, friends, associates, or property;
- c. The intentional destruction or threat of destruction of Pacific View property or another employee's property;
- d. Harassing or threatening phone calls;
- e. Surveillance;
- f. Stalking;
- g. Veiled threats of physical harm or similar intimidation; and
- h. Any conduct resulting in the conviction under any criminal code provision relating to violence or threats of violence that adversely affects Pacific View's legitimate business interests. Workplace violence does not refer to occasional comments of a socially acceptable nature. These comments may include references to legitimate sporting activities, popular entertainment, or current events. Rather, it refers to behavior that is personally offensive, threatening, or intimidating.

Enforcement

Any person who engages in a threat or violent action on Pacific View property may be removed from the premises as quickly as safety permits and may be required, at Pacific View's discretion, to remain off Pacific View premises pending the outcome of an investigation of the incident.

When threats are made or acts of violence are committed by employee(s), a judgment will be made by Pacific View as to what actions are appropriate, including possible medical evaluation and/or possible disciplinary action.

Once a threat has been substantiated, it is Pacific View's policy to put the threat-maker on notice that he/she will be held accountable for his/her actions and then implement a decisive and appropriate response.

Under this policy, decisions may be needed to prevent a threat from being carried out, a violent act from occurring, or a life-threatening situation from developing. No existing policy or procedure of Pacific View should be interpreted in a manner that prevents the making of these necessary decisions.

Important Note: Pacific View will make the sole determination of whether, and to what extent, threats or acts of violence will be acted upon by Pacific View. In making this determination, Pacific View may undertake a case-by-case analysis in order to ascertain whether there is a reasonable basis to believe that workplace violence has occurred. No provision of this policy shall alter the at-will nature of employment at Pacific View.

Whistleblower Policy

The School requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

~~Criminal Background Checks~~

~~As required by law, all individuals working at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment that the safety and the well being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Executive Director.~~

~~Tuberculosis Testing~~

~~All employees of the School must submit written proof from a physician of a risk assessment for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessment and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination, is a condition of initial employment with the School and the costs for such will be borne by the applicant.~~

~~Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to providing services to or around School students.~~

~~Immigration Compliance~~

~~Pacific View will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States.~~

~~The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law.~~

~~If you have any questions or need more information on immigration compliance issues, please contact the Executive Director.~~

~~Drug and Alcohol Free Workplace~~

~~The use of alcohol, illegal drugs, intoxicants, and controlled substances, whether on or off duty, can impair employees' ability to work safely and efficiently. Pacific View prohibits the use of these substances to the extent that they affect, or have the potential to affect, the workplace. Pacific View will not jeopardize the safety of the employee, other employees, our students and/or parents, the public, and Pacific View operations due to an individual's poor judgment. Accordingly, Pacific View prohibits the following:~~

~~1. — Possession, use, Pacific View is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Pacific View stakeholders.~~

~~The bringing to the workplace, possession or having alcohol use of intoxicating beverages or an illegal drug, intoxicant, drugs on any School premises or controlled substance in your system during working hours:~~

~~2. — Operating a vehicle owned or leased by Pacific View while having alcohol in excess of the legal limits or an illegal drug, intoxicant, or controlled substance in your system.~~

~~3. Distribution, sale, manufacture or purchase or the attempted distribution, sale, manufacture or purchase of an illegal drug, intoxicant, or controlled substance during working hours or while on premises owned or occupied by Pacific View.~~

~~Any employee suspected of possessing alcohol, an illegal drug, intoxicants, or a controlled substance is subject to inspection and search, with or without notice. Employees' personal belongings, including any bags, purses, briefcases, and clothing, and all Pacific View property, are also subject to inspection and search, with or without notice. Employees who violate Pacific View's drug and alcohol abuse policy will be removed from the workplace immediately. Pacific View may also bring the matter to the attention of appropriate law enforcement authorities. Any conviction for criminal conduct involving illegal drugs, intoxicants, or controlled substances, whether on or off duty, or any violation of Pacific View's drugthe performance of work duties is prohibited and alcohol abuse policy, including having a positive drug test will result, may lead to in disciplinary action, up to and including termination.~~

~~The use of prescription drugs and/or over the counter drugs may also affect employees' job performance and seriously impair employees' value to Pacific View. Any employee who is using prescription or over the counter drugs that may impair his or her ability to safely perform the job or may affect the safety or well being of others must submit a physician's statement that the prescription drug use will not affect job safety. The employee is not required to identify the medication or the underlying illness. Various federal, state, and local laws protect the rights of individuals with disabilities and others with regard to the confidentiality of medical information, medical treatment, and the use of prescription drugs and substances taken under medical supervision. Nothing contained in this policy is intended to interfere with individual rights under, or to violate, these laws.~~

~~Pacific View will attempt to reasonably accommodate employees with chemical dependencies (alcohol or drugs), if they voluntarily wish to seek treatment and/or rehabilitation. Employees desiring that assistance should request an unpaid treatment or rehabilitation leave of absence. Pacific View's support for treatment and rehabilitation does not obligate Pacific View to employ any person who violates Pacific View's drug and alcohol abuse policy or whose job performance is impaired because of substance abuse. Pacific View is also not obligated to reemploy any person who has participated in treatment or rehabilitation if that person's job performance remains impaired as a result of dependency. Employees who are given the opportunity to seek treatment and/or rehabilitation and are involved in any further violations of this policy will not be given a second opportunity to seek treatment or rehabilitation.~~

~~Pacific View is covered by the Federal Drug Free Workplace Act and the California Drug-Free Workplace Act, and provides a drug free workplace. As a covered employer, Pacific View must certify to the contracting government agencies that it will provide a drug free workplace in connection with the performance of its government contracts. Pacific View will include drug free awareness information in its programs and will comply with the~~

~~requirements that the government be notified of any employee's workplace-related drug conviction.~~

~~In connection with Pacific View's drug-free workplace compliance efforts, please note the following requirements:~~

- ~~a. Employees must, as a condition of employment, report any conviction under a criminal drug statute for violations occurring on Pacific View premises or while conducting Pacific View business. A report of a conviction must be made to the Executive Director within five (5) days of the conviction. Within ten days of learning about an employee's conviction, Pacific View must notify any government agency with which it contracts or subcontracts of the employee's criminal drug statute conviction.~~
- ~~b. Within thirty (30) days of the date Pacific View learns of any employee's conviction, it will discipline the employee, up to and including termination. Any employee who is not terminated will be required to satisfactorily participate in and complete a drug abuse assistance or rehabilitation program.~~

~~Pacific View will make ongoing good faith efforts to maintain a drug-free workplace by implementing the above requirements. Our failure to comply with the provisions of the drug-free workplace statutes may subject Pacific View to loss of payments under a government contract, termination of the contract, and debarment as a contractor for up to five (5) years. Any questions regarding our drug-free workplace compliance efforts should be referred to the Executive Director.~~

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Executive Director, or the Board of Trustees, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Hiring Relatives

A familial relationship among employees can create an actual or at least a potential conflict of interest in the employment setting, especially where one relative supervises another relative. To avoid this problem, Pacific View may refuse to hire or place a relative in a position where the potential for favoritism or conflict exists.

In other cases where a conflict or the potential for conflict arises, even if there is no supervisory relationship involved, the parties may be separated by reassignment or terminated from employment, or Pacific View will make this determination in consultation with the parties involved at the discretion of Pacific View.

If two (2) employees marry, become related, or enter into an intimate relationship, they may not remain in a reporting relationship or in positions where one individual may affect the compensation or other terms or conditions of employment of the other individual. Pacific View will attempt to identify other available positions, and the employees will have thirty (30) days to decide which individual will remain in his/her current position. If no alternate position is available, the employees will have thirty (30) days to decide which employee will remain with Pacific View. If this decision is not made in the time allowed, Pacific View will make the decision.

For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

Smoking

~~The School~~ All Pacific View -facilities are y-is-a no smoking facilitiesy.

THE WORKPLACE

Employment Status

Employees at Pacific View are classified into the following categories:

Full-Time Non-Exempt Employees

Full-time, nonexempt employees are those who are normally scheduled to work and who do work a schedule of forty (40) or more hours per week.

Part-Time Non-Exempt Employees

Part-time nonexempt employees are those who are scheduled to and do work less than forty (40) hours per week. Part-time nonexempt employees may be assigned a work schedule in advance or may work on an as-needed basis.

Temporary Employees

Temporary employees are those who are employed for short-term assignments. Short-term assignments will generally be periods of one year or less. Temporary employees are not eligible for benefits. Temporary employees may be classified as exempt or nonexempt on the basis of job duties.

Exempt Employees

Exempt employees are those employees, whose job assignments and compensation meet the applicable legal requirements to be considered exempt from certain wage and hour laws, including overtime and meal/rest periods. Exempt employees are compensated on a salary basis and are not eligible for overtime pay. Generally, executive, administrative, professional (teachers), and certain outside sales employees are exempt. The Human Resources Representative will inform you if your status is exempt.

Non-Exempt Employees

Non-exempt employees are those employees whose job assignments and compensation do not meet the legal requirements to be considered exempt from certain wage and hour laws. Non-exempt employees are thus eligible for overtime and must be provided applicable meal and rest periods. - All overtime work must be previously authorized by the Executive Director/Designee.

Job Duties

As part of initial orientation, employees will learn the various duties and responsibilities of the job. Employees will be provided with a copy of the written job description for their individual position. Pacific View maintains certain expectations and standards applicable to each job position. The Executive Director/Designee should review these job expectations with employees.

It is expected that employees will perform additional duties and assume additional responsibilities as

needed by the Executive Director for the efficient operation of Pacific View.

In order to adjust to changes in our operations, it may become necessary to modify job descriptions, add to or remove certain duties and responsibilities, or reassign employees to an alternate job position.

~~Policies Against Workplace Violence~~

Statement of Policy

~~Pacific View recognizes that violence in the workplace is a growing nationwide problem necessitating a firm response by employers. The costs of workplace violence are great, both in human and financial terms. We believe that the safety and security of Pacific View employees are paramount. Therefore, Pacific View has adopted this policy regarding workplace violence.~~

~~Acts or threats of physical violence, including intimidation, harassment, and/or coercion, that involve or affect Pacific View or that occur on Pacific View property or in the conduct of Pacific View business off Pacific View property, will not be tolerated. This prohibition against threats and acts of violence applies to all persons involved in Pacific View operations, including, but not limited to, Pacific View personnel, contract workers, temporary employees, and anyone else on Pacific View property or conducting Pacific View business off Pacific View property. Violations of this policy, by any individual, will lead to disciplinary and/or legal action as appropriate.~~

~~This policy is intended to bring Pacific View into compliance with existing legal provisions requiring employers to provide a safe workplace; it is not intended to create any obligations beyond those required by existing law.~~

Definitions

~~Workplace violence is any intentional conduct that is sufficiently severe, offensive, or intimidating to cause an individual to reasonably fear for his or her personal safety or the safety of his or her family, friends, and/or property such that employment conditions are altered or a hostile, abusive, or intimidating work environment is created for one or several Pacific View employees. Workplace violence may involve any threats or acts of violence occurring on Pacific View premises, regardless of the relationship between Pacific View and the parties involved in the incident. It also includes threats or acts of violence that affect the business interests of Pacific View or that may lead to an incident of violence on Pacific View premises. Threats or acts of violence occurring off Pacific View premises that involve employees, agents, or individuals acting as a representative of Pacific View, whether as victims of or active participants in the conduct, may also constitute workplace violence. Specific examples of conduct that may constitute threats or acts of violence under this policy include, but are not limited to, the following:~~

- ~~a. Threats or acts of physical or aggressive contact directed toward another individual;~~
- ~~b. Threats or acts of physical harm directed toward an individual or his/her family, friends, associates, or property;~~
- ~~c. The intentional destruction or threat of destruction of Pacific View property or another~~

~~employee's property;~~

~~d. Harassing or threatening phone calls;~~

~~e. Surveillance;~~

~~f. Stalking;~~

~~g. Veiled threats of physical harm or similar intimidation; and~~

~~h. Any conduct resulting in the conviction under any criminal code provision relating to violence or threats of violence that adversely affects Pacific View's legitimate business interests. Workplace violence does not refer to occasional comments of a socially acceptable nature. These comments may include references to legitimate sporting activities, popular entertainment, or current events. Rather, it refers to behavior that is personally offensive, threatening, or intimidating.~~

Enforcement

~~Any person who engages in a threat or violent action on Pacific View property may be removed from the premises as quickly as safety permits and may be required, at Pacific View's discretion, to remain off Pacific View premises pending the outcome of an investigation of the incident.~~

~~When threats are made or acts of violence are committed by employee(s), a judgment will be made by Pacific View as to what actions are appropriate, including possible medical evaluation and/or possible disciplinary action.~~

~~Once a threat has been substantiated, it is Pacific View's policy to put the threat maker on notice that he/she will be held accountable for his/her actions and then implement a decisive and appropriate response.~~

~~Under this policy, decisions may be needed to prevent a threat from being carried out, a violent act from occurring, or a life-threatening situation from developing. No existing policy or procedure of Pacific View should be interpreted in a manner that prevents the making of these necessary decisions.~~

~~**Important Note:** Pacific View will make the sole determination of whether, and to what extent, threats or acts of violence will be acted upon by Pacific View. In making this determination, Pacific View may undertake a case-by-case analysis in order to ascertain whether there is a reasonable basis to believe that workplace violence has occurred. No provision of this policy shall alter the at-will nature of employment at Pacific View.~~

Operation of Vehicles

The use of Pacific View-owned or Pacific View-leased vehicles and rental of vehicles for Pacific View business are limited to authorized employees. These vehicles must only be used in work-related activities and may not be used for personal business or activities without the express prior approval of the Board of Trustees.

All employees authorized to drive Pacific View-owned or Pacific View-leased vehicles or to rent vehicles for use in conducting Pacific View business must possess a current, valid California driver's license and an acceptable driving record. Any change in license status or driving record must be reported to management immediately. From time to time, Pacific View or its insurance carrier will request reports from the Department of Motor Vehicles regarding the license status and driving record of employees whose job responsibilities include driving.

A valid California driver's license must be in your possession while operating a vehicle off or on Pacific View property. It is the responsibility of every employee to drive safely and obey all traffic, vehicle safety, and parking laws or regulations. Drivers should demonstrate safe driving habits.

Certain employees may drive their own personal vehicles while conducting Pacific View business. These employees must maintain adequate personal automobile liability insurance. Employees doing so should promptly submit an expense report detailing the number of miles driven on Pacific View business. Pacific View will pay mileage reimbursement in accordance with applicable reimbursement rates. Employees are expected to observe the above policies while on Pacific View business, even if driving their own personal vehicles.

Use of Equipment

All Pacific View property--including but not limited to desks, storage areas, work areas, lockers, file cabinets, credenzas, computer systems, office telephones, cellular telephones, modems, facsimile machines, duplicating machines, and vehicles--must be used properly and maintained in good working order. Employees who lose, steal, or misuse Pacific View property may be personally liable for replacing or fixing the item and may be subject to discipline, up to and including discharge.

Pacific View reserves the right, at all times and without prior notice, to inspect and search any and all of its property for the purpose of determining whether this policy or any other policy of Pacific View has been violated, or when an inspection and investigation is necessary for purposes of promoting safety in the workplace or compliance with state and federal laws. These inspections may be conducted during or after business hours and in the presence or absence of the employee.

Employees are otherwise permitted to use Pacific View's equipment for occasional, non-work purposes with permission from their Executive Director. Nevertheless, employees have no right of privacy as to any information or file maintained in or on Pacific View property or transmitted through Pacific View. For purposes of inspecting, investigating, or searching employees' files or documents, Pacific View may override any applicable passwords, codes, or locks in accordance with the best interests of Pacific View, its employees, or its students and/or parents or visitors. All bills and other documentation related to the use of Pacific View equipment or property are the property of Pacific View and may be reviewed and used for purposes that Pacific View considers appropriate.

Employees may access only files or documents that they have permission to enter. Unauthorized review, duplication, dissemination, removal, damage, or alteration of files, or other property of Pacific View, or improper use of information obtained by unauthorized means, may be grounds for disciplinary action, up to and including discharge.

Use of Stationery & Mail Services

All engraved or printed Pacific View stationery, envelopes, and other work materials are for Pacific View business only. All employees must receive prior approval from the Executive Director before the release of letterhead documents. These materials may not be used for personal correspondence or non-business matters. When signing business letters on Pacific View letterhead, the employee's name and title or position must be used.

Employees are requested not to send or receive personal mail using Pacific View's mail services. Employees will be asked to reimburse the cost of postage for non-business related materials sent through Pacific View's mail services.

Employee Property

Employees should not bring valuables to work. If necessary to do so, all valuables should be kept in a secure location. Pacific View will provide employees with a storage area for employees to store their belongings while at work. Employees may not use their own locks or other devices to secure lockers or other storage facilities provided by Pacific View. Pacific View assumes no responsibility for the loss, theft, or damage of employees' personal property.

Solicitation & Distribution of Literature

Pacific View has established rules, applicable to all employees, to govern solicitation and distribution of written material during working time and entry onto the premises and work areas. All employees are expected to comply strictly with these rules.

1. No employee shall solicit or promote support for any cause or organization during his or her working time or during the working time of the employee or employees at whom the activity is directed;
2. No employee shall distribute or circulate any written or printed material in work areas at any time, during his or her working time, or during the working time of the employee or employees at whom the activity is directed; and
3. Non-employee visitors may be permitted to distribute written material on Pacific View property provided they identify themselves and follow Pacific View guidelines.

As used in this policy, "working time" includes all time for which an employee is paid and/or is scheduled to be performing services for Pacific View; it does not include break periods, meal periods, or periods in which an employee is not, and is not scheduled to be, performing services or work for Pacific View.

Employee Parking

Pacific View provides employees with parking on a first-come first-served basis. Employees may park vehicles in a non-reserved space. Some parking areas, however, may be reserved for disabled drivers, vendors, students and/or parents, vehicles belonging to Pacific View, and others. Pacific

View will not be responsible for any damage to your vehicle or the contents of your vehicle while parked on Pacific View property.

Bulletin Boards

Bulletin boards are reserved for use by Pacific View for posting work-related notices or notices that must be posted pursuant to local, state, and federal law. From time to time, special notices and information for employees will be posted on the bulletin boards. Please check the boards regularly for these notices. Employee postings are not permitted.

Work Schedule

Business hours are normally 8:00 a.m. – 4:00 p.m. Monday through Friday. The regular workday schedule for non-exempt employees is eight (8) hours (7:45am-4:15pm); the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Meal and Rest Periods

Non-exempt employees working at least five (5) hours are provided with at least a thirty (30) minute unpaid meal period, to be taken approximately in the middle of the workday. The Executive Director/designee but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and Pacific View mutually consent to the waiver in writing.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve your-scheduled meal and rest periods.

You Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe your-assigned working hours and the time allowed for meal and rest periods. Do not leave the premises during your rest period and do not take more than fifteen (15) minutes for each rest period. You may leave the premises during the meal period.

Lactation Accommodation

Pacific View accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

Pacific View will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

~~If you find it is necessary to be absent or late, you~~ employees are expected to ~~contact~~ telephone the Executive Director/designee as soon as possible but no later than ~~fifteen (15) minutes~~ one-half (1/2) hour before the start of the workday. ~~If you are an employee is absent from work longer than one (1) day, you are~~ he or she is expected to keep the Executive Director/designee sufficiently informed of ~~your~~ the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than ~~two (2)~~ three (3) consecutive days without notifying the Executive Director will be considered a voluntary resignation from employment.

Time Cards/Records

By law, the School is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall ~~keep~~ be required to utilize the School's time ~~sheet~~ card system.

Non-exempt employees must accurately ~~document~~ clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time ~~sheet~~ card indicates when the employee arrived and when the employee departed. All non-exempt employees must ~~document~~ clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time ~~sheets~~ cards and remembering to record time worked. If an employee forgets to mark their time ~~sheet~~ card or makes an error on the time ~~sheet~~ card, the employee must contact the Executive Director/Designee to make the correction and such correction must be initialed by both the employee and the Executive Director/Designee.

~~Exempt employees may also be required to record their time worked and report full days of absence from work for reasons such as leaves of absence, sick leave, or personal business.~~

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee, who ~~tampers with his/her own time card, or another employee's time card, may be subjected~~ violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Use of ~~E-mail~~ Email, Voicemail and Internet Access

The School will permit employees to use its ~~electronic mail~~ email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The ~~e-mail~~ email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file ~~of e-mail or~~ email or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal ~~e-mail~~ email files or voicemail unless there is a business need to do so. The School retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's Pacific View email account.

Personal Business

Pacific View's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Social Media

If an employee decides to ~~keep~~ post information on the Internet (i.e., personal blog, ~~and that~~ blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:-

- School equipment, including ~~its~~ School computers and electronics systems, may not be used for these purposes;

- Student and employee confidentiality policies must be adhered to strictly followed;
- Employees must make clear that the views expressed in their social media blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors; and
- Employees must comply with all School policies, including, but not limited to, rules against sexual unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media violates Internet postings violate this or other School policies.

Personal Business

~~The School's facilities for handling mail and telephone calls are designed to accommodate School business. Please have your personal mail directed to your home address and limit personal telephone calls to an absolute minimum. Only toll-free personal calls may be made using school telephone lines. Do not use School material, time or equipment for personal projects.~~

Personal Appearance/Standards of Dress

~~The Board of Trustees believes that staff serves Pacific View employees serve as role models. They to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.~~

~~The Board of Trustees encourages staff, during school hours, Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff employees shall adhere to the Pacific View Charter School Dress Code. Copies may be obtained from the Executive Director/designee following standards of dress:~~

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Executive DirectorPrincipal.

3) Slacks and shorts are to be worn ~~on the waist with~~so that no portion of an undergarment showing. ~~Jeans are not permitted.~~ Shorts should be modest in length and should be no higher than three (3) inches above the knee. Sweatpants are not permitted. Leggings can be worn with proper coverage.

4) Skirts and dresses should be no higher than three (3) inches above the knee.

5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage with no cleavage showing. Low cut tops, tops that show bare midriff, halter tops, spaghetti straps, tank tops (2" width strap), and tube tops are not permitted.

6) Clothing or jewelry with logos that depict and/or promote gangs (as defined in Cal. Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

7) Appropriate shoes must be worn at all times. No flip flops (rubber beach wear).

8) Unnatural hair colors are not permitted

9) Facial hair must be appropriately groomed.

4) ~~Skirts and dresses should be no higher than three (3) inches above the knee.~~

~~5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.~~

6) ~~For safety purposes, earrings must not dangle more than one (1) inch below the ear.~~

~~7) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.~~

8) ~~Appropriate shoes must be worn at all times.~~

Health and Safety Policy

The School is committed to providing and maintaining a healthy and safe work environment for all employees.

~~You~~Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. ~~You~~Employees are required to report immediately to the Executive Director/designee any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

The School has developed guidelines to help maintain a secure workplace. Employees are required to read and understand the PVCS Comprehensive School Safety and Crisis Plan. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Executive Director/designee. ~~Secure your~~ Employee desk or office should be secured at the end of the day. When an employee is called away from ~~your~~ this or her work area for an extended length of time, ~~do not leave valuable or personal articles~~ should not be left around your a work station that may be accessible. The security of facilities as well as the welfare of ~~our~~ employees depends upon the alertness and sensitivity of every individual to potential security risks. ~~You~~ Employees should immediately notify the Executive Director/designee when keys are missing or if security access codes or passes have been breached.

Occupational Safety

The School is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. The School's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling Administration management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, ~~and Social Security (FICA)~~ and State Disability Insurance from each employee's pay when appropriate, as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from ~~your~~ an employee's paycheck is explained on ~~your~~ the check voucher. If ~~you~~ an employee does not understand the deductions, he or she should ask the Executive Director/designee ~~Principal Executive Director/Designee~~ to explain them ~~to you~~.

~~You~~ Employees may change the number of withholding allowances ~~you wish to claim~~ claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Executive Director/designee. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Executive Director/designee and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. The School will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Executive Director/Designee. The School provides compensation for

all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Payment of Wages

Paydays are on the last day of the month, or the last workday before the last day of the month, for the preceding pay periods. If a regular payday falls on a weekend or holiday, employees will be paid on the preceding workday.

Paychecks are normally available by 4:00 p.m. on a payday. If there is an error in your check, please report it immediately to the Executive Director/designee. No one other than the employee to whom the paycheck is written will be allowed to pick up a paycheck unless written authorization has been given for another person to do so.

Your compensation will be subject to all state and federal withholding. Employees must complete a W-4 form when they are first hired and should report any changes in filing status to the Executive Director/designee.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of your an employee's earnings in their favor.

Professional Growth

Employees may be eligible for reimbursement for certain professional growth activities (e.g. conference registration, continuing education), in accordance with Pacific View fiscal policies and practices. The Executive Director/designee can give you additional information on this subject.

Medical Benefits

Eligibility

~~You are~~An employee is eligible for medical coverage if ~~you are~~he or she is a full-time regular employee working for the School as defined by school policy or applicable law at least thirty (30) hours per week.

Employees who ~~transition~~go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Your coverage will begin on the first day of employment, or if hired after the 14th day of the mid-month, ~~coverage it~~ will start on the first day of the next month. Your enrollment form must be submitted to the Business Office within thirty (30) days of the date you first become eligible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

COBRA Benefits

Continuation of Medical, Dental, & Vision

~~WHEN COVERAGE UNDER THE SCHOOL'S HEALTH PLAN ENDS, YOU OR YOUR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.~~

When ~~your~~coverage under the School's medical and/or dental or vision plans ends, ~~you~~employees or ~~your~~their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, ~~you~~an employee must pay the full cost of coverage -- ~~your~~ the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for ~~you, you~~an employee, his/her spouse, and ~~your~~eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- ~~Your employment~~Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- ~~Your hours~~Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making ~~you~~an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months if ~~you are disabled at the time in cases of your termination or reduction in hours if you meet~~disability subject to certain requirements. This eighteen (18) month period ~~may also may be extended an additional eighteen (18) months~~ if other events (such as a divorce or death) occur during the ~~eighteen (18) month period~~ subject to certain requirements.

~~Your~~

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- ~~You die~~ The employee dies while covered by the plan;
- ~~You~~ The employee and your ~~his/her~~ spouse become divorced or legally separated;
- ~~You become~~ The employee becomes eligible for Medicare coverage, but ~~your~~ his/her spouse has not yet ~~reached~~ reach age sixty-five (65); or
- ~~Your~~ The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

The School will notify ~~you~~ employees or your dependants ~~their dependents~~ if coverage ends due to termination or a reduction in ~~your~~ work hours. If ~~you~~ become ~~an employee becomes~~ eligible for Medicare, divorced or legally separated, die, or when ~~your~~ a dependent child no longer meets the eligibility requirements, ~~you~~ the employee or a family member are responsible for notifying the School within thirty (30) days of the event. The School will then notify ~~you~~ the employee or ~~your~~ his/her dependents of ~~your~~ the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- ~~You~~ The employee (or your ~~his/her~~ spouse or child) ~~becomes~~ become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition ~~you~~ the employee (or ~~your~~ the employee's spouse or child, as applicable) may have;
- The School stops providing group health benefits;
- ~~You~~ The employee (or your ~~the employee's~~ spouse or child) become entitled to Medicare; or
- ~~You~~ The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that ~~you~~ are ~~the employee is~~ no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Executive Director or designee. ~~Performance evaluations will be conducted annually, on or about the end of the school year.~~ The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

~~Your performance~~ Performance evaluations may review factors such as the quality and quantity of the work you perform, ~~your~~ performed, knowledge of the job, ~~your~~ initiative, ~~your~~ work attitude, and ~~your~~ attitude toward others. The performance evaluations are intended to make ~~you~~ employees aware of ~~your~~ their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. ~~Promotions~~ Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, ~~you~~ an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to ~~you~~ them, that ~~you~~ they have discussed it with the Executive Director/Designee, and that ~~you~~ they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the Principal Executive Director/within the first ninety (90) days of employment.

~~Salary and potential for advancement will be based largely upon job performance.~~ On a periodic basis, the Executive Director/Designee will review ~~you~~ employee job performance with ~~you~~ an employee in order to establish goals for future performance and to discuss your current performance. The School's evaluation system will in no way alter the employment-at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of ~~your~~ employment, a personnel file is established for ~~you~~ each employee. Employees must ~~Please~~ keep the Executive Director/designee advised of changes that should be reflected in ~~your~~ their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact ~~you~~ employees should the change affect ~~your~~ other records.

~~You~~ Employees have the right to inspect ~~certain~~ documents in ~~your~~ their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. ~~You~~ Employees also have the right to obtain a copy of ~~your~~ their personnel file as provided by law. ~~You~~ Employees may add ~~your~~ comments to any disputed item in the file. The School will restrict disclosure of ~~your~~ personnel file-s to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Executive Director/designee. Only the Executive Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

DRAFT

HOLIDAYS, VACATIONS AND LEAVES

Holidays

Pacific View calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during the school year, such as ~~non-working days~~ during the ~~employee's~~ School's calendared breaks, shall not be unpaid ~~paid time for all non-exempt~~ employees in active status.

~~Religious Holidays~~— Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Executive Director/Designee. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Vacation

Pacific View offers vacation to regular full-time employees that are hired under the Confidential Classified Salary Schedule (CCSS) or Executive Leadership Schedule (ELS) as a part of their compensation package. Vacation will be accrued annually based on years of service, beginning at a rate of twelve (12) days for CCSS employees and twenty-three (23) days for ELS employees.

Confidential Classified

<u>Years</u>	<u>Vacation Days</u>
<u>-0-4</u>	<u>13</u>
<u>5</u>	<u>14</u>
<u>6-8</u>	<u>15</u>
<u>9-11</u>	<u>16</u>
<u>12-14</u>	<u>17</u>
<u>15 or more</u>	<u>18</u>

Executive Leadership

<u>Years</u>	<u>Vacation Days</u>
<u>5</u>	<u>24</u>
<u>6-8</u>	<u>25</u>
<u>9-11</u>	<u>26</u>
<u>12-14</u>	<u>27</u>
<u>15 or more</u>	<u>28</u>

The vacation policies apply exclusively to the aforementioned employee groups with the exception of contractual agreements voted on by the Board of Trustees.

The School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for “peak traffic periods” at Pacific View. Vacation must be scheduled and approved by the immediate supervisor and Executive Director. Effort will be made to enable vacation to be taken at a time convenient to employees, consistent with the needs of their service obligations and the workload of the school. Any vacation denials may be reviewed by the Executive Director.

Accrued vacation carries over from year to year up to a maximum of twenty-four (24) days for CCSS employees and forty-six (46) days for ELS employees. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap. PVCS reserves the right to “cash out” all or some of an employee’s accrued vacation at any time. With the exception of the “cash out” policy, no employee shall be required to forfeit vacation accrued prior to the adoption of this policy.

Vacation accrual begins annually on July 1. Thereafter, vacation will be earned on the basis of a full month of employment or major portion thereof. Major portion of the month, as used here, is defined as at least eleven (11) days in paid status. Employees shall be paid for all accrued unused vacation at the time of separation.

Unpaid Leave of Absence

Pacific View recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee’s medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned

prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Sick Leave

~~Employees on any leave of absence do not earn vacation or accrue sick pay.~~

Sick Leave

~~Sick leave is a form of insurance that employees accumulate in order to provide a cushion for incapacitation due to illness or injury. Sick leave is not for "personal" absences. To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Finally, employees~~Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. The School will not tolerate abuse or misuse of sick leave privileges.

~~Pacific View offers paid~~Paid sick leave is available to Employees~~all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment.~~

~~Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date.~~

~~Salaried employees will accrue paid sick leave at the rate of one (1) day per month worked allotted to each school year. Hourly employees will accrue paid sick leave at the rate of one (1) hour for every thirty (30) hours worked. Accrued sick leave carries over from year to year; however, no hourly employee may accrue more than forty-eight (48) hours of sick leave. Once an hourly employee reaches this accrual cap, no further paid sick leave shall accrue. The School does not pay employees in lieu of unused sick leave.~~

~~If you are~~Employees~~absent longer than four (4) consecutive~~three (3) four (4) consecutive~~days due to illness (or for intermittent absences due to the same reason), may be required to provide medical evidence of your illness and/or medical certification of your fitness to return to work; satisfactory to the School, will be required. The School may take disciplinary action against any employee that it suspects has misused sick leave.~~

~~Employees using sick leave will receive pay at their normal base rate by no later than the payday for the next regular payroll period after the sick leave was taken. However, if an Employee has used at least twenty-four (24) hours of paid sick leave in a single year, the School may require the Employee to provide a satisfactory verification of illness or disability prior to authorizing the Employee to receive payment for any additional paid sick leave the Employee used.~~

~~Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick~~

leave. Employee requests for unpaid medical leave must be approved in advance by the School. Pacific View reserves the right to request a medical certification from an employee on an unpaid medical leave at any time.

Personal Necessity Leave

All salaried employees may use up to seven (7) days of sick leave for personal necessity leave per year. Employees may use up to five (5) days of personal necessity for personal business with prior approval. Uses of personal necessity leave may include, but are not limited to, death or serious illness of a member of the employee's immediate family (this is in addition to Bereavement Leave), an accident involving the employee's person or property, or the person or property of an immediate family member, adoption of a child, the birth of child making it necessary for an employee who is the ~~father-parent~~ of the child to be absent from his position during work hours. Final approval of ~~Personal Necessity and/or Personal Business~~ leave shall be determined by the Executive Director. Employees must request ~~personal necessity leave~~ at least one (1) week in advance unless an emergency situation occurs. Personal necessity and personal business leave are part of sick leave, do not accrue year to year, and are not paid out upon separation from employment.

Catastrophic Illness Leave

When a catastrophic illness or injury incapacitates an employee or a member of his/her family for an extended period of time and the employee has exhausted all paid leaves of absence, other employees may donate accrued sick leave to that employee in accordance with the following:

1. "Catastrophic illness" or "injury" means an illness or injury that is expected to incapacitate the employee for an extended period of time, or that incapacitates a member of the employee's family which incapacity requires the employee to take off from work for an extended period of time to care for that family member, and taking extended time off work creates a financial hardship for the employee because he/she has exhausted all of his/her sick leave and other paid time off.

"Member of the employee's family" shall be limited to mother, father, grandmother, grandfather or grandchild of the employee or of the spouse or domestic partner of the employee, and the spouse, domestic partner, son, son-in-law, daughter, daughter-in law, brother or sister of the employee or any relative living in the immediate house of the employee.
2. Upon requesting donations under this program, the employee shall provide verification of the catastrophic injury or illness. Verification shall be made by means of a letter, dated and signed by the sick or injured person's physician indicating the incapacitating nature and probable duration of the illness or injury. The School's Executive Director, or designees, shall determine that the employee is unable to work due to the employee's or his or her family member's catastrophic illness or injury.
3. On forms prepared and approved by the School, any employee may donate up to two (2) days accumulated and unused sick leave to another employee who has suffered or whose family member has suffered a catastrophic illness or injury and who has exhausted all fully paid

leaves. (Current year sick leave days advanced, but not yet earned, may not be donated). The PVCS Executive Director, or designee, shall approve the transfer of eligible leave.

4. The PVCS Executive Director or designee shall determine:
 - a. That the employee is unable to work due to the employee's or his/her family member's catastrophic illness or injury; and
 - b. That the employee has exhausted all accrued paid leave.
5. When the above verification and determinations are made, the PVCS Executive Director or designee may approve the transfer of sick leave.
6. The PVCS Executive Director or designee shall inform employees of the means by which donations may be made in response to the employee's request.
7. Any employee, upon written notice to the School, may donate accrued sick leave to the requesting employee at a minimum of one (1) day, prorated per donating employee work day, and in one (1) hour increments thereafter. All transfers of eligible leave shall be irrevocable.
8. To ensure that employees retain sufficient accrued sick leave to meet their own needs, donors shall not reduce their accumulated sick leave to a level which would create a hardship on themselves. Employees cannot donate an amount of sick leave which would leave their own balance at less than ten (10) days.
9. An employee who receives paid leave pursuant to this program shall use any leave that he/she continues to accrue on a monthly basis before receiving paid leave pursuant to this program.
10. The employee who is recipient of the donated leave shall use such leave in compliance with their approved Catastrophic Leave Application.
11. The PVCS Executive Director or designee shall ensure that all donations are confidential.

General Information Regarding Leaves of Absence

Pacific View may grant a leave of absence in certain circumstances. You should notify the Executive Director in writing as soon as you become aware that you may need a leave of absence. Pacific View will consider your request in accordance with applicable law and Pacific View's leave policies. You will be notified whether your leave request is granted or denied. If you are granted leave, you must comply with the terms and conditions of the leave, including keeping in touch with the Executive Director or designee during your leave, and giving prompt notice if there is any change in your return date.

You must not accept other employment or apply for unemployment insurance while you are on a leave of absence. Acceptance of other employment while on leave will be treated as a voluntary resignation from employment at Pacific View. Benefits, such as sick leave, will not accrue while you are on a leave of absence. Upon return from a leave of absence, you will be credited with the full employment status that existed prior to the start of the leave.

Pacific View may hold in abeyance or proceed with any counseling, performance review, or disciplinary action, including discharge, that was contemplated prior to any employee's request for or receipt of a leave of absence or that has come to Pacific View's attention during the leave. If any action is held in abeyance during the leave of absence, Pacific View reserves the right to proceed with the action upon the employee's return. Requesting or receiving a leave of absence in no way relieves employees of their obligation while on the job to perform their job responsibilities capably and up to Pacific View's expectations and to observe all Pacific View policies, rules, and procedures.

~~Unpaid Leave of Absence~~

~~Pacific View recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.~~

~~The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.~~

~~If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation leave, provided that the leave was earned prior to the commencement of leave.~~

~~No paid leave time is accrued during any type of unpaid leave of absence.~~

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

- **Employee Eligibility Criteria**

To be eligible for FMLA leave, the employee must have been employed by the School for the last a total of at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles (except for purposes of baby-bonding where the threshold is twenty (20) employees).

- **Events That May Entitle an Employee To FMLA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury.- When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces servicemember with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
- ~~5. A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any~~

~~subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.~~

- Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight (8) hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces servicemember shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
3. The "~~12~~twelve month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA Leave

1. An employee on FMLA leave because of his ~~or~~/her own serious health condition must use all accrued paid sick leave ~~and vacation~~ at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.

4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

The School If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Pacific View may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced. ~~An employee who was absent from work while fulfilling his or her covered service obligation under the Uniformed Services Employment and Reemployment Rights Act (USERRA) shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA covered service.~~

- Medical Certifications

1. ~~1. —~~An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. ~~Failure~~Absent extenuating circumstances, failure to provide the required certification in a timely manner (within

fifteen (15) days of the leave School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate ~~or clarify information in a deficient certification if the employee is unable to cure the deficiency~~ as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Executive Director/designee. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
2. Employees should provide not less than thirty (30) ~~days~~ days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. ~~In most cases, the~~The School will respond to an FMLA leave request ~~within two (2) days of acquiring knowledge that the leave is being taken for an FMLA qualifying reason and, in any event, within~~no later than five (5) business days of receiving the request, ~~absent extenuating circumstances.~~ If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA leave taken because of his ~~or~~/her own serious health condition, the employee must obtain a certification from his ~~or~~/her health care provider that he ~~or~~/she is able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Limitations on Reinstatement

1. The School may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.
2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and

maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

- **Employment during Leave**

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's ~~position~~written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- **Duration of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within

four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 $\frac{1}{3}$ weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 $\frac{1}{3}$ weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 $\frac{1}{3}$ weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

~~Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.~~

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

The School shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The ~~continuum~~ continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. The School can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:

- The employee is taking leave under the California Family Rights Act.
- There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
- There is a non-pregnancy related medical condition requiring further leave.
- Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Director/Designee. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) ~~days~~ days' notice or as soon as notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred

temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. ~~In most cases, the~~The School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with School policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

The School, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Executive Director/designee;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director/designee; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ~~insure~~ensure that the injured employee receives appropriate medical attention. The School, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Executive Director/Designee and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal

physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

The School shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, Pacific View Charter School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, Pacific View will reinstate those employees returning from military leave to their same position or one of comparable position seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

Pacific View Charter School An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Pacific View shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the Charter School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying

that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Pacific View provides time off to employees who experience a death within their family. All regular employees who experience a death within their family may take up to three (3) days off with pay to handle affairs related to the death. For purposes of ~~paid time off~~ this policy, family is defined as mother, father, wife, husband, life partner, daughter, son, brother, sister, mother-in-law, father-in-law, sister-in-law, brother-in-law, grandson, granddaughter, and grandparent.

~~You~~ Employees may also be granted up to one (1) full day of paid funeral leave if ~~you~~ an employee wishes to attend the funeral of a relative who is not ~~your~~ in the employee's immediate family. Days off must be taken consecutively. Documentation verifying the loss must be presented to the Executive Director/Designee immediately upon return to work.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to ~~provide~~ perform work duties as assigned. For all non-exempt employees, the School will pay for up to ten (10) days if ~~you~~ an employee is ~~are~~ called to serve on a jury.

~~School Appearance and Activities Leave~~

~~As required by law, Pacific View will permit an employee who is a parent or guardian of school children, from kindergarten through grade twelve (12), or a child in a licensed day-care facility, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school. If more than one parent or guardian is an employee of the School, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.~~

~~The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused sick time to be paid during the absence.~~

~~When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.~~

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to

a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director/designee at least two (2) days notice.

School Appearance and Activities Leave

As required by law, Pacific View will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of Pacific View, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must may provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must may provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12-) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use ~~his or her earned but unused sick~~ five (5) days of accrued paid leave for bone marrow donation and two (2) ~~week's worth of earned but unused sick~~ weeks of accrued paid leave for organ donation. If the employee has an insufficient number of ~~sick~~ paid leave days available, the leave will ~~otherwise be considered unpaid~~ be considered unpaid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment.

The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

Pacific View provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.
- Request leave under this policy, an employee should provide Pacific View with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide Pacific View one (1) of the following certifications upon returning back to work:
 1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
 2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
 3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, Pacific View will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Executive Director Principal.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director/Designee thirty (30) ~~days~~^{days²} notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, ~~be sure to~~ consult the Executive Director or designee.

DRAFT

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by ~~Pacific View Charter~~the School. This list of prohibited conduct is illustrative only and applies to all employees of ~~Pacific View Charter~~the School; other types of conduct that threaten security, personal safety, employee welfare and ~~Pacific View Charter~~the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of ~~Pacific View Charter~~the School. If an employee is working under a contract with ~~Pacific View Charter~~the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time sheetcards.
10. Recording the time sheet ~~time sheet~~clock card, when applicable, of another employee or permitting or arranging for another employee to record your time sheet ~~clock card~~.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness, excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.

21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. The School shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for you to terminate your at-will employment with the School, please notify the Executive Director regarding your intention as far in advance as possible. At least two (2) ~~weeks~~weeks' notice is expected whenever possible.

When you terminate your at-will employment, eligible employees ~~you~~ will be entitled to all earned but unused vacation ~~time~~pay. If you are participating in the medical, ~~dental~~ and/or ~~vision~~dental plan, you will be provided information on your rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. ~~All employees have free access to the Executive Director or Board of Trustees to express their work-related concerns.~~

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Against Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the HR Department who forwards on to the HR Consultant, President of the Board of Trustees of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The HR Consultant, Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or HR Department who will forward on to the HR Consultant consistent

with the process outlined above.. ~~Board President Chair~~ (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Trustees of the School. The decision of the Board of Trustees shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Board Approved: June 15, 2010	Amended: July 22, 2010
	June 24, 2013
	November 19, 2013
	August 19, 2014
	May 19, 2015

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

The School reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Executive Director or Human Resources Representative.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of harassment—such unlawful conduct and a description of the types of conduct that are considered to be harassmentunlawful.

The School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasseroffender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused to the person harassedby such unlawful conduct, and because of the potential sanctions that may be taken against the harasseroffender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed, or discriminated or retaliated against, you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Prior to filing this form, you are required to engage in a good faith meeting with the party involved to attempt to resolve your concern informally.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

8.6

Warrant ID	Name	Payment Date	Total Warrant Amount	Descr	Fund	Invoice Fund Amount	PO No.	PO Ref
14549507	Ken Erickson, Architect	5/22/2019	\$ 5,855.00	Architect Fees - Tenant Improv	6200	\$ 5,855.00	0000000608	Architect TI
14549508	Alejandro Stephens	5/22/2019	\$ 76.00	Fingerprint Reimbursement	6200	\$ 76.00		Fingerprint Reimbursement
14549509	Staff Rehab	5/22/2019	\$ 9,265.20	Support Staff	6200	\$ 150.00	0000000623	Support Staff
14549509	Staff Rehab	5/22/2019	\$ 9,265.20	Resource Teacher	6200	\$ 2,405.00	0000000622	RS Teacher
14549509	Staff Rehab	5/22/2019	\$ 9,265.20	Resource Teacher	6200	\$ 2,340.00	0000000622	RS Teacher
14549509	Staff Rehab	5/22/2019	\$ 9,265.20	Resource Teacher	6200	\$ 2,077.35	0000000622	RS Teacher
14549509	Staff Rehab	5/22/2019	\$ 9,265.20	Resource Teacher	6200	\$ 2,082.85	0000000622	RS Teacher
14549509	Staff Rehab	5/22/2019	\$ 9,265.20	Support Staff	6200	\$ 210.00	0000000623	Support Staff
14549510	Francis De Castro	5/22/2019	\$ 136.88	Mileage Reimbursement	6200	\$ 136.88		Mileage Reimbursement
14549511	Specialized Therapy Services, Inc.	5/22/2019	\$ 3,093.75	Support Services	6200	\$ 3,093.75	0000000681	Support Services
14549512	Infinite Campus, Inc.	5/22/2019	\$ 8,950.00	Online Registration, CalPads	6200	\$ 3,000.00	0000000715	Online Registration, CalPads
14549512	Infinite Campus, Inc.	5/22/2019	\$ 8,950.00	Infinite Campus	6200	\$ 5,950.00	0000000708	LMS - Infinite Campus
14549513	PACIFIC VIEW CHARTER SCHOOL	5/22/2019	\$ 18,130.94	Mortgage Payment Oceanside - U	6200	\$ 15,411.30	0000000427	Mortgage Payment Oside Union
14549513	PACIFIC VIEW CHARTER SCHOOL	5/22/2019	\$ 18,130.94	Mortgage Payment Oceanside - U	6200	\$ 2,719.64	0000000427	Mortgage Payment Oside Union
14549514	JOSEPH CHUTUK	5/22/2019	\$ 25.98	Mileage Reimbursement	6200	\$ 25.98		Mileage Reimbursement
14549515	COHEN, KATHI	5/22/2019	\$ 68.44	Mileage Reimbursement	6200	\$ 68.44		Mileage Reimbursement
14549516	WENDYAM OUEDRAOGO	5/22/2019	\$ 49.81	Mileage Reimbursement	6200	\$ 49.81		Mileage Reimbursement
14550737	Infinite Campus, Inc.	5/24/2019	\$ 3,300.00	HR Component	6200	\$ 3,300.00	0000000710	Infinite Campus HR Component
14550738	KELLY SERVICES, INC	5/24/2019	\$ 2,547.12	Kelly Services Temps Registrants	6200	\$ 2,547.12	0000000455	Kelly Services
14550739	MV MEDICAL CTR MASTER ASSOC	5/24/2019	\$ 1,136.00	Master Association Fees - More	6200	\$ 1,136.00	0000000486	MoVal Property Association Fee
14550740	OCEANSIDE UNIFIED SCHOOL DIST	5/24/2019	\$ 134.20	DIPLOMA PRINTING	6200	\$ 134.20	0000000673	Diploma Printing 2019 Graduate
14552899	Mary Jane Gardner	5/31/2019	\$ 74.88	Mileage Reimbursement	6200	\$ 74.88		Mileage Reimbursement
14552900	Stacey Tiffany-Diaz	5/31/2019	\$ 286.08	Mileage Reimbursement	6200	\$ 209.84		Mileage Reimbursement
14552900	Stacey Tiffany-Diaz	5/31/2019	\$ 286.08	Mileage Reimbursement	6200	\$ 76.24		Mileage Reimbursement
14552901	The Linde Group	5/31/2019	\$ 456.56	High School Graduation Lanyard	6200	\$ 456.56	0000000732	Graduation Items
14552902	Edwin Reza	5/31/2019	\$ 141.98	Mileage Reimbursement	6200	\$ 141.98		Mileage Reimbursement
14552903	Staff Rehab	5/31/2019	\$ 4,676.53	Resource Teacher	6200	\$ 2,076.53	0000000622	RS Teacher
14552903	Staff Rehab	5/31/2019	\$ 4,676.53	Resource Teacher	6200	\$ 2,405.00	0000000622	RS Teacher
14552903	Staff Rehab	5/31/2019	\$ 4,676.53	Support Staff	6200	\$ 195.00	0000000623	Support Staff
14552904	Total Education Solutions	5/31/2019	\$ 283.44	Support Services	6200	\$ 283.44	0000000682	Support Services
14552905	Infinite Campus, Inc.	5/31/2019	\$ 14,100.00	Infinite Campus	6200	\$ 14,100.00	0000000708	LMS - Infinite Campus
14552906	Boyer Moving & Storage	5/31/2019	\$ 2,050.00	warehouse - move out	6200	\$ 2,050.00	0000000703	Moving -- Warehouse move out
14552907	Sara Jacobs	5/31/2019	\$ 1,000.00	GRADUATION SPEAKER 2019	6200	\$ 1,000.00	0000000733	Graduation Speaker
14552908	Michael K. Williams Jr.	5/31/2019	\$ 200.00	MV 8th Promotion Speaker	6200	\$ 200.00	0000000730	Promotion Speaker - Mo Val
14552909	A PLUS CHARTER CONSULTING	5/31/2019	\$ 5,500.00	Charter School Consulting	6200	\$ 5,500.00	0000000729	Charter School Consulting
14552910	ASHLEY'S PARTY RENTALS	5/31/2019	\$ 765.05	TENTS FOR GRADUATION	6200	\$ 765.05	0000000734	Tents for graduation
14552911	AT&T MOBILITY	5/31/2019	\$ 408.84	Cell Phone Services	6200	\$ 279.90	0000000441	Cell Phone Services
14552911	AT&T MOBILITY	5/31/2019	\$ 408.84	Cell Phone Services-Phone Repl	6200	\$ 128.94	0000000441	Cell Phone Services
14552912	SOUTH COUNTY PEST CONTROL, INC	5/31/2019	\$ 140.00	Pest Control Services - Moreno	6200	\$ 140.00	0000000522	Pest Control Services MoVal
14552913	EASTERN MUNICIPAL WATER DIST	5/31/2019	\$ 235.12	Water Utilities - Moreno Valle	6200	\$ 235.12	0000000508	Water at Moreno Valley
14552914	JM CARDEN SPRINKLER CO., INC	5/31/2019	\$ 591.00	Fire Sprinkler Services - More	6200	\$ 591.00	0000000514	Fire Sprinklers - MoVal

Warrant ID	Name	Payment Date	Total Warrant Amount	Descr	Fund	Invoice Fund Amount	PO No.	PO Ref
14552915	KELLY SERVICES, INC	5/31/2019	\$ 2,647.13	Kelly Services Temps Registrants	6200	\$ 2,647.13	0000000455	Kelly Services
14552916	BOROMPORN LERTPAICHAION	5/31/2019	\$ 230.28	Mileage Reimbursement	6200	\$ 173.42		Mileage Reimbursement
14552916	BOROMPORN LERTPAICHAION	5/31/2019	\$ 230.28	Mileage Reimbursement	6200	\$ 56.86		Mileage Reimbursement
14552917	PACIFIC VIEW CHARTER SCHOOL	5/31/2019	\$ 12,355.89	Mortgage Payment Moreno Valley	6200	\$ 9,884.19	0000000426	Wells Fargo Mortgage Payment
14552917	PACIFIC VIEW CHARTER SCHOOL	5/31/2019	\$ 12,355.89	Mortgage Payment Moreno Valley	6200	\$ 2,471.70	0000000426	Wells Fargo Mortgage Payment
14552918	COHEN, KATHI	5/31/2019	\$ 19.49	Mileage Reimbursement	6200	\$ 19.49		Mileage Reimbursement
14552919	RONALD LARRY HOLDEN	5/31/2019	\$ 1,000.00	Janitorial Services Mo Val	6200	\$ 1,000.00	0000000434	Janitorial / Handyman MoVal
14552920	RONALD LARRY HOLDEN	5/31/2019	\$ 1,000.00	Janitorial Services Mo Val	6200	\$ 1,000.00	0000000434	Janitorial / Handyman MoVal
14552921	RONALD LARRY HOLDEN	5/31/2019	\$ 4,000.00	Janitorial Services Mo Val	6200	\$ 4,000.00	0000000434	Janitorial / Handyman MoVal
14552922	TRIVISTA, INC	5/31/2019	\$ 11,667.67	Counselor Room -3666	6200	\$ 2,574.12	0000000658	Counselor Room 3666
14552922	TRIVISTA, INC	5/31/2019	\$ 11,667.67	Counselor Room -3666	6200	\$ 9,093.55	0000000658	Counselor Room 3666
14552923	VCC OCEAN RANCH CONDO. ASSOC.	5/31/2019	\$ 5,766.00	Association Fees - Oceanside	6200	\$ 5,766.00	0000000431	Oceanside Property Association
14552924	FRONTIER	5/31/2019	\$ 448.31	Phone & Internet Student Moren	6200	\$ 381.06	0000000428	Moreno Valley Phone & Internet
14552924	FRONTIER	5/31/2019	\$ 448.31	Phone & Internet Admin Moreno	6200	\$ 67.25	0000000428	Moreno Valley Phone & Internet
14554832	Staff Rehab	6/5/2019	\$ 805.20	Support Staff	6200	\$ 805.20	0000000623	Support Staff
14554833	Stellar Solar	6/5/2019	\$ 9,763.00	Increase System Size 19.06 kW	6200	\$ 9,763.00	0000000655	Change Order 1 Solar Project
14554834	ReGreen Inc.	6/5/2019	\$ 14,840.63	LED Retro Fit Project Prop. 39	6200	\$ 14,840.63	0000000646	LED Project Prop 39 MoVal
14554835	Shout point, Inc.	6/5/2019	\$ 1,190.00	Voiceover IP for Infinite Camp	6200	\$ 1,190.00	0000000716	Voiceover IP 4 Infinite Campus
14554836	American Eagle Interiors, Inc.	6/5/2019	\$ 900.00	Down Payment - Plans	6200	\$ 900.00	0000000737	Down Pymnt - Plans SST Room MV
14554837	Jennifer Sandoval	6/5/2019	\$ 79.00	Fingerprint Reimbursement	6200	\$ 79.00		Fingerprint Reimbursement
14554838	BILLY R BENSON,	6/5/2019	\$ 2,880.44	Business Office Training- Sand	6200	\$ 2,449.91	0000000446	Business Office Training
14554838	BILLY R BENSON,	6/5/2019	\$ 2,880.44	Presentation - HR Consulting	6200	\$ 430.53	0000000446	Business Office Training
14554839	DECORATIVE SERVICES	6/5/2019	\$ 4,930.79	COMPUTER BAGS	6200	\$ 4,930.79	0000000537	Student Computer Bags
14554840	GOODWILL SOUTHERN CALIFORNIA	6/5/2019	\$ 75.00	Moreno Valley Shredding	6200	\$ 75.00	0000000456	Moreno Valley Shredding
14554841	JAN-PRO OF SAN DIEGO	6/5/2019	\$ 3,514.00	Janitorial Services	6200	\$ 677.00	0000000436	Janitorial Services - Oside
14554841	JAN-PRO OF SAN DIEGO	6/5/2019	\$ 3,514.00	Janitorial Services	6200	\$ 2,837.00	0000000436	Janitorial Services - Oside
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	Instructional Supplies	6200	\$ 753.04	0000000528	Student Supplies - Amazon
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	8th grade Promotion, Oceanside	6200	\$ 634.25	0000000686	8th Grade Prom - Oceanside
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	8th Grade Promotion, Oceanside	6200	\$ 30.28	0000000665	8th Grade Prom Oside Supplies
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	8th Grade Promotion, Moreno Va	6200	\$ 499.50	0000000668	8th Promo - MO Val
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	8th Grade Promotion, Moreno Va	6200	\$ 15.14	0000000667	8th Promo MV - Supplies
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	Playtime Equipment	6200	\$ 493.06	0000000720	Playtime Equipment Purchase
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	Servint - Web Hosting	6200	\$ 78.00	0000000530	Servint
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	Dumpster - Build-Out	6200	\$ 557.41	0000000712	Dumpster for Build -Out
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	Staff Training - Supplies	6200	\$ 453.36	0000000468	Staff Training Supplies
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	Postage Supplies Oceanside	6200	\$ -	0000000464	Postage Oceanside
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	Postage Services Oceanside	6200	\$ 17.99	0000000464	Postage Oceanside
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	Postage Admin Oceanside - 22%	6200	\$ 6.85	0000000464	Postage Oceanside
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	Postage Students Oceanside - 7	6200	\$ 41.10	0000000464	Postage Oceanside
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	Postage Services Moreno Valley	6200	\$ 24.99	0000000465	Postage Moreno Valley
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	Copier - Staples	6200	\$ 108.68	0000000470	Copier - Staples

Warrant ID	Name	Payment Date	Total Warrant Amount	Descr	Fund	Invoice Fund Amount	PO No.	PO Ref
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	American & CA Flag for Moreno	6200	\$ 369.78	0000000694	American & CA Flag
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	Vista Print	6200	\$ 49.49	0000000566	Vista Print
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	Google Adworks - Cory Bray	6200	\$ 1,000.00	0000000529	Google Adworks
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	DOMAIN RENEWAL	6200	\$ 14.95	0000000738	Domain Name
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	GRADUATION INVITES/BALLOONS	6200	\$ 668.37	0000000690	Balloon invites HS GRAD
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	CSU Conference - Celia	6200	\$ 85.00	0000000711	CSU Conference
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	Sports Transportation and Refs	6200	\$ 255.48	0000000617	Sports Travel & Referees
14554842	MISSION FEDERAL CREDIT UNION	6/5/2019	\$ 6,251.72	MFCU - UC Conference	6200	\$ 95.00	0000000709	UC Conference for Counselor
14554843	NATIONAL BENEFIT SERVICES, LLC	6/5/2019	\$ 79.00	Admin Fees for Cafe 125 - Bene	6200	\$ 79.00	0000000471	Admin Fees
14554844	SAN DIEGO GAS & ELECTRIC	6/5/2019	\$ 1,680.77	Electrical Services - Oceanside	6200	\$ 1,680.77	0000000435	Electricity - Oceanside
14554845	WASTE MANAGEMENT	6/5/2019	\$ 129.10	Trash Services Moreno Valley	6200	\$ 129.10	0000000430	Trash Services Moreno Valley
14556316	Citi Cards	6/7/2019	\$ 4,290.78	Student Materials and Supplies	6200	\$ 791.59	0000000721	Student Supplies
14556316	Citi Cards	6/7/2019	\$ 4,290.78	Janitorial Supplies - Oceanside	6200	\$ 430.99	0000000524	Janitorial Supplies - Oside
14556316	Citi Cards	6/7/2019	\$ 4,290.78	Oceanside Office Supplies	6200	\$ 628.29	0000000458	Oceanside Office Supplies
14556316	Citi Cards	6/7/2019	\$ 4,290.78	Janitorial Supplies - Moreno V	6200	\$ 84.87	0000000525	Janitorial Supplies - MoVal
14556316	Citi Cards	6/7/2019	\$ 4,290.78	Citibank Costco - Student Nutr	6200	\$ 1,546.36	0000000549	Child Nutrition - Costco
14556316	Citi Cards	6/7/2019	\$ 4,290.78	Moreno Valley Office Supplies	6200	\$ 280.14	0000000459	Moreno Valley Office Supplies
14556316	Citi Cards	6/7/2019	\$ 4,290.78	Rogue Expenses - Gas, Maintenance	6200	\$ 470.69	0000000461	Rogue Expenses
14556316	Citi Cards	6/7/2019	\$ 4,290.78	Cookies & Water 8th Grade Prom	6200	\$ 57.85	0000000728	8th Grad Prom Refreshments
14556317	COLUMBIA PACIFIC TELESYSTEMS	6/7/2019	\$ 2,144.50	PHONES FOR BUILD OUT	6200	\$ 1,948.50	0000000725	Phones
14556317	COLUMBIA PACIFIC TELESYSTEMS	6/7/2019	\$ 2,144.50	PHONE CONFIGURATION	6200	\$ 196.00	0000000725	Phones
14556318	BILLY R BENSON,	6/7/2019	\$ 2,652.31	Business Office Training- Sand	6200	\$ 2,235.31	0000000446	Business Office Training
14556318	BILLY R BENSON,	6/7/2019	\$ 2,652.31	Oceanside City Project Fee	6200	\$ 417.00	0000000739	Oceanside City Project Fee
14556319	YOUNG, MINNEY & CORR, LLP	6/7/2019	\$ 69.82	Legal Counsel	6200	\$ 69.82	0000000482	Legal Counsel
14556320	OCEANSIDE UNIFIED SCHOOL DIST	6/7/2019	\$ 1,008.66	Printing - Cum Dividers, Diplo	6200	\$ 711.76	0000000472	Printing
14556320	OCEANSIDE UNIFIED SCHOOL DIST	6/7/2019	\$ 1,008.66	DIPLOMA PRINTING	6200	\$ 164.30	0000000673	Diploma Printing 2019 Graduate
14556320	OCEANSIDE UNIFIED SCHOOL DIST	6/7/2019	\$ 1,008.66	Printing Materials - Marketing	6200	\$ 132.60	0000000532	Printed Materials
14556321	OFFICE DEPOT	6/7/2019	\$ 192.89	Oceanside Office Supplies	6200	\$ 6.92	0000000473	Oceanside Office Supplies
14556321	OFFICE DEPOT	6/7/2019	\$ 192.89	Oceanside Office Supplies	6200	\$ 80.14	0000000473	Oceanside Office Supplies
14556321	OFFICE DEPOT	6/7/2019	\$ 192.89	Instructional Supplies - Office	6200	\$ 53.49	0000000496	Instructional Supplies
14556321	OFFICE DEPOT	6/7/2019	\$ 192.89	Oceanside Office Supplies	6200	\$ 26.01	0000000473	Oceanside Office Supplies
14556321	OFFICE DEPOT	6/7/2019	\$ 192.89	Instructional Supplies - Office	6200	\$ 26.33	0000000496	Instructional Supplies
14556322	PALOMAR FAMILY COUNSELING	6/7/2019	\$ 4,522.50	Palomar Family Counseling	6200	\$ 4,522.50	0000000587	Student Counseling
14556323	PRO-TEC LOCK & SAFE	6/7/2019	\$ 57.91	Locksmith Services	6200	\$ 38.97	0000000520	Locksmith Services
14556323	PRO-TEC LOCK & SAFE	6/7/2019	\$ 57.91	Locksmith Services	6200	\$ 5.95	0000000520	Locksmith Services
14556323	PRO-TEC LOCK & SAFE	6/7/2019	\$ 57.91	Locksmith Services	6200	\$ 12.99	0000000520	Locksmith Services
14556791	GAYL JOHNSON	6/10/2019	\$ 171.32	Mileage Reimbursement	6200	\$ 171.32		Mileage Reimbursement
14558362	Ari - Thane Foam Products Inc.	6/12/2019	\$ 8,248.90	Cool Roof Installation Mo Val	6200	\$ 7,839.00	0000000585	Prop 39 Cool Roof MoVal
14558362	Ari - Thane Foam Products Inc.	6/12/2019	\$ 8,248.90	Cool Roof Moreno Valley	6200	\$ 159.90	0000000585	Prop 39 Cool Roof MoVal
14558362	Ari - Thane Foam Products Inc.	6/12/2019	\$ 8,248.90	Walk Pad Solar Array Service A	6200	\$ 250.00	0000000626	Solar Walk Pad CO#1
14558363	Staff Rehab	6/12/2019	\$ 994.80	Support Staff	6200	\$ 994.80	0000000623	Support Staff

Warrant ID	Name	Payment Date	Total Warrant Amount	Descr	Fund	Invoice Fund Amount	PO No.	PO Ref
14558364	PegEx, Inc.	6/12/2019	\$ 3,350.45	Waste Removal - Oceanside	6200	\$ 3,350.45	0000000731	Waste Removal
14558365	ADT SECURITY SERVICES	6/12/2019	\$ 61.05	MoVal Security System	6200	\$ 61.05	0000000498	Security System MO Val
14558366	COX BUSINESS SERVICES	6/12/2019	\$ 364.62	Oceanside Phone and Internet S	6200	\$ 309.93	0000000453	Phone and Internet
14558366	COX BUSINESS SERVICES	6/12/2019	\$ 364.62	Oceanside Phone and Internet A	6200	\$ 54.69	0000000453	Phone and Internet
14558367	BILLY R BENSON,	6/12/2019	\$ 5,388.90	Business Office Training- Sand	6200	\$ 5,388.90	0000000446	Business Office Training
14558368	SPARKLETTS & SIERRA SPRINGS	6/12/2019	\$ 67.20	Bottled Water	6200	\$ 67.20	0000000519	Drinking Water -
14558369	KELLY SERVICES, INC	6/12/2019	\$ 3,917.74	Kelly Services Temps registrants	6200	\$ 1,423.56	0000000455	Kelly Services
14558369	KELLY SERVICES, INC	6/12/2019	\$ 3,917.74	Kelly Services Temps registrants	6200	\$ 2,494.18	0000000455	Kelly Services
14558370	MORENO VALLEY UTILITY	6/12/2019	\$ 1,464.32	Utilities - Moreno Valley	6200	\$ 1,464.32	0000000500	Utilities - Moreno Valley
14558371	SAN DIEGUITO TROPHY, INC	6/12/2019	\$ 26.94	Printing - Business Cards, Nam	6200	\$ 26.94	0000000477	Professional Printing Services
14559680	COX BUSINESS SERVICES	6/14/2019	\$ 253.91	Video Security - Oceanside	6200	\$ 253.91	0000000499	Security Services - Oceanside
14559681	SPARKLETTS & SIERRA SPRINGS	6/14/2019	\$ 48.30	Bottled Water	6200	\$ 48.30	0000000519	Drinking Water -
14559682	OCEANSIDE UNIFIED SCHOOL DIST	6/14/2019	\$ 320.00	Printing Materials - Marketing	6200	\$ 160.00	0000000532	Printed Materials
14559682	OCEANSIDE UNIFIED SCHOOL DIST	6/14/2019	\$ 320.00	Printing - Cum Dividers, Diplo	6200	\$ 160.00	0000000472	Printing
14559683	SCHOOL SERVICES OF CALIFORNIA	6/14/2019	\$ 1,000.00	Membership Gov Revised Workshop	6200	\$ 1,000.00	0000000485	Membership - Gov Revised

8.7

COMMERCIAL CONTRACTORS
TriVista Inc.

3664-3682 Ocean Ranch Boulevard
Change Order #5 Flooring Change at 3668 & 3682 Classrooms

Customer:	Pacific View Charter School 3670 Ocean Ranch Boulevard Oceanside, CA 92056 Attention: Lori Bentley		Proposal Date: 6/10/2019
Cost Summary By Division			Division Total

09600	Flooring	\$	9,803.57
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Sub Total			\$ 9,803.57
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General Conditions			\$ 490.18
Contractor's Fee			\$ 1,029.38

Total Tenant Improvement Cost			\$ 11,323.13
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Exclusions and Clarifications:

- 1.- All work to be performed during normal business hours.
- 2.- Excludes hidden conditions.
- 3.- Excludes changes made by owner, tenant or governing agencies.
- 4.- Excludes any item not stated in this proposal.

Thank you for the opportunity of working with you, don't hesitate to call me if you have any comments or questions.

If this proposal meets your approval, please sign, date and return

Date

Approved by

COMMERCIAL CONTRACTORS

TriVista Inc.

LEGEND			
SF	<i>Square Foot</i>	PR	<i>Pair</i>
SY	<i>Square Yard</i>	BL	<i>Bulk</i>
LF	<i>Lineal Foot</i>	EA	<i>Each</i>
LY	<i>Lineal Yard</i>	NTE	<i>Not to exceed</i>
HRS	<i>Hours</i>	SQ	<i>Square</i>
PL	<i>Plastic laminate</i>	SS	<i>Solid Surface</i>

DESCRIPTION	QUANTITY	UNIT	TOTAL
09600 Flooring: OPTION#1 a) Credit Mohawk Datum Carpet tile (24x24) Color: Marble at 3668 & 3682 Classrooms. b) Restocking Fee and Return Freight c) Provide and install Patcraft Click Refresh vinyl plank at 3668 & 3682 Classrooms in lieu of carpet tile. d) Floor Prep	-152 1 1561 12	SY LS SF HRS	\$ (4,639.04) \$ 1,800.00 \$ 11,862.61 \$ 780.00
Total Flooring			\$ 9,803.57

8.8

COMMERCIAL CONTRACTORS

TriVista Inc.

**3664-3682 Ocean Ranch Boulevard
Change Order #6 Add Lab Sinks and Open Shelving**

Customer:	Pacific View Charter School 3670 Ocean Ranch Boulevard Oceanside, CA 92056 Attention: Lori Bentley		Proposal Date: 6/10/2019
Cost Summary By Division			Division Total

01000	Misc. Construction Items	\$ 5,032.24
06400	Millwork	\$ 4,875.00
09200	Framing and Drywall	\$ 360.00
15400	Plumbing	\$ 2,880.04
16000	Electrical	\$ 900.00

	Sub Total	\$ 14,047.28
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General Conditions		\$ 702.36
Contractor's Fee		\$ 1,474.96

Total Tenant Improvement Cost		\$ 16,224.61
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Exclusions and Clarifications:

- 1.- All work to be performed during normal business hours.
- 2.- Excludes hidden conditions.
- 3.- Excludes changes made by owner, tenant or governing agencies.
- 4.- Excludes any item not stated in this proposal.

Thank you for the opportunity of working with you, don't hesitate to call me if you have any comments or questions.

If this proposal meets your approval, please sign, date and return

Date
Approved by

COMMERCIAL CONTRACTORS

TriVista Inc.

LEGEND			
SF	<i>Square Foot</i>	PR	<i>Pair</i>
SY	<i>Square Yard</i>	BL	<i>Bulk</i>
LF	<i>Lineal Foot</i>	EA	<i>Each</i>
LY	<i>Lineal Yard</i>	NTE	<i>Not to exceed</i>
HRS	<i>Hours</i>	SQ	<i>Square</i>
PL	<i>Plastic laminate</i>	SS	<i>Solid Surface</i>

DESCRIPTION	QUANTITY	UNIT	TOTAL
01000 Misc. Construction Items:			
<ul style="list-style-type: none"> a) Provide and install Diversified Woodcrafts #3020K Rinse Away Sink, 80"W x 24"D x 38"H, Red Oak at Bldg 6, #3668 classroom & Bldg 7, #3682 classroom. 	2	EA	
Total Misc. Construction Items			\$ 5,032.24
06400 Millwork:			
<ul style="list-style-type: none"> a) Provide and install (3) melamine shelves on KV standards & brackets (white) at Bldg 6, #3668 classroom & Bldg 7, #3682 classroom. 	50	LF	
Total Millwork			\$ 4,875.00
09200 Framing and Drywall:			
<ul style="list-style-type: none"> a) Drywall patch due to plumbing cut in. 	1	LS	
Total Framing and Drywall			\$ 360.00
15400 Plumbing:			
<ul style="list-style-type: none"> a) Rough in and hook up of each lab sink. b) Provide and install Insta-Hot at ADA lab sinks. 	2 2	EA EA	
Total Plumbing			\$ 2,880.04
16000 Electrical:			
<ul style="list-style-type: none"> a) Power to Insta-Hots at ADA Lab Sinks. 	2	EA	
Total Electrical			\$ 900.00

8.9

Client: Pacific View Charter School
3670 Ocean Ranch Blvd.
Oceanside, CA 92056

Project: Pacific View Tenant Improvement Build-out
3670 Ocean Ranch Blvd.
Oceanside, CA 92056

Architect: Ken Erickson
122 ½ S. Kalmia Street
Escondido, CA.
92025

Per the provision of “Additional Services” in the agreement dated February 20, 2019 (Revised March 13, 2019) the following is a description of work and the estimated fees.

Building Six – Suite 3670

Vending and Freezers

- Based on equipment specifications provided by Client, prepare a sketch showing of the proposed alcove with roll-up door, vending machines and freezer locations
- Based on approval of the sketch by the Client, prepare construction drawings for submittal to the City of Oceanside for review and permitting
- Coordination the Client, City of Oceanside and, as necessary, Tri-Vista

CAD operator: 8 hours x \$100/hr. = \$800.00
Architect: 6 hours x \$165/hr. = \$990.00
Estimated total: \$1,790.00

Building Seven – Suite 3678

Addition of Changing Table

- Based on the selected changing table specifications provided by the Client, prepare a sketch of the table and expanded restroom
- Based on approval of the sketch by the Client, prepare construction drawings for submittal to the City of Oceanside for review and permitting
- Coordination with Client, City of Oceanside and, as necessary, Tri-Vista

CAD operator: 7 hours x \$100/hr. = \$700.00
Architect: 5 hours x \$165/hr. = \$825.00
Estimated total: \$1,525.00

8.10

NANPOR, INC., D.B.A.

NANPOR SECURITY SERVICES

SECURITY SERVICES AGREEMENT

This agreement ("Agreement") is entered into on this 6th day of June 2019, by and between Nanpor, Inc., a California corporation, doing business as Nanpor Security Services, whose address is 601 Mission Avenue, Oceanside, California, 92054 (hereinafter referred to as "Nanpor"), and Pacific View Charter School, 3670 Ocean Ranch Blvd, Oceanside, CA 92056 (herein after referred to as "Client"). Nanpor will provide to Client security officer services as set forth below and in accordance with the attached terms and conditions.

Number of Officers: 1 Uniformed

Address for Service:
3670 Ocean Ranch Blvd.
Oceanside, CA. 92056

Dates of Service: Beginning: July 1, 2019 Ending: May 31, 2020

Days/Hours of Service: Monday - Friday 7:30am-3:30pm

Officers shall be (check all that apply):

☒ Unarmed _____ Armed in accordance with all laws and regulations
Armed with _____ firearm _____ baton (optional) _____ chemical agent

Officers authority duties (check all that apply):

<input checked="" type="checkbox"/> Provide Area Security	<input checked="" type="checkbox"/> Conduct Physical Check of Building(s)
<input checked="" type="checkbox"/> Report Hazardous Conditions	<input checked="" type="checkbox"/> Conduct Patrol of Assigned Area
<input checked="" type="checkbox"/> Report Safety Maintenance Problems	<input checked="" type="checkbox"/> Prevent Entry From Unauthorized Personnel
<input checked="" type="checkbox"/> Conduct and Report Surveillance	<input checked="" type="checkbox"/> Assist in all situation as required for client safety
<input checked="" type="checkbox"/> Provide mobile telephone and ensure mobile telephone is carried by security at all times	

Rate(s):

Discounted Hourly rate :\$34.00 and Holiday rate :\$51.00 per officer

*New Year's Day, Martin Luther King, Jr., Day, Lincoln's Birthday, Presidents Day, Washington's Birthday, Easter, Memorial Day, Independence Day Eve, Independence Day, Labor Day, Columbus Day, Veteran's Day, Thanksgiving Eve, Thanksgiving Day, Christmas Eve, Christmas Day, New Year Eve.

Payment and Payment Terms: Client agrees to pay to Nanpor the above hourly rates for services performed, in accordance with the following payment terms: **Security service hours will be pre billed 15 days prior to service month on 1st and 16th of each month and paid at Net 30 with Initial Payment of \$2,448.00 due July 15, 2019 to cover July 1-15, 2019.** All sums due Nanpor which are not timely paid as set forth above incur a \$100.00 late fee and shall bear interest at the rate of one and one-half percent (1½%) per month, or eighteen percent annually.

This Agreement shall continue in full force and effect from its effective date to the date services are scheduled to end as noted above, unless otherwise modified in writing or terminated in writing.

The above terms and conditions are incorporated herein and govern this Agreement. By signing below, Client acknowledges that he or she has read the above terms and conditions and agrees to be bound by them.

NANPOR, INC., d.b.a.

NANPOR SECURITY SERVICES

PPO LICENSE NO. 15189

By: Phillip V. Hughey

By: **Gina Campbell**

Signature
Title: CEO/Director of Security
Tel: (760) 439-6400
Cell: (760) 557-5658

Signature
Title: Executive Director
Office: (760) 757-0161
Email: gcampbell@pacificview.org

NANPOR, INC., d.b.a. NANPOR SECURITY SERVICES
ON-SITE SERVICES AGREEMENT
TERMS AND CONDITIONS

1.0 DUTIES OF CLIENT. Client authorizes and empowers Nanpor to enter upon the property of Client to perform the services described herein. Client shall ensure the condition of the building(s) and surrounding area(s) and the situation for which the security officer is requested are safe and do not present a danger to the security officer. In the event Nanpor determines the building(s), surrounding area(s) or situation is not safe for the security guard to perform his or her duties, Nanpor will immediately notify Client of the unsafe condition(s). Client agrees to immediately remedy any unsafe condition(s). In the event Client fails to immediately remedy an unsafe condition, Nanpor reserves the right to remove the security guard from the location until the condition is corrected.

2.0 REPRESENTATIONS, INSURANCE, LIMITATION OF LIABILITY AND INDEMNIFICATION

2.1 Nanpor agrees to perform its services under this Agreement in a professional and ethical manner. Nanpor makes no other warranty or representation, express or implied, and specifically makes no warranty or guarantee that the services provided hereunder will prevent occurrences, or the consequences there from, which services are designed to prevent.

2.2 It is understood and agreed that Nanpor is not an insurer of any property or the personal safety of persons on or about the premises where services are being performed. Any insurance on the premises, its contents, and any life, disability or health insurance of persons on or about the premises, shall be the responsibility of Client or a third party, and not of Nanpor.

2.3 Payment to Nanpor is based on the value of the service provided and is not related to the value of property or property of others located on the premises where the services are being performed.

2.4 Nanpor shall defend, indemnify and hold harmless Pacific View Charter School and their respective members and their employees, officers, directors and agents from and against any and all actions, costs, claims, losses, expenses and/or damages, including attorney's fees, for bodily injury and/or death to Contractor's employees and/or third parties which arise out of or result from the negligent performance or alleged negligent performance, the willful misconduct or alleged willful misconduct of Contractor and its employees in connection with the services to be performed by the Contractor hereunder.

2.5 Nanpor shall further defend and indemnify Pacific View Charter School and their respective members, employees, officers, directors and agents from and against any and all actions, costs, claims, losses, expenses and/or damages, including attorney's fees, for or arising out of the false arrest, detention imprisonment, malicious prosecution and/or libel or slander committed by Contractor in the performance of the services under this Agreement.

3.0 TERMINATION

3.1 Termination for Convenience. Either party may terminate this Agreement by providing not less than fifteen (15) days written notice to the other party. In the event of cancellation of services, Nanpor shall have the right to collect all unpaid charges for services performed prior to cancellation. All costs of collection for overdue accounts, including reasonable attorneys' collection fees, shall be borne by Client.

3.2 Termination for Cause. Without prejudice to any other rights of the parties hereunder or provided by law, either party may terminate this Agreement for cause upon ten (10) days' written notice to the other party in the event the party has committed. For purposes of this section, a material breach shall include, but not be limited to, the failure of a party to comply with any term of this Agreement.

3.3 This Agreement may, at Nanpor option, terminate on the occurrence of any written or telegraphic notice to Nanpor that: (1) Client has become insolvent or made a general assignment for the benefit of creditors; or (2) Client files a petition under any bankruptcy act or similar statute if filed by or against the Client and not vacated within thirty (30) days after it is filed.

4.0 DISPUTE RESOLUTION

4.1 Informal Resolution. The parties shall resolve their disputes informally to the maximum extent possible. The parties shall negotiate all matters of separate and joint concern in good faith, with the intention of resolving issues between them in a mutually satisfactory manner. Only disputes within the scope of the Agreement are subject to this clause. However, nothing in this clause shall preclude the parties from exercising their termination rights granted under the law.

4.2 Arbitration. Thereafter, any remaining unresolved controversy or claim arising out of or relating to this Agreement or breach thereof, shall be settled by arbitration in San Diego, California, in accordance with the Commercial Arbitration Rules of the American Arbitration Association, and judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. If either party fails to make a good faith attempt at resolving the dispute by the informal process above, prior to resorting to arbitration, that party shall not be entitled to the recovery of costs and/or attorneys' fees.

4.3 Dispute Resolution Mandatory. The dispute resolution process provided in this clause is a prerequisite to the exercise of any juridical remedies available to the parties, except where a party is seeking injunctive or other equitable relief.

5.0 ATTORNEYS' FEES AND COSTS. In the event of an arbitration or a suit for damages arising from this Agreement or to enforce its terms, the prevailing party shall be entitled to attorneys' fees and costs of suit, the amount to be determined by the arbitrator(s), unless such fees and costs are prohibited as set forth herein.

6.0 ENTIRE AGREEMENT. Each party acknowledges this written Agreement constitutes the complete and exclusive statement of the terms and conditions between the parties, which supersedes and merges all prior understandings or other agreements, oral and written, between the parties relating to this Agreement.

7.0 MODIFICATION. This Agreement may be modified only by the mutual written agreement of the parties.

8.0 FORCE MAJEURE. Neither party shall be liable to the other for any delay or failure to perform due to traditional force majeure events beyond either party's reasonable control (i.e., acts of God and certain governmental activities).

9.0 ASSIGNMENT. Neither party may assign this Agreement or any of its obligations hereunder without the prior written consent of the other party. Any such attempt without prior written consent shall be null and void.

10.0 SEVERABILITY. If any term, condition or provision of this Agreement is held by a court or an arbitrator of competent jurisdiction to be invalid, void, or unenforceable, in whole or in part for any reason, the remaining provisions, or portions of them, shall remain in full force and effect and shall in no way be affected, impaired, or invalidated.

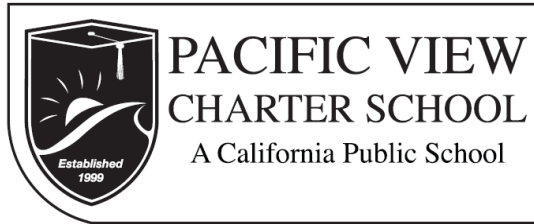
11.0 WAIVER. No waiver shall be deemed to have been made by either party hereto unless expressed in writing and signed by the waiving party. The failure of either party to insist in any one or more instances upon strict performance of any of the terms or provisions of this Agreement, or to exercise any election herein contained, shall not be construed as a waiver or relinquishment for the future of such terms, provisions, or election, but the same shall continue and remain in full force and effect. No waiver by either party of any one or more of its rights or remedies under this Contract shall be deemed to be a waiver of any prior or subsequent rights or remedy hereunder or at law. All remedies afforded in this Agreement shall be taken and construed as in addition to every other remedy available at law or in equity.

12.0 AGREEMENT GOVERNED BY LAW OF STATE OF CALIFORNIA. This Agreement shall be construed in accordance with the existing federal, state and local laws and ordinances. In any action or proceeding that may be brought arising out of, under, or because of this Agreement, the laws of the State of California shall apply and shall govern to the exclusion of the law of any other forum, without regard to the jurisdiction in which the action or proceeding may be instituted.

The parties agree all actions or proceedings arising in connection with this Agreement shall be tried and litigated exclusively in the state or federal (if permitted by law and a party elects to file an action in federal court) courts located in the County of San Diego. This choice of venue is intended by the parties to be mandatory and not permissive in nature, and to preclude the possibility of litigation between the parties with respect to, or arising out of, this Agreement in any jurisdiction other than that specified in this Section. Each party waives any right it may have to assert the doctrine of *forum non conveniens* or similar doctrine or to object to the venue with respect to any proceeding brought in accordance with this Section.

13.0 NOTICE. Any notice, payment or instrument required or permitted to be given under this Agreement shall be deemed received upon personal delivery or seventy-two (72) hours after deposit in any United States post office, first class postage prepaid and addressed to the party intended at the addresses set forth below. Notices, requests or demands may also be given by facsimile transmission to the respective facsimile numbers given by the parties to each other, and any such notice, request or demand shall be deemed to be delivered upon receipt, provided successful transmission of any such facsimile is confirmed by telephone by the receiving party.

9.1



Classified Position – Non Exempt

Job Description: One-to-One Instructional Aide – Special Education

DESCRIPTION OF POSITION:

Provides assistance under the immediate supervision of a Certificated Special Education Teacher offering one-to-one instruction to an individual with special needs, monitors and reports student progress regarding behavior and performance. Performs a variety of clerical duties as assigned.

DUTIES:

- Provide direct services to participating student under the direction of certificated staff to reinforce language development, reading, and/or math skills.
- Prepare copies of instructional material and other documents as directed.
- Provide reinforcement skills within the learning environment.
- Participate in teacher/aide activities and instructional planning with teacher.
- Work closely with the Certificated Special Education Teacher in order to maintain accurate student records, attendance and files.
- Understand the function of the individual student's computerized educational software and equipment.
- Facilitate daily arrival and departure of student.
- Development of positive self-concept in student with special needs.
- May assist student with dressing, standing, toileting, feeding and grooming as per IEP accommodations.
- Monitor and assists in the remediation of specific learning problems and conditions.
- Provides a variety of skill building activities with special needs student.
- Monitor administration of student testing.
- Confers frequently with certificated staff, psychologist and other professional staff concerning student's progress.
- Oversees and supervises student during classroom activities and field trips.

- Participates in school in-service educational activities and professional development.
- Other duties as assigned.

QUALIFICATION REQUIREMENTS:

- High School Diploma or equivalent.
- Knowledge of psychology and methods used in the care, controlling and motivating of students with disabilities
- Completion of college-level course work in general subject areas such as Math, Science, and English, and work experience in a special education environment highly desirable.

PHYSICAL DEMANDS:

- Operate a computer keyboard.
- Frequent sitting or standing for extended periods of time. The amount of time for each activity varies depending on daily schedule. Some days, sitting could occur more frequently, and on other days standing and walking could occur throughout the workday.
May sit for prolonged time when completing projects; however, standing breaks are encouraged.
- Hearing and speaking to exchange information and make presentations.
- Seeing to read a variety of materials.
- Lift and/or offer assistance to a student whose weight may exceed 50 pounds with dressing, standing, toileting, feeding and grooming
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.
- Offer physical assistance to a student who might be physically impaired.

WORK ENVIRONMENT:

- The employee will work in a deadline driven school environment with constant interruptions
- The noise level in the work environment is usually moderate
- The position requires constant public interaction including student communication and staff meetings.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK YEAR: 192 or 223 depending on grade level of student

SUPERVISOR: Education Specialist

Board Approved:

9.2



Certificated Job Description - Director of Curriculum Exempt

Description of Position:

The Director of Curriculum is directly responsible to the Executive Director and assumes responsibility for leadership of all phases of curriculum and instruction for the assigned school. The Director of Curriculum will be a member of the Executive Director's Advisory Team **and ensure that curriculum meets educational expectations and standards** ~~Provide an educational program for students in grades K-12, or a combination thereof, and assist in other school programs as assigned based on a caseload determined by the Executive Director. Supervisory teacher job description attached.~~

Job Functions:

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

- Supervises curriculum development process, including program accountability and performance-based assessment.
- Supervises and evaluates certified and classified personnel as assigned by the Executive Director.
- Attends parent/community meetings, board meetings and school meetings and makes presentations as appropriate.
- **Guide** ~~Provides assistance~~ to staff and administration in the development of instructional programs and projects.
- Coordinates site's programs with regional, state and federal requirements/guidelines and oversees compliance with all applicable rules and regulations.
- ~~Assists Director of Student Services with site staff development in curriculum, including scheduling, monitoring and evaluating.~~
- **Provide input to Lead Teachers for evaluation of Certificated Staff.**
- **Lead staff development in curriculum, technology, and instruction.**
- Chair Curriculum Committee and meet with various committees to regulate curriculum success and development.
- ~~Chair Technology Committee~~
- **Oversee and maintain all curricular technology including online programs and Learning Management System.**
- Develop and maintain up-to-date technology plan.
- Research and develop cutting edge technology on a continuous basis that can be implemented school wide.

- Direct and oversee implementation of state-of-the-art instructional technology in curriculum.
- Direct and monitor the design, development, implementation and continuous improvement of the School's curriculum.
- **Organize and monitor schoolwide data collection and lead schoolwide initiatives and reports based on data analysis.**
- **Organize and coordinate** ~~Support the Director of Student Services in the organization and coordination of Professional Learning Community (PLC)~~ **activities.**
- Plan and direct the piloting, evaluation and selection of K-12 textbooks, instructional materials and curriculum.
- **Collaborate with the Director of Student Services to oversee Instructional Practices within school wide Instructional Framework.**
- **Provide leadership to administration and staff in the use of student assessments and test data to define specific student performance standards for academic achievement in content areas throughout the School.**
- **Collaborate with Education Specialists, School Psychologist and Site Based Counselor to support the instructional practices of Supervisory Teachers, ensuring that student with IEPs, 504s, and SSTs are receiving appropriate modifications and accommodations.**
- Prepare reports and provide guidance to the Executive Director and Advisory Team concerning state-of-the-art instructional technology, theories, techniques and methodologies.
- Coordinate and organize standardized testing in close collaboration with Director of Student Services.
- Attend **High School and K-8** ~~monthly~~ **weekly** meetings to monitor curriculum to ensure alignment with state standards.
- **Maintain and monitor school curriculum budget**
- **Performs** other duties as assigned.
- **Work toward team and school goals.**

Other:

- ~~Performs other duties related to the position.~~
- ~~Work toward team and school goals.~~

Requirements:

Education and Experience:

- Valid California Teaching Credential
- Minimum of three years teaching experience and experience in educational leadership delegating and administering school programs and workshops
- **Administrative Credential, preferred**

Knowledge, Skills, and Abilities (including tests):

- An ability to plan, organize, write with clarity and correctness and work cooperatively with fellow employees, staff, administrators, and parents.

Physical Demands:

- Dexterity of hands and fingers to operate a computer keyboard
- Sitting or standing for extended periods of time

- Hearing and speaking to exchange information and making presentations
- Seeing to read a variety of materials

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

Work Environment:

- School office environment **in a moderate-to-loud noise level**
- Constant interruptions
- Evening or variable hours

Reasoning Ability:

- Prioritize, organize, and multi task.
- Set high-level goals, develop long-range plans, problem-solve, lead and accept personal accountability for moving in the direction of the Executive Director's goals.
- Coach and mentor staff using a reflective approach and dialogue to work collaboratively with other administrative leaders in carrying out the work of the School.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Prepare comprehensive narrative and statistical reports.
- Perform under demanding, often stressful and varied work schedules with the ability to remain flexible and focused with interruptions and distractions.

License:

- Possession of a valid California Driver's License issued by the Department of Motor Vehicles.

Supervisor: Executive Director

WORK YEAR: 248 Days

Board Approved: May 15, 2012

Amended: February 19, 2013
February 18, 2014
February 17, 2015

9.3



Certificated Job Description - Director of Student Services Exempt

Description of Position:

The Director of Student Services is directly responsible to the Executive Director and assumes responsibility for leadership in the areas of **Student Discipline**, Assessment, Data Analysis, RTI, Student Achievement and Student and Staff Professional Growth. The Director of Student Services will be a member of the Executive Director's Advisory Team. ~~Provide an educational program for students in grades K-12 or a combination thereof, and assist in other school programs as assigned based on a caseload determined by the Executive Director. Supervisory teacher job description attached.~~

Job Functions:

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

- Work collaboratively with the Executive Director to develop, implement and maintain the most effective Response to Intervention program and school culture.
- Provide leadership in determining goals and objectives related to student and staff achievement.
- **Provide input to Lead Teacher for evaluation of Certificated Staff.**
- **Lead staff development in student services, behavior management, and instruction.**
- Examine student achievement data and prescribe improvement initiative for school.
- Coordinate and facilitate the planning and implementation of staff development programs.
- Provide leadership to administration and staff in the use of student assessments and test data to define specific student performance standards for academic achievement in content areas throughout the School.
- Assist in establishing and maintaining standards of student behavior needed to provide an organized, productive student-learning environment.
- **Conduct meetings to address student and parent concerns.**
- Observe certificated staff classrooms to ensure students are receiving effective instruction.
- Oversee workshop class sizes and coordinate master schedule.
- **Supervise and evaluate Instructional Aides, Lead Instructional Aide/Student Support Assistant and K-12 instructional interventions.**
- Assist with standardized testing in close collaboration with Director of Curriculum and Lead Teachers.
- ~~Assist~~**Collaborate with Resource Education Specialists, School Psychologist and Site Based Counselor** to support the instructional practices of Supervisory Teachers, ensuring that students with IEPs, 504s, and SSTs are receiving appropriate modifications and accommodations.

- ~~Attend Curriculum Committee to support development and continuous improvement of curriculum and instruction.~~
- Collaborate with the Director of Curriculum to oversee Instructional Practices within school wide Instructional Framework.
- Attend K-8 monthly **weekly** meetings to evaluate student progress in math and reading.
- Plan and direct the piloting, evaluation and selection of student assessment program software.
- ~~Work collaboratively with the Business Department to maintain the accuracy and integrity of assigned curriculum budgets.~~
- Coordinate site's programs with regional, state and federal requirements/guidelines and oversee compliance with all applicable rules and regulations.
- **Serve as Homeless and Foster Youth Liaison and monitor the progress of students on probation.**
- ~~Plan, organize and implement college and career readiness program.~~
- Plan, organize and implement RTI (Response to Intervention) Program.
- Organize and Coordinate Professional Learning Community (PLC)
- **Oversee the ELPAC and identify and assess all English Learners grades K-12**
- Attend parent/community meetings, board meetings and school meetings and make presentations as appropriate.

Other:

- Perform other duties related to the position.
- Work toward team and school goals

Requirements:

Education and Experience:

- Valid California Teaching Credential
- Minimum of three years teaching experience and experience in ~~delegating and administering school programs and workshops~~ **educational leadership.**
- **Administrative Credential preferred**

Knowledge, Skills, and Abilities (including tests):

- An ability to plan, organize, write with clarity and correctness and work cooperatively with fellow employees, staff, administrators, and parents.

Physical Demands:

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

The amount of time for each activity varies depending on daily work load and priority schedules. Some days, sitting could occur more frequently, and on other days standing and walking could occur throughout the workday. May sit for prolonged time when completing projects; however, standing breaks are encouraged.

Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Work Environment:

- School office environment in a moderate-to-loud noise level
- Constant interruptions
- Evening or variable hours

Reasoning Ability:

- Prioritize, organize, and multi task.
- Set high-level goals, develop long-range plans, problem-solve, lead and accept personal accountability for moving in the direction of the Executive Director's goals.
- Coach and mentor staff using a reflective approach and dialogue to work collaboratively with other administrative leaders in carrying out the work of the School.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Prepare comprehensive narrative and statistical reports.
- Perform under demanding, often stressful and varied work schedules with the ability to remain flexible and focused with interruptions and distractions.

License:

- Possession of a valid California Driver's License issued by the Department of Motor Vehicles.

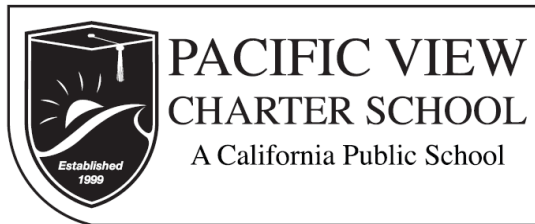
Supervisor: Executive Director

WORK YEAR: 248

Board Approved: May 15, 2012

Amended: February 19, 2013
February 18, 2014
February 17, 2015

9.4



Certificated ~~Classified~~– Exempt **Job Description: Speech and Language Pathologist**

Description of Position:

The Speech and Language Pathologist is directly responsible to ~~Director of Special Education~~ **Coordinator**. The Speech and Language Pathologist shall provide services at school sites. Services to include direct services, including evaluation and therapy to students with speech requirements and language needs, as well as consultation with staff and parents regarding optimum strategies for maximizing curricular success.

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

- Administer and coordinate diagnostic, therapeutic and consultative functions relative to communication disorders evaluation.
- Consult with teachers and parents regarding speech and language development.
- Consult with parents regarding methods parent can use at home to help their child with communication disorder.
- Develop and administer a speech and language therapy program consistent with the needs of student and according to establish IEP goals.
- Work collaboratively with Administration on assessment, test data, and response to intervention.
- Provide Speech and Language screening services.
- Participate in IEP and Student Success Team pertinent to students with speech and language issues.
- Assist in the development of IEP goals in relation to Speech and Language.
- Evaluate student progress in the Speech and Language program and communicate with parents, teachers and administration.
- Evaluate, in conjunction with other professionals, as necessary the effects of speech, language and hearing disorder on a pupil's educational performance and academic achievement.
- Conduct regular therapy sessions, individual and groups; prepare the goals as part of the Speech Therapy Report on each student scheduled for therapy.
- Communicate and coordinate the speech and language program with teachers, resource staff, and administration.
- Develop schedules related to student services.

- Provide training for students with hearing impairments in the effective use of residual hearing, skillful use of amplified sound speech reading skills, and effective use of visual environmental cues.
- Maintain student records and attendance reporting as required.
- Prepare individual case file on each student and those considered for therapy, including Special Language reports.
- Participate in the completion of Special Education reports and request for information.
- Consult with community agencies, medical personnel, parents and other professionals, and acts as a liaison among these groups for children with communicative disorders.
- Attend staff, school, county and other meetings as necessary.
- Other duties as assigned.

Requirements:

Education and Experience:

Valid California Speech Language Pathology Services Credential
and/or

~~Master's degree in Communication disorders from an accredited college or university, CTC
basic skills requirement and a valid license from California Speech Language Pathology &
Audiology Board~~

and/or

Clinical or Rehabilitative Services – Language Speech & Hearing Credential
IEP/SST/504 experience preferred
Valid California Drivers License

Knowledge, Skills, and Abilities:

An ability to plan, organize, write with clarity and correctness and work cooperatively with fellow employees, staff, administrators, and parents.

Physical Demands:

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

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

Work Environment:

School office environment
Constant interruptions and a moderate noise level
Evening or variable hours

Reasoning Ability:

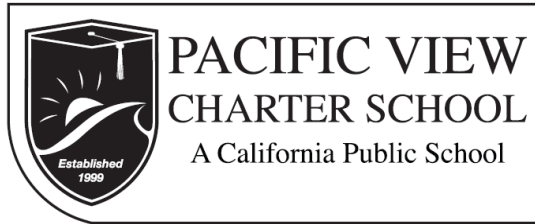
Prioritize, organize, and multi task. Set appropriate goals, problem-solve, accept personal accountability for moving in the direction of the Executive Director's goals. Interpret, apply and explain rules, regulations, policies and procedures. Assist in the preparation of comprehensive narrative and statistical reports. Perform under demanding, often stressful and varied work schedules with the ability to remain flexible and focused with interruptions and distractions.

Work Year: 192 Days

Supervisor: ~~Director of Special Education~~ **Coordinator**

Board Approved: April 16, 2019

9.5



Certificated Classified - Hourly

Job Description: Part-Time Speech and Language Pathologist

Description of Position:

The Speech and Language Pathologist is directly responsible to Director of Special Education **Coordinator**. The Speech and Language Pathologist shall provide services at school sites. Services to include direct services, including evaluation and therapy to students with speech requirements and language needs, as well as consultation with staff and parents regarding optimum strategies for maximizing curricular success.

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

- Administer and coordinate diagnostic, therapeutic and consultative functions relative to communication disorders evaluation.
- Consult with teachers and parents regarding speech and language development.
- Consult with parents regarding methods parent can use at home to help their child with communication disorder.
- Develop and administer a speech and language therapy program consistent with the needs of student and according to establish IEP goals.
- Work collaboratively with Administration on assessment, test data, and response to intervention.
- Provide Speech and Language screening services.
- Participate in IEP and Student Success Team pertinent to students with speech and language issues.
- Assist in the development of IEP goals in relation to Speech and Language.
- Evaluate student progress in the Speech and Language program and communicate with parents, teachers and administration.
- Evaluate, in conjunction with other professionals, as necessary the effects of speech, language and hearing disorder on a pupil's educational performance and academic achievement.
- Conduct regular therapy sessions, individual and groups; prepare the goals as part of the Speech Therapy Report on each student scheduled for therapy.
- Communicate and coordinate the speech and language program with teachers, resource staff, and administration.
- Develop schedules related to student services.

- Provide training for students with hearing impairments in the effective use of residual hearing, skillful use of amplified sound speech reading skills, and effective use of visual environmental cues.
- Maintain student records and attendance reporting as required.
- Prepare individual case file on each student and those considered for therapy, including Special Language reports.
- Participate in the completion of Special Education reports and request for information.
- Consult with community agencies, medical personnel, parents and other professionals, and acts as a liaison among these groups for children with communicative disorders.
- Attend staff, school, county and other meetings as necessary.
- Other duties as assigned.

Requirements:

Education and Experience:

Valid California Speech Language Pathology Services Credential
and/or

~~Master's degree in Communication disorders from an accredited college or university, CTC
basic skills requirement and a valid license from California Speech Language Pathology &
Audiology Board~~

and/or

Clinical or Rehabilitative Services – Language Speech & Hearing Credential
IEP/SST/504 experience preferred
Valid California Drivers License

Knowledge, Skills, and Abilities:

An ability to plan, organize, write with clarity and correctness and work cooperatively with fellow employees, staff, administrators, and parents.

Physical Demands:

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

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

Work Environment:

School office environment
Constant interruptions and a moderate noise level
Evening or variable hours

Reasoning Ability:

Prioritize, organize, and multi task. Set appropriate goals, problem-solve, accept personal accountability for moving in the direction of the Executive Director's goals. Interpret, apply and explain rules, regulations, policies and procedures. Assist in the preparation of comprehensive narrative and statistical reports. Perform under demanding, often stressful and varied work schedules with the ability to remain flexible and focused with interruptions and distractions.

Work Year: 192 Days

Supervisor: ~~Director of Special Education~~ **Coordinator**

Board Approved: April 16, 2019

9.6

**PACIFIC VIEW CHARTER SCHOOL
2019-20 CERTIFICATED SALARY SCHEDULE**

STEP	Special Education Coordinator 233 days	Site Supervisor 233 days	Psychologist 192 days		Speech Pathologist 192 Full Time*	Speech Pathologist 192 Part Time Hourly*	
1	\$ 91,500	\$ 91,500	\$ 87,020		\$ 74,078	48.23	
2	\$ 95,160	\$ 95,160	\$ 90,501	\$ -	\$ 77,041	50.16	\$ -
3	\$ 98,966	\$ 98,966	\$ 94,121	\$ -	\$ 80,123	52.16	\$ -
4	\$ 102,925	\$ 102,925	\$ 97,886	\$ -	\$ 83,328	54.25	\$ -
5	\$ 107,042	\$ 107,042	\$ 101,801	\$ -	\$ 86,661	56.42	\$ -
6	\$ 111,324	\$ 111,324	\$ 105,873	\$ -	\$ 90,127	58.68	\$ -
7	\$ 115,777	\$ 115,777	\$ 110,108	\$ -	\$ 93,732	61.02	\$ -
8	\$ 121,566	\$ 121,566	\$ 115,613	\$ -	\$ 98,419	64.07	\$ -
9	\$ 123,997	\$ 123,997	\$ 117,926	\$ -	\$ 100,387	65.36	\$ -
10	\$ 126,477	\$ 126,477	\$ 120,284	\$ -	\$ 102,395	66.66	\$ -
11	\$ 129,006	\$ 129,006	\$ 122,690	\$ -	\$ 104,443	68.00	\$ -
12	\$ 131,586	\$ 131,586	\$ 125,144	\$ -	\$ 106,532	69.36	\$ -
13	\$ 134,218	\$ 134,218	\$ 127,647	\$ -	\$ 108,662	70.74	\$ -
14	\$ 136,903	\$ 136,903	\$ 130,200	\$ -	\$ 110,836	72.16	\$ -
15	\$ 139,641	\$ 139,641	\$ 132,804	\$ -	\$ 113,052	73.60	\$ -
16	\$ 142,433	\$ 142,433	\$ 135,460	\$ -	\$ 115,313	75.07	\$ -
17	\$ 145,282	\$ 145,282	\$ 138,169	\$ -	\$ 117,620	76.58	\$ -
18	\$ 148,188	\$ 148,188	\$ 140,932	\$ -	\$ 119,972	78.11	\$ -

Stipends for Advanced Degrees/ Additional Work Assignments

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

Board Approved:

****DRAFT****

**PACIFIC VIEW CHARTER SCHOOL
2019-20 CERTIFICATD SALARY SCHEDULE
LEAD TEACHER-GRADES K-8**

192 DAYS

STEP	I-BA	Per Diem	Hourly	II-BA+20	Per Diem	Hourly	III-BA+40	Per Diem	Hourly	IV-BA+60	Per Diem	Hourly
1	50,065	260.76	32.59	52,568	273.79	34.22	55,197	287.48	35.94	57,956	301.86	37.73
2	52,068	271.19	33.90	54,671	284.74	35.59	57,405	298.98	37.37	60,275	313.93	39.24
3	54,150	282.03	35.25	56,858	296.13	37.02	59,701	310.94	38.87	62,686	326.49	40.81
4	56,316	293.31	36.66	59,132	307.98	38.50	62,089	323.38	40.42	65,193	339.55	42.44
5	58,569	305.05	38.13	61,497	320.30	40.04	64,572	336.31	42.04	67,801	353.13	44.14
6	60,912	317.25	39.66	63,957	333.11	41.64	67,155	349.77	43.72	70,513	367.25	45.91
7	63,348	329.94	41.24	66,516	346.44	43.30	69,841	363.76	45.47	73,333	381.95	47.74
8	65,882	343.14	42.89	69,176	360.29	45.04	72,635	378.31	47.29	76,267	397.22	49.65
9	68,517	356.86	44.61	71,943	374.70	46.84	75,540	393.44	49.18	79,317	413.11	51.64
10	71,258	371.14	46.39	74,821	389.69	48.71	78,562	409.18	51.15	82,490	429.64	53.70
11	74,821	389.69	48.71	78,562	409.18	51.15	82,490	429.64	53.70	86,615	451.12	56.39
12	76,317	397.49	49.69	80,133	417.36	52.17	84,140	438.23	54.78	88,347	460.14	57.52
13	77,844	405.44	50.68	81,736	425.71	53.21	85,823	446.99	55.87	90,114	469.34	58.67
14	79,401	413.55	51.69	83,371	434.22	54.28	87,539	455.93	56.99	91,916	478.73	59.84
15	80,989	421.82	52.73	85,038	442.91	55.36	89,290	465.05	58.13	93,755	488.30	61.04
16	82,608	430.25	53.78	86,739	451.76	56.47	91,076	474.35	59.29	95,630	498.07	62.26
17	84,261	438.86	54.86	88,474	460.80	57.60	92,897	483.84	60.48	97,542	508.03	63.50
18	85,946	447.63	55.95	90,243	470.02	58.75	94,755	493.52	61.69	99,493	518.19	64.77
19	87,665	456.59	57.07	92,048	479.42	59.93	96,650	503.39	62.92	101,483	528.56	66.07
20	89,418	465.72	58.21	93,889	489.00	61.13	98,583	513.46	64.18	103,513	539.13	67.39
21	91,206	475.03	59.38	95,767	498.78	62.35	100,555	523.72	65.47	105,583	549.91	68.74

Stipends

Masters	2,000.00
Doctorate	3,500.00
Interim - Site Supervisor	5,000.00
WASC - Accreditation	5,000.00

Extra Duty Pay

Curriculum Writers - \$27.88 per hour

Board Approved:

***Column Advancement Criteria**

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

**PACIFIC VIEW CHARTER SCHOOL
2019-20 CERTIFICATD SALARY SCHEDULE
LEAD TEACHER-GRADES 9-12**

223 DAYS

STEP	I-BA	Per Diem	Hourly	II-BA+20	Per Diem	Hourly	III-BA+40	Per Diem	Hourly	IV-BA+60	Per Diem	Hourly
1	57,515	257.91	32.24	60,391	270.81	33.85	63,410	284.35	35.54	66,581	298.57	37.32
2	59,816	268.23	33.53	62,806	281.64	35.21	65,947	295.73	36.97	69,244	310.51	38.81
3	62,208	278.96	34.87	65,319	292.91	36.61	68,585	307.55	38.44	72,014	322.93	40.37
4	64,697	290.12	36.26	67,931	304.63	38.08	71,328	319.86	39.98	74,894	335.85	41.98
5	67,284	301.72	37.72	70,649	316.81	39.60	74,181	332.65	41.58	77,890	349.28	43.66
6	69,976	313.79	39.22	73,475	329.48	41.19	77,148	345.96	43.24	81,006	363.25	45.41
7	72,775	326.34	40.79	76,414	342.66	42.83	80,234	359.79	44.97	84,246	377.78	47.22
8	75,686	339.40	42.42	79,470	356.37	44.55	83,444	374.19	46.77	87,616	392.90	49.11
9	78,713	352.97	44.12	82,649	370.62	46.33	86,781	389.15	48.64	91,120	408.61	51.08
10	81,862	367.09	45.89	85,955	385.45	48.18	90,253	404.72	50.59	94,765	424.96	53.12
11	85,955	385.45	48.18	90,253	404.72	50.59	94,765	424.96	53.12	99,504	446.20	55.78
12	87,674	393.16	49.14	92,058	412.81	51.60	96,661	433.46	54.18	101,494	455.13	56.89
13	89,427	401.02	50.13	93,899	421.07	52.63	98,594	442.12	55.27	103,523	464.23	58.03
14	91,216	409.04	51.13	95,777	429.49	53.69	100,566	450.97	56.37	105,594	473.52	59.19
15	93,040	417.22	52.15	97,692	438.08	54.76	102,577	459.99	57.50	107,706	482.99	60.37
16	94,901	425.57	53.20	99,646	446.84	55.86	104,628	469.19	58.65	109,860	492.65	61.58
17	96,799	434.08	54.26	101,639	455.78	56.97	106,721	478.57	59.82	112,057	502.50	62.81
18	98,735	442.76	55.34	103,672	464.90	58.11	108,855	488.14	61.02	114,298	512.55	64.07
19	100,710	451.61	56.45	105,745	474.19	59.27	111,033	497.90	62.24	116,584	522.80	65.35
20	102,724	460.65	57.58	107,860	483.68	60.46	113,253	507.86	63.48	118,916	533.26	66.66
21	104,779	469.86	58.73	110,017	493.35	61.67	115,518	518.02	64.75	121,294	543.92	67.99

Stipends

Masters	\$ 2,000.00
Doctorate	\$ 3,500.00
Interim - Site Supervisor	\$ 5,000.00
WASC - Accreditation	\$ 5,000.00

Extra Duty Pay

Curriculum Writers - \$27.88 per hour

Board Approved:

***Column Advancement Criteria**

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

**PACIFIC VIEW CHARTER SCHOOL
2019-20 CERTIFICATED SALARY SCHEDULE
SUPERVISORY TEACHER-GRADES K-8 / EDUCATION SPECIALIST***

192 DAYS

STEP	I-BA	Per Diem	Hourly	II-BA+20	Per Diem	Hourly	III-BA+40	Per Diem	Hourly	IV-BA+60	Per Diem	Hourly
1	46,126	240.24	30.03	48,432	252.25	31.53	50,854	264.86	33.11	53,397	278.11	34.76
2	47,971	249.85	31.23	50,370	262.34	32.79	52,888	275.46	34.43	55,532	289.23	36.15
3	49,890	259.84	32.48	52,384	272.84	34.10	55,004	286.48	35.81	57,754	300.80	37.60
4	51,885	270.24	33.78	54,480	283.75	35.47	57,204	297.94	37.24	60,064	312.83	39.10
5	53,961	281.05	35.13	56,659	295.10	36.89	59,492	309.85	38.73	62,466	325.35	40.67
6	56,119	292.29	36.54	58,925	306.90	38.36	61,872	322.25	40.28	64,965	338.36	42.30
7	58,364	303.98	38.00	61,282	319.18	39.90	64,346	335.14	41.89	67,564	351.89	43.99
8	60,699	316.14	39.52	63,734	331.95	41.49	66,920	348.54	43.57	70,266	365.97	45.75
9	63,127	328.78	41.10	66,283	345.22	43.15	69,597	362.48	45.31	73,077	380.61	47.58
10	65,652	341.94	42.74	68,934	359.03	44.88	72,381	376.98	47.12	76,000	395.83	49.48
11	68,934	359.03	44.88	72,381	376.98	47.12	76,000	395.83	49.48	79,800	415.63	51.95
12	70,313	366.21	45.78	73,829	384.52	48.07	77,520	403.75	50.47	81,396	423.94	52.99
13	71,719	373.54	46.69	75,305	392.21	49.03	79,070	411.83	51.48	83,024	432.42	54.05
14	73,154	381.01	47.63	76,811	400.06	50.01	80,652	420.06	52.51	84,684	441.06	55.13
15	74,617	388.63	48.58	78,347	408.06	51.01	82,265	428.46	53.56	86,378	449.89	56.24
16	76,109	396.40	49.55	79,914	416.22	52.03	83,910	437.03	54.63	88,106	458.88	57.36
17	77,631	404.33	50.54	81,513	424.55	53.07	85,588	445.77	55.72	89,868	468.06	58.51
18	79,184	412.42	51.55	83,143	433.04	54.13	87,300	454.69	56.84	91,665	477.42	59.68
19	80,767	420.66	52.58	84,806	441.70	55.21	89,046	463.78	57.97	93,498	486.97	60.87
20	82,383	429.08	53.63	86,502	450.53	56.32	90,827	473.06	59.13	95,368	496.71	62.09
21	84,030	437.66	54.71	88,232	459.54	57.44	92,644	482.52	60.31	97,276	506.64	63.33

Stipends

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

Hourly Certificated Positions

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

***Column Advancement Criteria**

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

Board Approved:

**PACIFIC VIEW CHARTER SCHOOL
2019-20 CERTIFICATED SALARY SCHEDULE
SUPERVISORY TEACHER-GRADES 9-12 / EDUCATION SPECIALIST***

223 DAYS

STEP	I-BA	Per Diem	Hourly	II-BA+20	Per Diem	Hourly	III-BA+40	Per Diem	Hourly	IV-BA+60	Per Diem	Hourly
1	53,582	240.28	30.03	56,261	252.29	31.54	59,074	264.91	33.11	62,028	278.15	34.77
2	55,725	249.89	31.24	58,512	262.38	32.80	61,437	275.50	34.44	64,509	289.28	36.16
3	57,954	259.88	32.49	60,852	272.88	34.11	63,895	286.52	35.82	67,089	300.85	37.61
4	60,272	270.28	33.79	63,286	283.79	35.47	66,450	297.98	37.25	69,773	312.88	39.11
5	62,683	281.09	35.14	65,818	295.15	36.89	69,108	309.90	38.74	72,564	325.40	40.67
6	65,191	292.33	36.54	68,450	306.95	38.37	71,873	322.30	40.29	75,466	338.41	42.30
7	67,798	304.03	38.00	71,188	319.23	39.90	74,748	335.19	41.90	78,485	351.95	43.99
8	70,510	316.19	39.52	74,036	332.00	41.50	77,738	348.60	43.57	81,624	366.03	45.75
9	73,331	328.84	41.10	76,997	345.28	43.16	80,847	362.54	45.32	84,889	380.67	47.58
10	76,264	341.99	42.75	80,077	359.09	44.89	84,081	377.04	47.13	88,285	395.90	49.49
11	80,077	359.09	44.89	84,081	377.04	47.13	88,285	395.90	49.49	92,699	415.69	51.96
12	81,679	366.27	45.78	85,763	384.59	48.07	90,051	403.81	50.48	94,553	424.01	53.00
13	83,312	373.60	46.70	87,478	392.28	49.03	91,852	411.89	51.49	96,444	432.49	54.06
14	84,978	381.07	47.63	89,227	400.12	50.02	93,689	420.13	52.52	98,373	441.14	55.14
15	86,678	388.69	48.59	91,012	408.13	51.02	95,563	428.53	53.57	100,341	449.96	56.24
16	88,412	396.46	49.56	92,832	416.29	52.04	97,474	437.10	54.64	102,347	458.96	57.37
17	90,180	404.39	50.55	94,689	424.61	53.08	99,423	445.84	55.73	104,394	468.14	58.52
18	91,983	412.48	51.56	96,583	433.11	54.14	101,412	454.76	56.85	106,482	477.50	59.69
19	93,823	420.73	52.59	98,514	441.77	55.22	103,440	463.86	57.98	108,612	487.05	60.88
20	95,700	429.15	53.64	100,485	450.60	56.33	105,509	473.13	59.14	110,784	496.79	62.10
21	97,614	437.73	54.72	102,494	459.62	57.45	107,619	482.60	60.32	113,000	506.73	63.34

Stipends

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

Hourly Certificated Positions

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

***Column Advancement Criteria**

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

Board Approved:

**PACIFIC VIEW CHARTER SCHOOL
2019-20 SCHOOL COUNSELOR SALARY SCHEDULE**

223 DAYS

STEP	I-BA	Per Diem	Hourly	II-BA+20	Per Diem	Hourly	III-BA+40	Per Diem	Hourly	IV-BA+60	Per Diem	Hourly
1	54,570	244.71	30.59	57,299	256.94	32.12	60,163	269.79	33.72	63,172	283.28	35.41
2	56,753	254.50	31.81	59,590	267.22	33.40	62,570	280.58	35.07	65,698	294.61	36.83
3	59,023	264.68	33.08	61,974	277.91	34.74	65,073	291.81	36.48	68,326	306.40	38.30
4	61,384	275.26	34.41	64,453	289.03	36.13	67,676	303.48	37.93	71,059	318.65	39.83
5	63,839	286.27	35.78	67,031	300.59	37.57	70,383	315.62	39.45	73,902	331.40	41.42
6	66,393	297.73	37.22	69,712	312.61	39.08	73,198	328.24	41.03	76,858	344.65	43.08
7	69,048	309.63	38.70	72,501	325.12	40.64	76,126	341.37	42.67	79,932	358.44	44.81
8	71,810	322.02	40.25	75,401	338.12	42.27	79,171	355.03	44.38	83,130	372.78	46.60
9	74,683	334.90	41.86	78,417	351.65	43.96	82,338	369.23	46.15	86,455	387.69	48.46
10	77,670	348.30	43.54	81,554	365.71	45.71	85,631	384.00	48.00	89,913	403.20	50.40
11	81,554	365.71	45.71	85,631	384.00	48.00	89,913	403.20	50.40	94,409	423.36	52.92
12	83,185	373.03	46.63	87,344	391.68	48.96	91,711	411.26	51.41	96,297	431.82	53.98
13	84,848	380.49	47.56	89,091	399.51	49.94	93,545	419.49	52.44	98,223	440.46	55.06
14	86,545	388.10	48.51	90,873	407.50	50.94	95,416	427.88	53.48	100,187	449.27	56.16
15	88,276	395.86	49.48	92,690	415.65	51.96	97,325	436.43	54.55	102,191	458.25	57.28
16	90,042	403.77	50.47	94,544	423.96	53.00	99,271	445.16	55.65	104,235	467.42	58.43
17	91,843	411.85	51.48	96,435	432.44	54.06	101,257	454.07	56.76	106,319	476.77	59.60
18	93,679	420.09	52.51	98,363	441.09	55.14	103,282	463.15	57.89	108,446	486.30	60.79
19	95,553	428.49	53.56	100,331	449.91	56.24	105,347	472.41	59.05	110,615	496.03	62.00
20	97,464	437.06	54.63	102,337	458.91	57.36	107,454	481.86	60.23	112,827	505.95	63.24
21	99,413	445.80	55.73	104,384	468.09	58.51	109,603	491.49	61.44	115,083	516.07	64.51

Stipends

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

Board Approved:

***Column Advancement Criteria**

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

PACIFIC VIEW CHARTER SCHOOL
EXECUTIVE DIRECTOR SALARY SCHEDULE
Work Year 248

POSITION	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
Executive Director	165,635	172,260	179,151	186,317	193,770	201,520
Stipends for advanced degrees						
Masters	\$ 2,000.00					
Doctorate	\$ 3,500.00					

**PACIFIC VIEW CHARTER SCHOOL
2019-20 CONFIDENTIAL SALARY SCHEDULE**

STEP	HR & Business Specialist 241 days	Technology Technician 248 days	
1	\$ 68,405	\$ 60,726	
2	\$ 71,141	\$ 63,155	\$ -
3	\$ 73,987	\$ 65,681	\$ -
4	\$ 76,946	\$ 68,308	\$ -
5	\$ 80,024	\$ 71,041	\$ -
6	\$ 83,225	\$ 73,882	\$ -
7	\$ 86,554	\$ 76,838	\$ -
8	\$ 90,882	\$ 80,680	\$ -
9	\$ 92,699	\$ 82,293	\$ -
10	\$ 94,553	\$ 83,939	\$ -
11	\$ 96,445	\$ 85,618	\$ -
12	\$ 98,373	\$ 87,330	\$ -
13	\$ 100,341	\$ 89,077	\$ -
14	\$ 102,348	\$ 90,858	\$ -
15	\$ 104,395	\$ 92,676	\$ -
16	\$ 106,483	\$ 94,529	\$ -
17	\$ 108,612	\$ 96,420	\$ -
18	\$ 110,784	\$ 98,348	\$ -

Board Approved:

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**PACIFIC VIEW CHARTER SCHOOL
2019-20 CLASSIFIED SALARY SCHEDULE**

Work Year 233 Days

STEP	Receptionist	Per	Hourly	Inst. Aide	Per	Hourly	Office	Per	Hourly	Lead	Per	Hourly
	Data Entry	Diem		Ed Spec IA	Diem		Clerk	Diem		Instructional	Diem	
				1-1 SpEd IA						Aide		
1	25,104	107.74	13.47	27,923	119.84	14.98	30,801	132.19	16.52	32,345	138.82	17.35
2	26,108	112.05	14.01	29,040	124.63	15.58	32,033	137.48	17.19	33,639	144.37	18.05
3	27,152	116.53	14.57	30,202	129.62	16.20	33,314	142.98	17.87	34,984	150.15	18.77
4	28,239	121.20	15.15	31,410	134.81	16.85	34,647	148.70	18.59	36,384	156.15	19.52
5	29,368	126.04	15.76	32,666	140.20	17.52	36,033	154.65	19.33	37,839	162.40	20.30
6	30,543	131.09	16.39	33,973	145.81	18.23	37,474	160.83	20.10	39,353	168.90	21.11
7	31,765	136.33	17.04	35,332	151.64	18.95	38,973	167.27	20.91	40,927	175.65	21.96
8	33,353	143.15	17.89	37,098	159.22	19.90	40,922	175.63	21.95	42,973	184.43	23.05
9	34,020	146.01	18.25	37,840	162.40	20.30	41,740	179.14	22.39	43,833	188.12	23.52
10	34,700	148.93	18.62	38,597	165.65	20.71	42,575	182.73	22.84	44,709	191.88	23.99
11	35,394	151.91	18.99	39,369	168.96	21.12	43,426	186.38	23.30	45,603	195.72	24.47
12	36,102	154.94	19.37	40,156	172.34	21.54	44,295	190.11	23.76	46,515	199.64	24.95
13	36,824	158.04	19.76	40,959	175.79	21.97	45,181	193.91	24.24	47,446	203.63	25.45
14	37,561	161.20	20.15	41,778	179.31	22.41	46,085	197.79	24.72	48,395	207.70	25.96
15	38,312	164.43	20.55	42,614	182.89	22.86	47,006	201.74	25.22	49,363	211.86	26.48
16	39,078	167.72	20.96	43,466	186.55	23.32	47,946	205.78	25.72	50,350	216.09	27.01
17	39,860	171.07	21.38	44,336	190.28	23.79	48,905	209.89	26.24	51,357	220.42	27.55
18	40,657	174.49	21.81	45,222	194.09	24.26	49,883	214.09	26.76	52,384	224.82	28.10

Board Approved:

Part time positions will be paid hourly rate

Support Services Stipend 5,000 Annually

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**PACIFIC VIEW CHARTER SCHOOL
2019-20 CLASSIFIED SALARY SCHEDULE**

Work Year 233 Days

STEP	Office	Per	Hourly	Business	Per	Hourly	Enrichment	Per	Hourly	Administrative	Per	Hourly
	Clerk	Diem		Services	Diem		Intervention	Diem		Assistant	Diem	
	Bilingual			Assistant			Instructor					
1	34,845	149.55	18.69	36,665	157.36	19.67	39,890	171.20	21.40	40,224	172.64	21.58
2	36,239	155.53	19.44	38,132	163.65	20.46	41,486	178.05	22.26	41,833	179.54	22.44
3	37,688	161.75	20.22	39,657	170.20	21.28	43,145	185.17	23.15	43,506	186.72	23.34
4	39,196	168.22	21.03	41,243	177.01	22.13	44,871	192.58	24.07	45,247	194.19	24.27
5	40,764	174.95	21.87	42,893	184.09	23.01	46,666	200.28	25.04	47,056	201.96	25.24
6	42,394	181.95	22.74	44,609	191.45	23.93	48,532	208.29	26.04	48,939	210.04	26.25
7	44,090	189.23	23.65	46,393	199.11	24.89	50,474	216.62	27.08	50,896	218.44	27.30
8	46,295	198.69	24.84	48,713	209.07	26.13	52,997	227.46	28.43	53,441	229.36	28.67
9	47,220	202.66	25.33	49,687	213.25	26.66	54,057	232.01	29.00	54,510	233.95	29.24
10	48,165	206.72	25.84	50,681	217.51	27.19	55,138	236.65	29.58	55,600	238.63	29.83
11	49,128	210.85	26.36	51,694	221.86	27.73	56,241	241.38	30.17	56,712	243.40	30.42
12	50,111	215.07	26.88	52,728	226.30	28.29	57,366	246.21	30.78	57,846	248.27	31.03
13	51,113	219.37	27.42	53,783	230.83	28.85	58,513	251.13	31.39	59,003	253.23	31.65
14	52,135	223.76	27.97	54,858	235.44	29.43	59,684	256.15	32.02	60,183	258.30	32.29
15	53,178	228.23	28.53	55,955	240.15	30.02	60,877	261.28	32.66	61,387	263.46	32.93
16	54,241	232.80	29.10	57,075	244.96	30.62	62,095	266.50	33.31	62,615	268.73	33.59
17	55,326	237.45	29.68	58,216	249.85	31.23	63,337	271.83	33.98	63,867	274.11	34.26
18	56,433	242.20	30.28	59,380	254.85	31.86	64,603	277.27	34.66	65,144	279.59	34.95

Part time positions will be paid hourly rate

Board Approved:

Support Services Stipend 5,000 Annually

****DRAFT****

**PACIFIC VIEW CHARTER SCHOOL
2019-20 CLASSIFIED SALARY SCHEDULE**

Work Year 233 Days

STEP	Lead Inst Aide	Per	Hourly		Per	Hourly		Per	Hourly		Per	Hourly
	Student	Diem			Diem			Diem			Diem	
	Support Asst											
1	41,234	176.97	22.12	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
2	42,883	184.05	23.01	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
3	44,599	191.41	23.93	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
4	46,383	199.07	24.88	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
5	48,238	207.03	25.88	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
6	50,167	215.31	26.91	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
7	52,174	223.92	27.99	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
8	54,783	235.12	29.39	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
9	55,879	239.82	29.98	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
10	56,996	244.62	30.58	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
11	58,136	249.51	31.19	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
12	59,299	254.50	31.81	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
13	60,485	259.59	32.45	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
14	61,694	264.78	33.10	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
15	62,928	270.08	33.76	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
16	64,187	275.48	34.44	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
17	65,471	280.99	35.12	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
18	66,780	286.61	35.83	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00

Part time positions will be paid hourly rate

Board Approved:

Support Services Stipend 5,000 Annually

****DRAFT****

**PACIFIC VIEW CHARTER SCHOOL
2019-20 LEADERSHIP SALARY SCHEDULE**

STEP	Director of Curriculum Certificated 248 days	Director of Student Services Certificated 248 days		Director of Central Office and Finance Classified 248			
1	\$ 110,000	\$ 110,000		\$ 102,716			
2	\$ 114,400	\$ 114,400	\$ -	\$ 106,825	\$ -	\$ -	\$ -
3	\$ 118,976	\$ 118,976	\$ -	\$ 111,098	\$ -	\$ -	\$ -
4	\$ 123,735	\$ 123,735	\$ -	\$ 115,542	\$ -	\$ -	\$ -
5	\$ 128,684	\$ 128,684	\$ -	\$ 120,163	\$ -	\$ -	\$ -
6	\$ 133,832	\$ 133,832	\$ -	\$ 124,970	\$ -	\$ -	\$ -
7	\$ 139,185	\$ 139,185	\$ -	\$ 129,969	\$ -	\$ -	\$ -
8	\$ 146,144	\$ 146,144	\$ -	\$ 136,467	\$ -	\$ -	\$ -
9	\$ 149,067	\$ 149,067	\$ -	\$ 139,196	\$ -	\$ -	\$ -
10	\$ 152,049	\$ 152,049	\$ -	\$ 141,980	\$ -	\$ -	\$ -
11	\$ 155,090	\$ 155,090	\$ -	\$ 144,820	\$ -	\$ -	\$ -
12	\$ 158,191	\$ 158,191	\$ -	\$ 147,716	\$ -	\$ -	\$ -
13	\$ 161,355	\$ 161,355	\$ -	\$ 150,671	\$ -	\$ -	\$ -
14	\$ 164,582	\$ 164,582	\$ -	\$ 153,684	\$ -	\$ -	\$ -
15	\$ 167,874	\$ 167,874	\$ -	\$ 156,758	\$ -	\$ -	\$ -
16	\$ 171,231	\$ 171,231	\$ -	\$ 159,893	\$ -	\$ -	\$ -
17	\$ 174,656	\$ 174,656	\$ -	\$ 163,091	\$ -	\$ -	\$ -
18	\$ 178,149	\$ 178,149	\$ -	\$ 166,352	\$ -	\$ -	\$ -

Stipends for Advanced Degrees/ Additional Work Assignments

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

Board Approved:

****DRAFT****

9.7

AMENDED "HARD TO FILL BONUS"

PACIFIC VIEW CHARTER SCHOOL "HARD TO FILL" BONUS AGREEMENT

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

In exchange for PVCS paying the Employee a one-time "Hard to Fill" Bonus in the amount of \$5,000 in the payroll cycle following the Employee's hire date, the Employee agrees to act in good faith in all respects to this Agreement and to fulfill all of the following requirements:

BONUS REQUIREMENTS

1. The Employee must be hired no earlier than September 1, 2018.
2. The Employee must be employed in a "Hard to Fill" Special Education Position as designated by PVCS, including as a Psychologist, Speech Pathologist, *Special Education Coordinator* or Educational Specialist Certificated Staff.
3. The Employee must work in active status at PVCS for a minimum of two (2) years from the Employee's hire date. If the Employee is unable to fulfill his/her obligation to remain in active status due to serious illness, pregnancy, or another reason considered protected by applicable law, the obligation shall extend by whatever amount of time the Employee is not in active status.
4. The Employee must agree that failure to fulfill the two (2) year service obligation, either by the Employee's resignation or termination for cause, will result in the Employee being obligated to reimburse PVCS in full for the \$5,000 "Hard to Fill" Bonus.
5. The Employee must agree that participation in the program in no way alters or impairs the at-will nature of the Employee's employment. This means, despite the two (2) year service obligation which must be made on the Employee's part, PVCS retains the right to release the Employee at any time, with or without cause or advance notice.

MANDATORY REIMBURSEMENT

The Employee agrees to reimburse PVCS in full for the \$5,000 "Hard to Fill" Bonus if any of the following events occur:

1. The Employee resigns from PVCS for any reason, or declines continuing employment, prior to fulfilling the two (2) year service obligation.

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

REIMBURSEMENT TERMS

In the event the Employee fails to fulfill the two (2) year service requirement as outlined above, the Employee agrees that unless otherwise agreed to in writing, the \$5,000 "Hard to Fill" Bonus shall become due and payable to PVCS as follows:

1. The Employee must reimburse PVCS for the \$5,000 "Hard to Fill" Bonus within thirty (30) days of the Employee's separation from employment with the School.
2. Should the Employee demonstrate a financial hardship to PVCS, a reimbursement schedule may be negotiated between the School and the Employee as to time, amount, frequency, etc. of reimbursement at PVCS's discretion.
3. If the Employee defaults on the reimbursement schedule, any remaining amount owed becomes immediately due and payable to PVCS.
4. The Employee shall be liable to PVCS for any costs, including attorneys' fees, incurred by the School should PVCS be forced pursue legal action against the Employee to secure reimbursement of the \$5,000 "Hard to Fill" Bonus.

This document supersedes the prior Hard to Fill Bonus document approved by the Board on April 16, 2019.

CERTIFICATION OF ACCEPTANCE OF TERMS OF THE AGREEMENT

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

Gina Campbell, PVCS Executive Director

Date

[NAME]

Date

Board Approved: 4.16.2019

Amended:

10.1

Pacific View Charter School

Curriculum and Instruction

Policy #13

WORK PERMITS

The Board of Education recognizes that part-time employment can provide students with income as well as job experience that can help them develop appropriate workplace skills and attitudes. Upon obtaining an offer of employment, Pacific View Charter School students who are minors shall obtain work permits from the Executive Director or designee in accordance with law, regardless of whether the employment will occur when school is in session and/or not in session.

In determining whether to grant or continue a work permit, the Executive Director or designee shall consider whether employment is likely to significantly interfere with the student's schoolwork. Students granted work permits must demonstrate and maintain a 2.0 grade point average and satisfactory school attendance. The Executive Director may grant a work permit to a student whose grades fall below a 2.0 on an individual basis.

On a case-by-case basis, the Executive Director or designee may approve a maximum work hour limit that is lower than the limit specified in law and administrative regulation. Work permits shall be limited to part-time employment as defined by law, except when the Executive Director or designee determines that circumstances warrant the granting of a permit for full-time employment.

Board Approved:

10.2

Pacific View Charter School Course Outline

Course Title: Keyboarding A—

Course #: 1071

Department: Elective

Credits: 5

Course Description:

Keyboarding A is an introductory typing course. ~~This course requires typing practice that may be done at home on a computer or in the computer lab at Pacific View Charter School and internet access. Students are required to access~~ **Students will complete** typing assignments that include the number of words typed per minute in addition to the number of mistakes made using their login information on www.typing.com. Typing.com's proven curriculum aligns with the Common Core State Standards Initiative for Writing, preparing students for typing mastery and success. **In addition, students will complete a variety of activities related to career readiness, computer usage, internet safety and etiquette.**

Student Outcomes:

The student will be able to:

- 1) Become familiar with basic functions of a computer.
- 2) Focus on posture and organization while typing.
- 3) Demonstrate keyboarding speed and accuracy of 30 words a minute for five minutes with five or fewer errors.
- 4) Make appropriate formatting decisions while completing two story recaps.
- 5) Proofread practice assignments.
- 6) Demonstrate basic formatting skills.
- 7) Understand typing and computer skill requirements for a variety of careers.**
- 8) Explore appropriate uses of the internet and how to stay safe while browsing.**

Assessment:

Assessment of student outcomes will be based on student performance through online examinations, assignments, and written reflections.

Instructional Materials:

Typing.com curriculum provided by Teaching.com, ~~2015~~ 2019

Typing Website: <http://typing.com>

Board Approval Date: 11/19/08

Amended: 5/19/15