



PACIFIC VIEW CHARTER SCHOOL

Regular Meeting of the Board of Trustees Board Packet

Tuesday, June 23, 2026 at 3:00pm

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PACIFIC VIEW CHARTER SCHOOL

A California Public School and Nonprofit 501(c)(3) Corporation
3670 Ocean Ranch Blvd., Oceanside, CA 92056 | (760) 757-0161
22695 Alessandro Blvd., Moreno Valley, CA 92533 | Phone # (951) 697-1990



Agenda - Regular Meeting of the Board of Trustees

Tuesday, June 23, 2026 at 3:00pm

1 OPEN SESSION

- 1.1 Call To Order
- 1.2 Roll Call
- 1.3 Pledge Of Allegiance
- 1.4 Approval Of Agenda
- 1.5 Public Comments on Closed Session Items

2 CLOSED SESSION

- 2.1 Public Employee Performance Evaluation (Govt. Code 54957)
Employee: Executive Director

3 RECONVENE TO OPEN SESSION

- 3.1 Report Out of Closed Session Action, if any
- 3.2 Introductions

4 PUBLIC COMMENTS

5 CONSENT AGENDA

- 5.1 [Meeting Minutes from May 12, 2026](#)
- 5.2 [26-27 Agreement Renewals](#)
 - Whitehouse CPAs
 - Palomar Family Counseling
 - Top Notch Lunches
 - Nanpor
- 5.3 [Special Education 26-27 Master Contracts](#)
 - Pro-Care Therapy
 - Specialized Therapy Solutions
 - The Stepping Stones
 - Total Education Solutions
 - Anchor Counseling and Education Solutions, LLC.
- 5.4 [26-27 Integrated Pest Management Plan](#)

6 ACTION AND DISCUSSION ITEMS

- 6.1 **Discussion:**
 - 6.1.1 [Executive Director's Report](#)
- 6.2 **Action: Fiscal & Operations**
 - 6.2.1 Consideration and Approval of: [Board Warrant List for May 2026](#)
 - 6.2.2 Consideration and Approval of: [25-26 Prop 28 - Arts and Music in Schools Annual Report](#)
 - 6.2.3 Consideration and Approval of: [26-27 Consolidated Application](#)
 - 6.2.4 Consideration and Approval of: [26-27 Budget](#)
- 6.3 **Action: Administrative**
 - 6.3.1 Consideration and Approval of: [2026 Local Indicators](#)
 - 6.3.2 Consideration and Approval of: [26-27 LCAP Public Hearing](#)

Mission: The Pacific View Charter School community is focused on the success of each student and partners with parents/guardians in the education of their children. The school is committed to providing a safe and inclusive educational environment for all students. Highly skilled credentialed teachers guide the learning process using personalized learning, resources, and curriculum to prepare students for colleges and/or careers.

Public Comments: Members of the public may speak on items not listed on the agenda for 3 minutes each not to exceed 20 minutes for all topics. Extra time may be granted as needed. Board members will not respond to presentations and no action can be taken

Consent Items: Unless a trustee pulls an item, one board vote will approve all items without discussion.

Closed Session: Allowed per Gov. Ed. Code on student discipline (48900), confidential matters (35146), potential or pending litigation (54956.9), personnel (54957), labor (3540-3549.3) or property negotiations (54956.8, 54957.1(a)).

American with Disabilities Act: For accommodations related to disabilities to attend/participate in meetings call 760-757-0161 at least 24 hours prior to.

Brown Act: Agendas can be reviewed at 3670 Ocean Ranch Blvd., Oceanside CA, at 22695 Alessandro Blvd., Moreno Valley, CA 92533 and on the website at: www.pacificview.org

Translation Services: Call 760-757-0161 at least 24 hours prior to a meeting.

6.3.3 *Consideration and Approval of:* [26-27 LCAP](#)

6.4 **Action: Curriculum & Instruction**
None

6.5 **Action: Personnel**

6.5.1 Consideration and Approval of: [Executive Director Employment Contract](#)

7 INFORMATION ITEMS

7.1 Board/Staff Communication and Announcements

7.2 Important Dates:

8 ADJOURNMENT

Pacific View Charter Board Meeting

June 23, 2026

Consent Agenda

CONSENT AGENDA ITEMS

5.1 - Meeting Minutes from June 23, 2026

5.2 - 26-27 Agreement Renewals

5.3 - Special Education 25-26 Master Contracts

5.4 - 26-27 Integrated Pest Management Plan

Information/Summary

Approval of consent agenda means ALL items appearing in this section are adopted by one single motion unless a Board Member requests that any item be removed from the consent agenda and voted upon separately.

Responsible Party

Executive Director Gorence, or designee, will respond to board questions if an item is pulled for discussion.

Recommended Action:

That the Board approves the consent agenda.



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Minutes - Regular Meeting of the Board of Trustees

Tuesday, May 12, 2026 at 3:00pm

1 OPEN SESSION

1.1 Call To Order at 3:00 pm

1.2 Roll Call

Present in Oceanside: Kahti Cohen, Noel Ross

Present in Moreno Valley: Ricardo Sanchez

1.3 Pledge Of Allegiance

1.4 Introductions

Present in Oceanside: Erin Gorence, Jill Chang, Zuleyma Hernandez, Stephanie Whitehouse, Diane Gibson, Geoff Weeks, Jodi Campanelli, Linda Moore

Present via videoconference: Dr. Richard Lawrence, Kathy Meck

2 APPROVAL OF AGENDA

Motion to approve the May 12, 2026 Agenda was made by: Noel Ross

Seconded by: Ricardo Sanchez

Ayes: Kathi Cohen, Noel Ross, Ricardo Sanchez

Nos: None

Absent: None

3 CONSENT AGENDA

3.1 [Meeting Minutes from April 21, 2026](#)

Motion to approve April 21, 2026 meeting minutes was made by: Ricardo Sanchez

Seconded by: Noel Ross

Ayes: Kathi Cohen, Noel Ross, Ricardo Sanchez

Nos: None

Absent: None

4 PUBLIC COMMENTS

5 ACTION AND DISCUSSION ITEMS

5.1 **Discussion:**

5.1.1 [Executive Director's Report](#)

5.2 **Action: Fiscal & Operations**

5.2.1 *Consideration and Approval of:* [Board Warrant List for April 2026](#)

Motion to approve Board Warrant List for April 2026 was made by: Noel Ross

Seconded by: Ricardo Sanchez

Ayes: Kathi Cohen, Noel Ross, Ricardo Sanchez

Nos: None

Absent: None

5.2.2 *Consideration and Approval of:* [Form 990](#)

Motion to approve 2024 Form 990 was made by: Ricardo Sanchez

Seconded by: Noel Ross

Ayes: Kathi Cohen, Noel Ross, Ricardo Sanchez

Nos: None

Absent: None

5.3 **Action: Administrative**

5.3.1 *Consideration and Approval of:* [PVCS Bylaws Revision](#)

Motion to approve PVCS Bylaws Revision was made by: Kathi Cohen

Seconded by: Noel Ross

Ayes: Kathi Cohen, Noel Ross, Ricardo Sanchez

Nos: None

Absent: None

5.3.2 *Consideration and Approval of:* [Amendment of Articles of Incorporation](#)

Motion to approve the Amendment to Articles of Incorporation was made by: Kathi Cohen

Seconded by: Ricardo Sanchez

Ayes: Kathi Cohen, Noel Ross, Ricardo Sanchez

Nos: None

Absent: None

5.3.3 *Consideration and Approval of:* [Student Policy #1](#)

Motion to approve Student Policy #1 was made by: Ricardo Sanchez

Seconded by: Noel Ross

Ayes: Kathi Cohen, Noel Ross, Ricardo Sanchez

Nos: None

Absent: None

5.3.4 *Consideration and Approval of:* [Student Policy #6](#)

Motion to approve Student Policy #6 was made by: Ricardo Sanchez

Seconded by: Kathi Cohen

Ayes: Kathi Cohen, Noel Ross, Ricardo Sanchez

Nos: None

Absent: None

5.3.5 *Consideration and Approval of:* [2027-2032 Petition for Charter Renewal](#)

Motion to approve 2027-2032 Petition for Charter Renewal was made by: Ricardo Sanchez

Seconded by: Noel Ross

Ayes: Kathi Cohen, Noel Ross, Ricardo Sanchez

Nos: None

Absent: None

5.4 **Action: Curriculum & Instruction**

5.4.1 *Consideration and Approval of:* [Driver's Education Course Outline](#)

Motion to approve Driver's Education Course Outline was made by: Noel Ross

Seconded by: Ricardo Sanchez

Ayes: Kathi Cohen, Noel Ross, Ricardo Sanchez

Nos: None

Absent: None

5.5 **Action: Personnel**

5.5.1 *Consideration and Approval of:* [26-27 Employee Handbook](#)

Motion to approve the 26-27 Employee Handbook was made by: Ricardo Sanchez

Seconded by: Noel Ross

Ayes: Kathi Cohen, Noel Ross, Ricardo Sanchez

Nos: None

Absent: None

5.5.2 *Consideration and Approval of:* [School Counselor Job Description](#)

Motion to approve the School Counselor Job Description was made by: Noel Ross

Seconded by: Ricardo Sanchez

Ayes: Kathi Cohen, Noel Ross, Ricardo Sanchez

Nos: None

Absent: None

6 INFORMATION ITEMS

6.1 Board/Staff Communication and Announcements: Save the Dates ~

Promotion - Tuesday, May 19

Graduation - Wednesday, May 20

6.2 Important Dates:

Upcoming Board Meeting - June 23 at 3:00 pm

7 ADJOURNMENT at 3:28 pm

WHITEHOUSE CPAS, INC CLIENT SERVICES AGREEMENT

This agreement is to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services we will provide. This Agreement between **Whitehouse CPAs, Inc** (“WH”) and **Pacific View Charter School Nonprofit Corporation** (“Client”), is entered into as of **July 1, 2026**. Client desires that WH perform and WH agrees to perform, charter school business support services for Client, and accordingly, the parties agree to the following terms and conditions:

DUTIES AND RESPONSIBILITIES

WH a provider of business management and accounting services, will provide accounting, budgeting, compliance, strategic planning, documentation, deliverables, and other related services necessary to fulfill Client’s business management and accounting requirements as more particularly described in Attachment 1 and 2 attached hereto and incorporated herein by this reference (the “Services”).

TERM OF AGREEMENT

Client will retain WH to work as a consultant for Client in the field of business management, accounting and consulting beginning July 1, 2026 and ending June 30, 2027. WH accepts this engagement. WH will use WH’s best efforts to accomplish the technical and commercial goals identified by Client during the term of this Agreement. Client acknowledges that WH may have other confidentiality commitments. Client will not require WH to perform tasks which might reasonably result in WH’s breach of any confidentiality commitment. WH further acknowledges that no existing obligations to any third party, as employee, consultant, or otherwise that would conflict with, or restrict WH’s ability to fulfill any of WH’s commitments or obligations under this Agreement.

This agreement will be renewed automatically for succeeding terms of one year each, unless either party gives notice to the other at least 14 days before the expiration of any term of the intention not to renew.

PRICE AND PAYMENT

1. BUSINESS MANAGEMENT SERVICES: WH will provide these services on the following rate schedule:

- **\$10,863 / monthly** for duration of the renewal term.

Agreement will automatically renew for succeeding terms of one year each. Monthly rate upon renewal will increase in equivalent proportion as the employed accounting staff, meaning if the staff receives a COLA (cost of living increase), monthly rate increases by stated COLA.

WH does not bill for extra services related to the scope or added costs (such as printing). Our fees are all-inclusive and will not change unless there are significant changes in the scope.

Significant changes in scope would include changes to the numbers of school sites, reporting entities, material increases to enrollment, and an increase in number of grade levels served. Notice of a change in pricing will be provided no less than 30 days in advance.

PRICE AND PAYMENT (continued)

2. **CONSULTING:** Should the School(s) require additional services not in the aforementioned scope of work, we would be pleased to provide these at **\$165/hour**. The rate includes normal phone, copying, and incidental costs. Additional costs would include mileage reimbursement for travel, overnight delivery chargers, and any other pre-approved out-of-pocket expenses.

The above fee is based on anticipated cooperation from **Client** personnel and the assumption that unexpected circumstances will not be encountered during the Agreement term. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Our invoices for these fees will be rendered each month, for business management services starting **July 1, 2026**, as work progresses and are payable on presentation. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. Payment terms are net thirty days from the date of the monthly invoice. Payments made after the payment terms are subject to a late payment penalty equal to five percent (5%) of the monthly rate.

In the event of default of the payment terms that is greater than 90 days from the date of the invoice, Whitehouse CPAs reserves the right to suspend its performance of duties under this Agreement until all amounts for Scope of Services is paid in full.

PARTIES

This Agreement for Services is between WH and Client. It is understood that this is an agreement whereby the Client desires to retain WH, because of its expertise, prior experience and comprehensive service offerings, as they relate to the Client's operation of a charter school, and that WH desires to provide expertise for the benefit of the Client using its knowledge, skills, experience and abilities. This Agreement is not intended to and shall not be construed to create the relationship of agent, employee, partnership, or joint venture, or any other relationship other than independent Agreement between WH and the Client. WH shall be free to provide similar services for other clients.

COMMUNICATION BETWEEN THE PARTIES

Client will direct all communication to their appointed WH Account Manager and WH will direct all communication to the Client's designated primary contact, unless either party designates another representative and provides written notification of the change to the other party.

SOLE ENTITY

This Agreement is entered into by the Client for itself alone and not on behalf of, or as agent for, any other entity, agency, school, or school district. Any obligation of the Client arising from this Agreement is and shall remain the sole responsibility of the Client.

GUARANTEE

WH cannot guarantee that the services it provides under this Agreement will yield the results sought by the Client. WH promises a good faith effort to secure all objectives sought by the Client in this consulting agreement.

SCHOOL OBLIGATIONS

WH services will assist with the operations of the Client's business office. It is the Client's responsibility to adopt and adhere to reasonable policies and procedures, to ensure the school remains in compliance with all applicable laws and regulations and maintains sound fiscal operations.

FINANCIAL RECORDS

The Client will maintain complete and accurate books and records of account as required by the United States government, the State of California (and any other funding authority). The Client will deliver all supporting documentation in accordance with the monthly close timeline developed by WH. Unless otherwise stated, this deadline will be 5 business days following the end of the month.

ETHICAL CONDUCT

The Client's policy requires ethical conduct in all business activities and practices, including proper recording and reporting of all transactions and compliance with applicable laws. WH is not authorized to take any action on Client's behalf that would result in inadequate or inaccurate recording or reporting of assets, liabilities, or any other transaction or that would violate any applicable laws, rules, or regulations.

INTEGRITY AND FINANCIAL RESPONSIBILITY

The Client will act with integrity and alert WH to any fraudulent or unethical activity related to Client operations as soon as the Client becomes aware, to the extent permitted by law. Client acknowledges that WH's ability to provide Services is premised upon the Client acting in a financially prudent manner, including but not limited to timely approval of balanced budgets, maintaining a positive variance to budget throughout the year to the extent feasible and proper submission of supporting documentation for incoming and outgoing payments of any kind. WH may immediately terminate this contract in the event it determines, in its sole discretion, that Client personnel are or have acted in a fraudulent or unethical manner or in the case that WH cannot provide the Services in a professional manner consistent with laws and regulations governing the Client, Client approved policies and procedures or business management best practices, based upon the actions or inaction of the Client.

FRAUD REPORTING

WH will report any suspicious activity to the Client's management and if action is not taken, WH will communicate suspicious activity to the Client's Board of Directors. WH respectfully asks that management and/or the Board of Directors investigate the suspicious activity within 30 days of written notification. WH will notify the authorizing agency if the board fails to take action to resolve the suspicious activity.

LIMITATIONS OF LIABILITY

WH aggregate liability for all claims, losses, liability or damages in connection with this Agreement or its subject matter, whether as a result of breach of contract, tort (including negligence) or otherwise, regardless of the theory of liability asserted, is limited to no more than the total amount of fees paid to WH for the particular Service giving rise to the liability under the relevant Statement of Work under this Agreement. In addition, WH shall not be liable in any event for lost profits, consequential, indirect, punitive, exemplary or special damages. Also, WH shall have no liability to Client arising from or relating to any third-party hardware, software, information or materials selected or supplied by Client.

PUBLICITY

The Client agrees to act as a reference for WH with respect to the Services upon WH reasonable request. WH may issue press releases or identify Client in marketing materials provided that all references to the Client are fair, accurate and not misleading.

ROLES AND RESPONSIBILITIES

In order to fulfill the scope of services described herein, WH relies on the Client to provide timely, accurate and complete information, and to cooperate reasonably with WH. Furthermore, the Client must immediately inform WH of any material changes that may impact WH ability to complete its responsibilities and to assist the Client in complying with all applicable laws and regulations.

The Client agrees to meet the terms of the attached Roles and Responsibilities in this document.

TERMS AND TERMINATION EXPIRATION

This Agreement shall continue in full force and effect from **July 1st, 2026** until **June 30, 2027** for renewal term and automatically renew thereafter.

1. **UNCURED BREACH:** If either party to this Agreement materially defaults in the performance of any of the terms of this Agreement, the non-defaulting party may terminate this Agreement by providing written notice of termination to the defaulting party and the termination shall be effective thirty-days from receipt of notice, unless the default party cures such default within said thirty-day period.
2. **INSOLVENCY, ETC.:** In the event that Client is unable to pay its debts when they become due, declares bankruptcy or insolvency, or makes an assignment for the benefit of its creditors, WH may terminate this Agreement upon written notice to Client.
3. **TERMINATION:** Either party may terminate this agreement upon fourteen day written notice to the other party, without cause. Within said fourteen-day period, the parties shall cooperate to close all pending items for the current month.

DISPUTE RESOLUTION

Any controversy or claim, whether based on contract, tort, strict liability, fraud, misrepresentation, or any other legal theory, arising out of either party's performance of this Agreement ("Dispute") shall be resolved solely in accordance with the terms of this Section.

RESOLUTION SEQUENCE

If the Dispute cannot be settled by good faith negotiation, which must take place within thirty days of receipt by one party of a claim of a Dispute to non-binding mediation, WH and the Client will submit the Dispute to non-binding mediation. If complete agreement cannot be reached into within thirty days of submission to mediation, any remaining issues will be resolved by binding arbitration in accordance with the sections below. The Federal Arbitration Act, 9 U.S.C. Section 1 to 15, not state law, will govern the arbitration of all disputes.

ARBITRATOR

A single Arbitrator who is a retired judge and has knowledge in commercial matters will conduct the arbitration. The Arbitrator's decision and award will be final, must be made in writing with findings of fact and conclusions of law, will be binding and may be entered in any court with jurisdiction. The Arbitrator will not have authority to make errors of law or legal reasoning, nor to modify or expend any of the provisions of this Agreement. The Arbitrator will not have the authority to award damages not permitted by this Agreement.

RULES AND EXPENSES

Any mediation or arbitration commenced pursuant to this Agreement will be conducted under the then current rules of the alternate dispute resolution ("ADR") firm in the site selected by the parties. If the parties are unable to agree on an ADR firm, the parties will conduct the mediation and, if necessary, the arbitration, under the then current rules and supervision of the American Arbitration Association. WH and the Client will each bear its own attorney's fees associated with the mediation and, if necessary, the arbitration. WH and the Client will pay all other costs and expenses of the mediation/arbitration as the rules of the selected ADR firm provide.

LIMITATION ON ACTIONS

Any dispute the Client may have against WH with respect to this Agreement must be brought within two years after the cause of the action arises.

AGREEMENT

We appreciate the opportunity to be of service to **Pacific View Charter School** and believe this Agreement accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this Agreement, please sign the enclosed copy and return it to us.

NOTICE

Notice to the parties under this agreement shall be delivered to the following addresses:

Whitehouse CPAs, Inc.
3357 Corte Tiburon
Carlsbad, CA 92009

Pacific View Charter School
3670 Ocean Ranch Blvd
Oceanside, CA 92056

SIGNATURES

 Stephanie Whitehouse, CPA
 President
 Whitehouse CPAs, Inc.

 Erin Gorence
 Executive Director
 Pacific View Charter School

Date: _____

Date: _____

ATTACHMENT-1
SCOPE OF SERVICE SUMMARY

Whitehouse CPAs, Inc. (“WH”) helps charter schools focus on the heart of their mission, by providing comprehensive business management support and financial services. You can trust our Certified Public Accountants and experienced industry professionals to help you grow great schools and nurture bright students.

ACCOUNTING AND FINANCE	Budgeting: • Annual and multi-year budgets including cash flows- In the spring or when services begin, WH works with the school leader to create annual and multi-year budgets in time for submission to the state by July 1. • Budget Revisions- WH revises the budget during interim reporting periods to reflect changing circumstances at the school or in state funding. • Updated monthly forecasts- WH tracks budget to actuals and updates the budget forecast on a monthly basis. Financial Statements: • Monthly year-to-date financial statements-WH prepares YTD financials compared to budget in time for monthly board meetings. • Monthly cash flow projections- WH monitors the school’s cash position and tries to anticipate any cash shortfalls in future months • Customized financial analysis- WH performs reasonable financial analysis that the staff or board requests, e.g. providing a comparative analysis of the school’s budget relative to industry norms or fulfilling a request from the authorizing agency. WH will also provide customized reports (within reason) for grant proposals. • Support in resolving financial issues- WH helps the school leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding. Accounting: • Setup of school’s chart of accounts and general ledger- WH assists school personnel in the set up and maintenance of the school’s chart of accounts, based on WH standard structure which is designed to be compliant with SACS. • Accounts Receivable- WH monitors the receipt of revenue to ensure that the school receives all entitlements and that the amounts received are correct. • Balance sheet reconciliations – WH reconciles all balance sheet accounts. • Journal Entries – When journal entries are necessary, WH provides school personnel the necessary information to input the journal entry.
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ACCOUNTING AND FINANCE (CONTINUED)	Governmental Financial Reporting: • Preliminary and Final Budget Reports- WH prepares and files the preliminary budget report by July 1st based on the board adopted budget and a final budget as required. • Interim Financial Reports- WH prepares the first and second interim reports and files them with the district and county by the December 15 and March 15 deadlines. • Unaudited Actuals Financial Report- WH prepares the unaudited actuals financial report by the September 15 deadline. • Other Required Financial Reports- WH prepares and submits all other financial reports required by the district, county office education, California Department of Education and other governmental agencies. Audit and Tax Support: • Audit Support- WH prepares supporting schedules for auditors for period under contract and works side by side with the auditors to help ensure a smooth and timely audit process. WH will also furnish auditors with electronic records of transactions for the period under contract. • Audit Compliance Training- WH helps the school develop financial policies designed to meet the requirements and help protect the school from financial mismanagement. • Participation in Site Visits from Authorizer- WH will provide financial documents as requested by authorizer for site visits. • Federal Single Audit- WH provides support in school compliance with accounting and related audit requirements, including the Single Audit Act of 1984. • IRS Form 990 Support- WH supports the school and the auditor in preparing Form 990 tax-exempt organization annual filing. Fees for audit and 990 are paid by the school and it is the school's and auditor's sole responsibility to ensure these forms are filed. Board Meeting Support: • Board Meeting Financial Package- WH helps prepares a monthly financial package complete with a financial analysis to be provided at each board meeting. • Board Meeting Attendance- WH attends board meetings quarterly or by teleconference as requested and presents its financial analysis presentation.
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COMPLIANCE AND ACCOUNTABILITY	• Every Student Succeeds Act (ESSA) Compliance Support- WH helps the school understand the requirements of ESSA. • COVID-19 Pandemic funding – WH helps the school apply for and understand requirements of pandemic related funding. • Funding Compliance- WH makes compliance recommendations regarding funding requirements such as Federal PCSGP implementation grant funding and other restricted funds. • District and state regulation compliance- WH can help the school identify areas where it may not be in compliance with district or state regulations. • Federal Cash Management Data Collection Submission- WH will submit all quarterly federal cash management data to the CDE by the required deadline. • Agenda Development- WH will work with the school to make sure important compliance items are placed on the board agenda for approval by the compliance deadline.
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GRANTS ADMINISTRATION	• Financial Reports- WH prepares customized financial reports for grant purposes. • Fund Accounting- WH sets up fund accounting to track direct and allocated costs to grant awards. • Grant Reporting- WH will prepare and submit the grant reporting for Educator Effectiveness, Education Protection Act, Special Education, and all other grants that require expenditure reporting. • Consolidated Application and Reporting System (CARS)- WH prepares the CARS and submits it by the required deadline. • Submission of Required Reports- WH will submit all necessary monthly, quarterly and/or year end expenditure reports required by any grant.
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EXCLUDED SERVICES

Other than the services outlined in this Agreement, WH is not responsible for any other activities, unless mutually agreed to in writing. Excluded Services include, and are not limited to:

- Outside Legal Costs
- Computer Installation and Support
- Grant-Writing or Fundraising
- Petition Writing
- Accounts Payable
- Accounts Receivable
- Payroll and Retirement Reporting
- LCAP Writing
- CALPADS
- Student Information System Support
- Hiring and Associated HR Laws
- Personnel Recordkeeping
- Human Resources
- Negotiations and Financing Support
- Meetings Outside the Scope Outlined Above
- Special Ed Administration
- Testing Assessment
- Compliance with Government Grant Requirements

ATTACHMENT-2
ROLES AND RESPONSIBILITIES

Clarity on roles and responsibilities between Whitehouse CPAs, Inc. ("WH") and Pacific View Charter School ("Client") will help ensure high quality, timely business services. The table below outlines the roles and responsibilities of both parties. Anytime WH spends on tasks listed under "Client" in this section will be billed to Client at the hourly rate.

	WH	Client
Accounts Receivable	• Analysis for informed managerial decision making • Ensuring receipts of entitled revenue	• Timely and accurate recording of cash receipts and county transfers
Accounts Payable	• Analysis for informed managerial decision making	• Timely and accurate check payments • Payment of invoices according to the Client's approval policies • Recordkeeping and transaction recording that adheres to generally accepted accounting principles • Coding all expenses and non-state funding deposits in accordance with the California School Accounting Manual • Monitoring and maintaining adequate bank account balances to meet expense obligations • 1099 Processing
Payroll	• Analysis for informed managerial decision making	• Accurate reporting and entering of hours worked, pay rate, and employee deductions into payroll system. • Accurate payroll processing and timely reconciliations of payroll wages, deductions and taxes after each pay period. • Enrolling (or working with a broker to enroll) staff in any STRS, PERS, 403b, health plans, and other insurance/retirement/contribution/deduction programs • Terminating staff from health plans, other insurance, and other applicable contribution/deduction programs • Timely payment of payroll taxes.

**INDEPENDENT CONTRACTOR AGREEMENT
BETWEEN
PACIFIC VIEW CHARTER SCHOOL & PALOMAR FAMILY COUNSELING SERVICES, INC.**

This Agreement is made between Pacific View Charter School (“PVCS”), a California charter school, with its principal place of business at 3670 Ocean Ranch Boulevard, Oceanside CA 92056 and Palomar Family Counseling Service, Inc. (“Independent Contractor”).

It is the desire of PVCS to engage the services of Independent Contractor to serve PVCS. Such services and the relationship between PVCS and Independent Contractor shall be governed according to the following terms and conditions:

SECTION 1. SERVICES TO BE PERFORMED. Independent Contractor agrees to perform the services detailed in **Attachment A** on PVCS’s behalf.

SECTION 2. PAYMENT. In consideration for the services to be performed by Independent Contractor, PVCS agrees to pay Independent Contractor the amount of \$79 per hour for services rendered to PVCS, including counseling, record keeping, supervision, and consultation. Independent Contractor will bill PVCS for services rendered by the fifteenth (15th) day following the month of service by submitting an invoice setting forth the nature and hours of the services. PVCS will pay Independent Contractor the amounts as stated herein specified in each monthly billing within thirty (30) days after the receipt of the bill.

SECTION 3. MATERIALS. Independent Contractor will furnish all materials, equipment and supplies used to provide the services required by this Agreement.

SECTION 4. CONDITIONS OF INDEPENDENT CONTRACTOR SERVICES. As a condition of Independent Contractor being selected to provide the services detailed in **Attachment A**, Independent Contractor shall provide PVCS with the notice that these five items have been obtained by PFCS:

- Negative TB test results for the assigned counselor;
- Completion of the live scan background checks (paid for by Independent Contractor) for the assigned counselor;
- Copy of qualifications, including resume and license or registration as they relate to the services provided under **Attachment A**;
- Proof of insurance as it relates to the services provided under **Attachment A**; and
- W-9.

SECTION 5. INTELLECTUAL PROPERTY OWNERSHIP. Independent Contractor assigns to PVCS all patent, copyright and trade secret rights in anything created or developed by Independent Contractor for PVCS under this Agreement. This assignment is conditioned upon full payment of the compensation due Independent Contractor under this Agreement. Independent Contractor shall help prepare any documents PVCS considers necessary to secure any copyright, patent, or other intellectual property rights at no charge to PVCS. However,

PVCS shall reimburse Independent Contractor for all reasonable actual expenses necessary to carry out the terms of this Section.

SECTION 6. TERM OF AGREEMENT. The term of the Agreement shall be for the period of July 1, 2026 through May 18, 2027. Either party may terminate the Agreement as provided below.

SECTION 7. TERMINATING THE AGREEMENT. During the term of this Agreement, either party may terminate the Agreement without cause at any time by providing thirty (30) days prior written notice to the other party. Those authorized to receive notice for the parties are the signatories of this Agreement.

This Agreement terminates automatically on the occurrence of any of the following events: (a) the bankruptcy or insolvency of either party; (b) sale of business of either party; or (c) the death or permanent disability of either party; (d) material breach of any term or condition of this Agreement; or (e) revocation or nonrenewal of the PVCS charter.

SECTION 8. INDEPENDENT CONTRACTOR STATUS. Independent Contractor is not an employee of PVCS. Independent Contractor's employees or subcontractors are not PVCS's employees. Independent Contractor and PVCS agree to the following rights consistent with an independent contractor relationship:

- (a) Independent Contractor has the right to perform services for others during the term of this Agreement.
- (b) Independent Contractor has the sole right to control and direct the means, manner and method by which the services required by this Agreement will be performed, to the extent that the provision of Independent Contractor's services is consistent with the responsibilities set forth herein at **Attachment A**.
- (c) Independent Contractor has the right to hire assistants as subcontractors, or to use employees to provide the services required by this Agreement.
- (d) Independent Contractor or Independent Contractor's employees or subcontractors shall perform the services required by this Agreement; PVCS shall not hire, supervise or pay any assistants to help Independent Contractor.
- (e) Neither Independent Contractor nor Independent Contractor's employees or subcontractors shall receive any training from PVCS in the skills necessary to perform the services required by this Agreement.
- (f) PVCS shall not require Independent Contractor or Independent Contractor's employees or subcontractors to devote full time to performing the services required by this Agreement.

- (g) Neither Independent Contractor nor Independent Contractor's employees or subcontractors are eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of PVCS.

SECTION 9. WORKERS' COMPENSATION. PVCS shall not obtain workers' compensation insurance on behalf of Independent Contractor or Independent Contractor's employees. If Independent Contractor hires employees to perform any work under this Agreement, Independent Contractor will obtain workers' compensation insurance for those employees to the extent required by law.

SECTION 10. LOCAL, STATE AND FEDERAL TAXES. Independent Contractor shall pay all income taxes and FICA (Social Security and Medicare taxes) incurred while performing services under this Agreement. PVCS will not:

- (a) Withhold FICA from Independent Contractor's payments or make FICA payments on Independent Contractor's behalf;
- (b) Make state or federal unemployment compensation contributions on Independent Contractor's behalf; or
- (c) Withhold state or federal income tax from Independent Contractor's payments.

If Independent Contractor is required to pay any federal, state or local sales, use, property, or value added taxes based on the services provided under this Agreement, the taxes shall be separately billed to PVCS. Independent Contractor shall not pay any interest or penalties incurred due to late payment or nonpayment of any taxes by PVCS.

SECTION 11. CONFIDENTIALITY. Independent Contractor acknowledges that during the engagement it will have access to and become acquainted with various trade secrets, inventions, innovations, processes, information, records and specifications owned or licensed by PVCS and/or used by PVCS in connection with the operation of its business including, without limitation, PVCS's business and product processes, methods, pupil/personnel record information, accounts and procedures.

SECTION 12. EXCLUSIVE AGREEMENT. This is the entire Agreement between Independent Contractor and PVCS. All previous agreements between the parties, if any, whether written or oral, are merged herein and superseded hereby.

SECTION 13. MODIFYING THE AGREEMENT. This Agreement may be supplemented, amended, or modified only by the mutual agreement of both parties. No modification of this Agreement shall be binding unless in writing and expressing an intent to modify the Agreement and signed by both parties.

SECTION 14. DISPUTE RESOLUTION. If a dispute arises under this Agreement, the parties agree to first try to resolve the dispute with the help of a mutually agreed-upon mediator in San Diego County. Any costs and fees other than attorneys' fees associated with the mediation shall be shared equally by the parties. If it proves impossible to arrive at a mutually satisfactory

solution through mediation, the parties agree to submit the dispute to a mutually agreed-upon arbitrator in San Diego County. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction to do so. Costs of arbitration, including attorneys' fees, will be allocated by the arbitrator.

SECTION 15. LIMITED LIABILITY. This provision allocates the risks under this Agreement between Independent Contractor and PVCS. Independent Contractor's pricing reflects the allocation of risk and limitation of liability specified below. However, Independent Contractor shall remain liable for bodily injury or personal property damage resulting from grossly negligent or willful actions of Independent Contractor or Independent Contractor's employees or agents while on PVCS's premises to the extent such actions or omissions were not caused by PVCS. NEITHER PARTY TO THIS AGREEMENT SHALL BE LIABLE FOR THE OTHER'S LOST PROFITS, OR SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, WHETHER IN AN ACTION IN CONTRACT OR TORT, EVEN IF THE PARTY HAS BEEN ADVISED BY THE OTHER PARTY OF THE POSSIBILITY OF SUCH DAMAGES.

SECTION 16. NOTICES. All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

- (a) When delivered personally to the recipient's address as stated on this Agreement;
- (b) Three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement, or
- (c) When sent by fax to the last fax number of the recipient known to the person giving notice.

Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

If to Independent Contractor:
 Lisa Turner, LCSW
 1002 East Grand Ave.
 Escondido, CA 92025

If to PVCS:
 Erin Gorence
 3670 Ocean Ranch Boulevard
 Oceanside CA 92056

SECTION 17. NO PARTNERSHIP. This Agreement does not create a partnership relationship. Neither party has authority to enter into contracts on the other's behalf.

SECTION 18. INTERPRETATION AND OPPORTUNITY FOR COUNSEL. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein. The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel.

SECTION 19. APPLICABLE LAW. This Agreement will be governed by the laws of the State of California.

SIGNATURES

On Behalf of Pacific View Charter School:

Erin Gorence, Executive Director

Date

On Behalf of Independent Contractor, Palomar Family Counseling Service, Inc.:

Lisa Turner, LCSW, Executive Director

Date

Taxpayer ID: 33-0629248

Attachment A
Scope of Services

Independent Contractor will provide counseling, record keeping, supervision and consultation for

1. 24 hours per week from July 1, 2026 to August 7, 2026;
2. 32 hours per week from August 10, 2026 through May 18, 2027; and
3. Between August 10, 2026 and May 18, 2027, up to 8 additional hours may be provided weekly as mutually agreed upon between the parties.

PVCS shall refer students with behavioral, social, and emotional concerns to Independent Contractor, Palomar Family Counseling Service, Inc.

The scheduled hours of work will be determined by mutual agreement.

INSTRUCTIONS FOR USE:

1. Enter renewal number (also known as extension number). The contract can only be extended four times. Indicate the extension by entering 1 for year 1 of the extension from the base year or 2, 3 or 4.
2. Enter agreement number (also known as contract number). Every agreement (contract) should have a number assigned to identify that contract. This number will be found on the top right of the contract summary page in the base contract (this is a number you initially created to identify the contract). If there is not an agreement number use the base year of the contract for the renewal number.
3. Item 1: Enter the contractor's and the school food authority's name.
4. Item 2: Enter the base year terms and the current extension terms. The term is the effective and expiration dates
5. Item 3: Enter the maximum dollar amount.
6. Item 4: Indicate **the current cost per meal**. Include the cost per meal table.
7. The contractor's and school food authority's authorized signer should be identified, and signatures provided.

CONTRACT EXTENSION

☐ CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED

Pages

Renewal (Extension Number)

2

Agreement Number (Base year)

2024

1. This Extension Agreement is entered into between the School Food Authority and Contractor named below:

SCHOOL FOOD AUTHORITY'S NAME

Pacific View Charter

FOOD SERVICE MANAGEMENT COMPANY'S NAME AND FEDERAL TAX IDENTIFICATION NUMBER

Top N Catering, LLC

2. Base year contract term: Effective date: **July 1, 2024** Expiration date: **June 30th, 2025**

Extension year: 2026-2027 Effective date: **July 1, 2026** Expiration date: **June 30th, 2027**

3. The parties mutually agree to this extension as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein: **(Note: This section is used to indicate the current cost per meal.**

Please include your cost per meal table.)

Breakfast \$2.70

Lunch \$4.13

FOOD SERVICE MANAGEMENT COMPANY

CONTRACTOR'S NAME (If other than an individual, state whether a corporation, partnership, etc.)

Top N Catering, LLC

BY (Authorized Signature)



DATE SIGNED (Do not type)

PRINTED NAME AND TITLE OF PERSON SIGNING

Lynley Connor, CEO & Part-Owner

ADDRESS

6190 Fairmount Ave, Suite G, San Diego, CA 92120

SCHOOL FOOD AUTHORITY

SCHOOL FOOD AUTHORITY NAME

Pacific View Charter

BY (Authorized Signature)



DATE SIGNED (Do not type)

PRINTED NAME AND TITLE OF PERSON SIGNING

ADDRESS

**NANPOR, INC., D.B.A.
NANPOR SECURITY SERVICES
SECURITY SERVICES AGREEMENT**

This agreement ("Agreement") is entered into on this 14th day of May 2026, 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 whose address is 3670 Ocean Ranch Blvd., Oceanside, CA. 92056 (hereafter 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 Officer **Address for Service: 3670 Ocean Ranch Blvd.
Oceanside, CA. 92056**

Dates of Service: Beginning: July 1, 2026 **Ending: June 30, 2027**

Days/Hours of Service: Monday–Friday 7:45am– 2:00pm from July 1, 2026 to August 7, 2026

Monday, Tuesday, Thursday and Friday 7:45am – 3:30pm from August 10, 2026 to May 14, 2027

Wednesday 7:45am – 1:30pm from August 10, 2026 to May 14, 2027

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):

☒ Provide Area Security	☒ Conduct Physical Check of Building(s)
☒ Report Hazardous Conditions	☒ Conduct Patrol of Assigned Area
☒ Report safety maintenance problems	☒ Prevent Entry from Unauthorized Personnel
☒ Conduct and Report Surveillance	☒ Assist in all Situations as Required for Client safety
☒ Provide mobile telephone and ensure it is always carried by security	

Rate(s): Hourly Rate \$49.99 per hr. **Overtime/Holiday rate *: \$74.99 per hr.**

*New Year's Day, Martin Luther King, Jr., Day, Presidents Day, Easter, Memorial Day, Juneteenth, Independence Day Eve, Independence Day, Labor Day, Columbus Day, Veteran's Day, Thanksgiving Eve, Thanksgiving Day, Christmas Eve, Christmas Day, New Year's 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 prebilled 15 days prior to service month on 1st and 16th of each month and paid at Net 30.** 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 accordance with the termination provisions set forth in the attached terms and conditions.

The attached terms and conditions are incorporated herein and contain provisions concerning limited liability, indemnification and other terms and conditions governing this Agreement. By signing below, Client acknowledges that he or she has read the attached 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

Title: CEO
Tel: (760) 439-6400

By: Erin Gorence
Print Name

By: _____
Signature

Title: Executive Director
Tel: 760-757-0161

**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 (30) 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 elect 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.

14.0 INSURANCE. Nanpor shall maintain, at their sole expense, insurance coverages from insurance companies reasonably acceptable to Owner in the following types and amounts: Commercial General Liability (\$1,000,000 per occurrence, \$2,000,000 General Aggregate, \$2,000,000 Products, \$1,000,000 Personal Injury, \$50,000 Fire, \$5,000 Medical Payments); Automobile Liability (\$1,000,000 Combined Single Limit Liability); Workers' Compensation (Statutory Limits as required by law) and Employer's Liability (\$1,000,000). The Comprehensive General Liability Insurance and Automobile Liability Insurance policies shall: (i) be written in occurrence form; (ii) name the indemnities as additional insureds; and (iii) be endorsed to provide that the coverage will be primary and not contributory to such insurance as may be carried by the indemnities. Contractor and its insurer(s) waive their rights of subrogation against the indemnities and their respective insurers. Prior to commencing the Work, Contractor shall deliver to Owner certificates of insurance evidencing all the coverages required herein, and the certificates shall provide that such insurance shall not be canceled without thirty (30) days' advance written notice to Owner.

Pacific View Charter School and its affiliates will be named as additional insured.

*NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES*

MASTER CONTRACT

2026-2027

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA PACIFIC VIEW CHARTER SCHOOL

Contract Year 2026-2027

 Nonpublic School
 X Nonpublic Agency

Type of Contract:

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

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

 Interim Contract: an extension of the previous fiscal year's approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for no more than 90 days after June 30, 2027 at the sole discretion of the LEA. Expiration Date:

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

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2026-2027

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: _ PACIFIC VIEW CHARTER SCHOOL

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS**1. MASTER CONTRACT**

This Master Contract (or “Contract”) is entered into on July 1, 2026, between PACIFIC VIEW CHARTER SCHOOL, hereinafter referred to as the local educational agency (“LEA”), a member of the EL DORADO SELPA and [REDACTED] (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

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

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

2. CERTIFICATION AND LICENSES

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

Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

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

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

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

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

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

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2026, to June 30, 2027 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2027 (Title 5 California Code of Regulations section 3062(d)). In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). If, after 60 days the Master Contract or individual services agreement has not been finalized, as prescribed in paragraph (1) of subdivision (a), either party may appeal to the county superintendent of schools, if the county superintendent of schools is not participating in the local plan involved in the nonpublic, nonsectarian school or agency contract; or the Superintendent, if the county superintendent of schools is participating in the local plan involved in the contract, to negotiate the contract. Within 30 days of receipt of this appeal,

the county superintendent of schools or the Superintendent, or the individual designee, shall mediate the formulation of a contract, which shall be binding upon both parties (Education Code 56366 (c) (2)). No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

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

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

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

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

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

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

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

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

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

compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

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

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

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

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

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

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to

themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

- f. “Parent” means:
 - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
 - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,
 - iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare,
 - iv. a surrogate parent,
 - v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).
 - vi. Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).
- g. The term “days” means calendar days unless otherwise specified.
- h. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term “Master Contract” also means “Contract” and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

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

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

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, , including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

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

CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

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

11. SUCCESSORS IN INTEREST

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

12. VENUE AND GOVERNING LAW

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

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

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

14. **TERMINATION**

CONTRACTOR or LEA may terminate this Master Contract or an ISA for cause. "Cause" shall not include the availability of a public class initiated during the period of the contract or student behaviors known to CONTRACTOR at the time of student's placement, unless the parent and LEA agree to a change of student's placement at an IEP team meeting, or pursuant to lawful order from an administrative agency or court of competent jurisdiction.

To terminate the Master Contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. **INSURANCE**

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

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

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

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

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

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers'

Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

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

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

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

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

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

- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

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

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

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

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

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

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

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

16. INDEMNIFICATION AND HOLD HARMLESS

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

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

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

17. INDEPENDENT CONTRACTOR

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

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

18. SUBCONTRACTING

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

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

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

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

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

20. NON-DISCRIMINATION

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

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

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

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

cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

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

22. GENERAL PROGRAM OF INSTRUCTION

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

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

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

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

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

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided

to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

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

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

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

24. CLASS SIZE

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

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

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

25. CALENDARS

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school year calendar with the total number of billable days not to exceed one hundred and eighty (180) days for the regular school year, plus twenty (20) extended school year billable days or the equivalent number of days as the LEA's extended school year calendar, if different. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. CONTRACTOR must submit any calendar changes to LEA in writing at least ten (10) business days prior to proposed change in order to be eligible for payment based upon the new calendar, if approved. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

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

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for

payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

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

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

26. DATA REPORTING

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

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

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

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

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

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

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

28. STATEWIDE ACHIEVEMENT TESTING

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

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

29. MANDATED ATTENDANCE AT LEA MEETINGS

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

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code sections 49000, *et seq.*, 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with state and federal law and implementing regulations. If the IEP team determines that a student's behavior impedes the individual learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

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

with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

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

CONTRACTOR shall complete a behavior emergency report when an emergency intervention is used ; or when a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. A behavior emergency report form must be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall also notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If applicable, the IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both. If the student already has a BIP, and the incident involved a previously unseen or new serious behavior, or if preexisting behavioral interventions in the BIP were ineffective, CONTRACTOR shall schedule with LEA an IEP meeting to review and determine the need to modify the BIP.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities;
6. prone restraint;
7. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
8. an intervention that precludes adequate supervision of the individual;
9. an intervention that deprives the individual of one or more of the individual's senses.

CONTRACTOR shall comply with Education Code sections 49005.8, 56521.1 and 56521.2. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places the staff member's body weight against the pupil's torso or back.

4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Use prone restraint, including but not limited to prone containment.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

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

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

31. STUDENT DISCIPLINE

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

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

32. IEP TEAM MEETINGS

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

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

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

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

If CONTRACTOR is an NPS, CONTRACTOR shall ensure private and confidential communication, including telecommunication, between a pupil of the NPS and members of the pupil's IEP team and the CDE's Constituent Services Office, at the pupil's discretion.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to 20 USC 1414-1482 and 34 CFR 300.1-300.756. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of

documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

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

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

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

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

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

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

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

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

37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

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

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

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

INDIVIDUAL TRANSITION PLANNING – AB 438, Approved on September 28, 2024

Effective July 1, 2025, if determined appropriate by the pupil's IEP team, beginning when the pupil starts their high school experience and not later than when the pupil is 16 years of age or younger, as appropriate, and annually thereafter, a statement of needed transition services shall be included in the pupil's individualized education program. If the individualized education program team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the individualized education program team shall appropriately justify the basis for that postponement. (EC section 56043(h).)

38. STUDENT CHANGE OF RESIDENCE

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

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

39. WITHDRAWAL OF STUDENT FROM PROGRAM

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

40. PARENT ACCESS

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

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

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

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

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

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

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

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement

is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.); shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type; and shall submit to all monitoring requirements specific to out-of-state NPS contractors set forth in Education Code 56366.1 and Section 43 below

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate; 49530 et seq; and 49550 et seq.

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

43. MONITORING

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

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code

section 56366.1(j) and (k) as applicable. This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance, as well as pupil perceptions, progress, and concerns, as required by law. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

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

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

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, a walkthrough of the facility, and, for a pupil placed in an NPS located outside of California, an in-person interview with the pupil, in a manner consistent with the pupil's IEP, to evaluate the pupil's health and safety. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE, using the "Local Educational Agency Onsite Visit for Nonpublic School" form developed and published by the department on CDE's internet website, including additional findings required by the CDE specific to NPS located outside California, if applicable, within 60 calendar days of the onsite visit.

If CONTRACTOR is an NPS located outside of California, the LEA or SELPA shall conduct at least quarterly check-ins with a pupil placed by the LEA pursuant to a master contract, through an unmonitored telephone call, in a manner consistent with the pupil's IEP.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees and student(s) placed by the LEA, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

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

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

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct

contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

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

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

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

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's

(or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

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

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

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

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

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

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

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

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

For services provided on a public-school campus, sign in/out procedures shall be followed by NPS/A providers working in a public-school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public-school credentialed classroom teacher is responsible for the instructional program.

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

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

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

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

50. FACILITIES AND FACILITIES MODIFICATIONS

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

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

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

53. CHILD ABUSE REPORTING

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

54. SEXUAL HARASSMENT

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

55. REPORTING OF MISSING CHILDREN

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

FINANCIAL

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

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

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

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

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

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

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

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

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

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

57. RIGHT TO WITHHOLD PAYMENT

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

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

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

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

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

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

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

58. PAYMENT FROM OUTSIDE AGENCIES

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

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

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

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

NONPUBLIC SCHOOL STUDENT ABSENCE

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

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers.

LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of “make-up” services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not “bank” or “carry over” make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

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

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

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

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

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

61. INSPECTION AND AUDIT

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

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student pupils as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school

calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

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

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

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

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

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

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

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

offenses.

64. PAYMENT FOR ROOM AND BOARD

When CONTRACTOR is an NPS associated with an RTC (NPS/RTC), CONTRACTOR shall be eligible for Room and Board payments on dates that the student was actually in attendance and received Room and Board services, payable for up to a maximum of 365 billable days or 366 days during a leap year, which may include a maximum of ten (10) days per Contract year when the student's bed is unoccupied due to home visits of a therapeutic nature, unless otherwise mutually agreed upon by CONTRACTOR and LEA. Any payment for additional days in special circumstances, such as a student's hospitalization or extended home visits exceeding ten (10) days in a Contract year, requires prior written approval from both the LEA and the CONTRACTOR.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2026 and terminates at 5:00 P.M. on June 30, 2027, unless sooner terminated as provided herein.

CONTRACTOR**LEA**

Nonpublic School/Agency

PACIFIC VIEW CHARTER SCHOOL
LEA Name

By: _____
Signature Date

By: _____
Signature Date

Name and Title of Authorized
Representative

ERIN GORENCE, EXECUTIVE DIRECTOR
Name and Title of Authorized
Representative

Notices to CONTRACTOR shall be addressed to:

Notices to LEA shall be addressed to:

Name and Title	LINDA MOORE, SPECIAL ED. COORDINATOR		
Nonpublic School/Agency/Related Service Provider	LEA		
Address	3670 OCEAN RANCH BLVD		
City State Zip	OCEANSIDE	CA	92056
City State Zip	760.757.0161	760.435.2666	
Phone Fax	LMOORE@PACIFICVIEW.ORG		
Email	Email		

Additional LEA Notification
(Required if completed)

ERIN GORENCE, EXECUTIVE DIRECTOR

Name and Title

3670 OCEAN RANCH BLVD

Address

OCEANSIDE CA 92056

City

760.757.0161

State

760.435.2666

Zip

Phone

EGORENCE@PACIFICVIEW.ORG

Fax

Email

EXHIBIT A: 2026-2027 RATES**4.1 RATE SCHEDULE FOR CONTRACT YEAR**

The CONTRACTOR: _____

The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount:

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

- 1) Daily Basic Education Rate:

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

- 3) Related Services

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

<u>Interpreter Services (715)</u>		
<u>Audiological Services (720)</u>		
<u>Specialized Vision Services (725)</u>		
<u>Orientation and Mobility (730)</u>		
<u>Specialized Orthopedic Services (740)</u>		
<u>Reader Services (745)</u>		
<u>Transcription Services (755)</u>		
<u>Recreation Services, Including Therapeutic (760)</u>		
<u>College Awareness (820)</u>		
<u>Work Experience Education (850)</u>		
<u>Job Coaching (855)</u>		
<u>Mentoring (860)</u>		
<u>Travel Training (870)</u>		
<u>Other Transition Services (890)</u>		
<u>Other (900)</u>		
<u>Other (900)</u>		

EXHIBIT B: 2026-2027 ISA**INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES**

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2026 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency Pacific View Charter School Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: ☐ M ☐ F Grade: _____

(Last) (First) (M.I.)

Address _____ City _____ State/Zip _____

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

Parent/Guardian _____ Phone () _____ (

(Residence) (Business)

Address _____ City _____ State/Zip _____

(If different from student)

AGREEMENT TERMS:

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

2. *Nonpublic School:* The number of school days in the calendar of the school year are: _____ during the
regular school year

_____ during the extended school
year

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

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

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

B. RELATED SERVICES:

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

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							
Other (900)							
Transportation-Emergency b. Transportation-Parent							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST\$ _____

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

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6. Progress Reporting Requirements: _____ Quarterl _____ Monthl _____ Other
(Specify) _____

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

-CONTRACTOR-

-LEA/SELPA-

(Name of Nonpublic School/Agency)

PACIFIC VIEW CHARTER SCHOOL
(Name of LEA/SELPA)

(Signature)

(Date)

(Signature)

(Date)

(Name and Title)

ERIN GORENCE, EXECUTIVE DIRECTOR
(Name of Superintendent or Authorized Designee)

2026-2027**PACIFIC VIEW CHARTER SCHOOL
Integrated Pest Management Plan**

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

Hired Pest Control Applicator: South County Pest Control

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

School Sites:

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

PESTICIDES EXPECTED TO BE USED:

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

This plan is reviewed and updated annually in June.

BOARD APPROVED: **JUNE 23, 2026**

Pacific View Charter Board Meeting

June 23, 2026

Fiscal & Operations**AGENDA ITEM****6.2.1 - Board Warrant List May 2026****Information Summary**

Warrants and Automated Clearing House (ACH) payments are issued in accordance with approved budgets and/or contracts.

Responsible Party

Executive Director Gorence will discuss the Board Warrant Listing.

Recommended Action:

That the Board approves the presented warrants and Automated Clearing House (ACH) payments issued from May 1-31, 2026.

PACIFIC VIEW CHARTER SCHOOL
BOARD WARRANT REPORT
MAY 1-31, 2026

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Warrant ID	Remit Supp	Name	Payment Date	Total Warrant Amount	Description	Fund	Invoice Amount	Purchase Order No.
050678	0000000152	Reliable Translations Inc.	5/4/2026	370.50	TRANSLATION SERVICES	6200	171.00	0000002508
050678	0000000152	Reliable Translations Inc.	5/4/2026		TRANSLATION SERVICES	6200	199.50	0000002508
050679	0000000284	Bright Thinker, Inc	5/4/2026	8,600.00	BRIGHT THINKER ADDITIONAL LICE	6200	8,600.00	0000002645
050680	WM0001	WASTE MANAGEMENT	5/4/2026	239.11	MV Trash & recycle collection	6200	239.11	0000002419
051046	0000000088	Specialized Therapy Services, Inc	5/6/2026	7,973.83	OT	6200	1,323.83	0000002482
051046	0000000088	Specialized Therapy Services, Inc	5/6/2026		Nursing & Screening	6200	2,303.75	0000002482
051046	0000000088	Specialized Therapy Services, Inc	5/6/2026		ERMHS	6200	4,346.25	0000002482
051047	0000000304	Amazon.com Sales, Inc.	5/6/2026	1,373.83	FIT & FUN DAY OSDE	6200	1,088.19	0000002633
051047	0000000304	Amazon.com Sales, Inc.	5/6/2026		INSTRUCTIONAL SUPPLIES	6200	54.54	0000002433
051047	0000000304	Amazon.com Sales, Inc.	5/6/2026		STUDENT SUPPLIES - AMAZON	6200	9.78	0000002434
051047	0000000304	Amazon.com Sales, Inc.	5/6/2026		Bldg, M&O supplies	6200	211.05	0000002395
051047	0000000304	Amazon.com Sales, Inc.	5/6/2026		STUDENT SUPPLIES - AMAZON	6200	10.27	0000002434
051048	0000000322	New Direction Solutions, LLC	5/6/2026	5,423.34	SPECIAL ED SERVICES SLP	6200	2,496.96	0000002485
051048	0000000322	New Direction Solutions, LLC	5/6/2026		INSTRUCTIONAL SUPPLIES	6200	101.78	0000002551
051048	0000000322	New Direction Solutions, LLC	5/6/2026		SPECIAL ED SERVICES SLP	6200	2,824.60	0000002485
051049	NA0002	NANPOR SECURITY SERVICES	5/6/2026	3,736.50	Campus Security Guard-OSide	6200	3,736.50	0000002422
051247	0000000261	GoTo Technologies USA, Inc	5/11/2026	1,179.71	Phones MV - Student 85%	6200	235.21	0000002463
051247	0000000261	GoTo Technologies USA, Inc	5/11/2026		Phones MV - Admin 15%	6200	41.51	0000002463
051247	0000000261	GoTo Technologies USA, Inc	5/11/2026		Phones Oside - Admin 15%	6200	135.45	0000002462
051247	0000000261	GoTo Technologies USA, Inc	5/11/2026		Phones Oside - Student 85%	6200	767.54	0000002462
051248	0000000266	Top Notch Catering	5/11/2026	9,684.30	Student Nutrition Food - Sped	6200	1,936.86	0000002519
051248	0000000266	Top Notch Catering	5/11/2026		Student Nutrition Food - Gen E	6200	7,747.44	0000002519
051249	0000000304	Amazon.com Sales, Inc.	5/11/2026	1,058.30	GRADUATION SUPPLIES	6200	799.57	0000002618
051249	0000000304	Amazon.com Sales, Inc.	5/11/2026		INSTRUCTIONAL SUPPLIES	6200	117.96	0000002433
051249	0000000304	Amazon.com Sales, Inc.	5/11/2026		FIT & FUN DAY OSDE	6200	140.77	0000002633
051250	0000000322	New Direction Solutions, LLC	5/11/2026	164.24	SPECIAL ED SERVICES SLP	6200	164.24	0000002485
051251	0000000358	Lotus San Diego Corp	5/11/2026	1,150.00	RADIO ADS	6200	1,150.00	0000002615
051409	0000000304	Amazon.com Sales, Inc.	5/13/2026	72.08	GRADUATION SUPPLIES	6200	72.08	0000002618
051410	0000000322	New Direction Solutions, LLC	5/13/2026	4,246.66	SPECIAL ED SERVICES SLP	6200	2,259.68	0000002485
051410	0000000322	New Direction Solutions, LLC	5/13/2026		INSTRUCTIONAL SUPPLIES	6200	101.78	0000002551
051410	0000000322	New Direction Solutions, LLC	5/13/2026		SPECIAL ED SERVICES SLP	6200	1,885.20	0000002485
051411	JP0001	JAN-PRO OF SAN DIEGO	5/13/2026	5,269.00	Oceanside janitorial services	6200	3,799.00	0000002418
051411	JP0001	JAN-PRO OF SAN DIEGO	5/13/2026		Oceanside janitorial services	6200	1,470.00	0000002418
051671	0000000304	Amazon.com Sales, Inc.	5/18/2026	71.47	INSTRUCTIONAL SUPPLIES	6200	71.47	0000002433
051672	CS0008	SOUTH COUNTY PEST CONTROL, INC	5/18/2026	90.00	Pest Control - Both Campuses	6200	90.00	0000002427
051823	0000000304	Amazon.com Sales, Inc.	5/20/2026	46.48	INSTRUCTIONAL SUPPLIES	6200	46.48	0000002433
051824	0000000322	New Direction Solutions, LLC	5/20/2026	5,321.56	SPECIAL ED SERVICES SLP	6200	2,496.96	0000002485
051824	0000000322	New Direction Solutions, LLC	5/20/2026		SPECIAL ED SERVICES SLP	6200	2,824.60	0000002485

PACIFIC VIEW CHARTER SCHOOL
BOARD WARRANT REPORT
MAY 1-31, 2026

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Warrant ID	Remit Supp	Name	Payment Date	Total Warrant Amount	Description	Fund	Invoice Amount	Purchase Order No.
051825	MY0001	YOUNG, MINNEY & CORR, LLP	5/20/2026	5,059.50	Legal counsel	6200	5,059.50	0000002413
051826	NA0002	NANPOR SECURITY SERVICES	5/20/2026	3,548.50	Campus Security Guard-Aside	6200	3,548.50	0000002422
052025	0000000304	Amazon.com Sales, Inc.	5/26/2026	1,198.80	INSTRUCTIONAL SUPPLIES	6200	88.72	0000002433
052025	0000000304	Amazon.com Sales, Inc.	5/26/2026		STUDENT SUPPLIES - AMAZON	6200	112.85	0000002434
052025	0000000304	Amazon.com Sales, Inc.	5/26/2026		SCHOOL SPIRIT WEAR	6200	25.70	0000002533
052025	0000000304	Amazon.com Sales, Inc.	5/26/2026		INSTRUCTIONAL SUPPLIES	6200	30.30	0000002487
052025	0000000304	Amazon.com Sales, Inc.	5/26/2026		SCHOOL SPIRIT WEAR	6200	129.89	0000002533
052025	0000000304	Amazon.com Sales, Inc.	5/26/2026		Bldg, M&O supplies	6200	66.07	0000002395
052025	0000000304	Amazon.com Sales, Inc.	5/26/2026		INSTRUCTIONAL SUPPLIES	6200	72.77	0000002433
052025	0000000304	Amazon.com Sales, Inc.	5/26/2026		GRADUATION SUPPLIES	6200	42.65	0000002618
052025	0000000304	Amazon.com Sales, Inc.	5/26/2026		INSTRUCTIONAL SUPPLIES	6200	80.08	0000002433
052025	0000000304	Amazon.com Sales, Inc.	5/26/2026		STUDENT SUPPLIES - AMAZON	6200	549.77	0000002434
052026	AC0007	AIR CRAFTS HEATING & AC INC.	5/26/2026	2,550.00	HVAC Maint & repair - Oceansid	6200	2,550.00	0000002428
052027	NA0002	NANPOR SECURITY SERVICES	5/26/2026	2,068.00	GRAD/PROMOTION SECURITY	6200	1,500.00	0000002619
052027	NA0002	NANPOR SECURITY SERVICES	5/26/2026		Campus Security Guard-Aside	6200	568.00	0000002422
052197	0000000322	New Direction Solutions, LLC	5/28/2026	5,321.56	SLP therapy	6200	2,496.96	0000002485
052197	0000000322	New Direction Solutions, LLC	5/28/2026		SLP therapy	6200	2,824.60	0000002485
14429037	0000000343	BH Security, LLC	5/4/2026	264.99	BRINKS VIDEO SECURITY	6200	264.99	0000002470
14429038	AD0002	ADT SECURITY SERVICES	5/4/2026	83.55	ADT SECURITY MV	6200	83.55	0000002472
14429039	CI0003	AT&T MOBILITY	5/4/2026	409.32	Cell phone service	6200	409.32	0000002417
14429040	NA0005	NATIONAL BENEFIT SERVICES, LLC	5/4/2026	78.00	Cafe 125 Admin Fees	6200	78.00	0000002403
14429041	RH0001	RONALD LARRY HOLDEN	5/4/2026	2,600.00	Janitorial Services MoVal	6200	2,600.00	0000002397
14430855	0000000135	Teachers on Reserve	5/7/2026	423.78	Substitute Teachers	6200	423.78	0000002555
14430856	0000000232	U.S. Bank	5/7/2026	9,192.16	CAMP PROMOTION	6200	500.00	0000002623
14430856	0000000232	U.S. Bank	5/7/2026		ED PUZZLE	6200	13.50	0000002527
14430856	0000000232	U.S. Bank	5/7/2026		Stamps.com MV service fee	6200	30.99	0000002469
14430856	0000000232	U.S. Bank	5/7/2026		Car Expenses-Gas & Maintenance	6200	20.00	0000002495
14430856	0000000232	U.S. Bank	5/7/2026		GOOGLE ADS	6200	1,556.66	0000002503
14430856	0000000232	U.S. Bank	5/7/2026		SOCIAL MEDIA ADVERTISING	6200	3,254.14	0000002504
14430856	0000000232	U.S. Bank	5/7/2026		Gov Budget Workshop/May Revise	6200	365.00	0000002547
14430856	0000000232	U.S. Bank	5/7/2026		All Titles Conference-Lodging	6200	270.31	0000002557
14430856	0000000232	U.S. Bank	5/7/2026		NEXTDOOR AD	6200	15.16	0000002598
14430856	0000000232	U.S. Bank	5/7/2026		Admin, Office Supplies - Aside	6200	40.81	0000002402
14430856	0000000232	U.S. Bank	5/7/2026		Student supplies - Aside	6200	231.27	0000002402
14430856	0000000232	U.S. Bank	5/7/2026		Janitorial Supplies - Aside	6200	595.40	0000002402
14430856	0000000232	U.S. Bank	5/7/2026		Janitorial Supplies - MV	6200	173.84	0000002406
14430856	0000000232	U.S. Bank	5/7/2026		Student Nutrition - MV	6200	1,321.20	0000002406
14430856	0000000232	U.S. Bank	5/7/2026		STUDENT SUPPLIES US BANK	6200	72.46	0000002438

PACIFIC VIEW CHARTER SCHOOL
BOARD WARRANT REPORT
MAY 1-31, 2026

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Warrant ID	Remit Supp	Name	Payment Date	Total Warrant Amount	Description	Fund	Invoice Amount	Purchase Order No.
14430856	0000000232	U.S. Bank	5/7/2026		SWAG, OTHER MATERIALS, SCHOOL	6200	205.68	0000002460
14430856	0000000232	U.S. Bank	5/7/2026		Stamps.com service fee	6200	30.99	0000002468
14430856	0000000232	U.S. Bank	5/7/2026		Admin Postage - 33%	6200	267.00	0000002468
14430856	0000000232	U.S. Bank	5/7/2026		Student SpEd Postage - 11%	6200	33.00	0000002468
14430856	0000000232	U.S. Bank	5/7/2026		WEBSITE DOMAIN	6200	74.75	0000002627
14430856	0000000232	U.S. Bank	5/7/2026		GAME BUS INCENTIVE MS	6200	100.00	0000002629
14430856	0000000232	U.S. Bank	5/7/2026		CHATGPT 1 ACCOUNT	6200	20.00	0000002632
14430857	0000000283	Whitehouse CPAs, Inc	5/7/2026	10,650.00	Back office services	6200	10,650.00	0000002411
14430858	0000000309	T-Mobile USA Inc	5/7/2026	35.72	CPR3 student phone	6200	35.72	0000002514
14430859	CO0008	COX BUSINESS SERVICES	5/7/2026	200.50	Admin 15%	6200	30.07	0000002489
14430859	CO0008	COX BUSINESS SERVICES	5/7/2026	200.50	Student 85%	6200	170.43	0000002489
14430860	DS0003	SPARKLETTS & SIERRA SPRINGS	5/7/2026	315.00	Bottled Water Service - Both c	6200	264.06	0000002491
14430860	DS0003	SPARKLETTS & SIERRA SPRINGS	5/7/2026		Bottled Water Service - Both c	6200	50.94	0000002491
14430861	NA0005	NATIONAL BENEFIT SERVICES, LLC	5/7/2026	203.00	Cafe 125 Admin Fees	6200	3.00	0000002403
14430861	NA0005	NATIONAL BENEFIT SERVICES, LLC	5/7/2026		Cafe 125 Admin Fees	6200	200.00	0000002403
14430862	SA0008	SAN DIEGO GAS & ELECTRIC	5/7/2026	2,896.71	Electric Utility - Oceanside	6200	2,896.71	0000002426
14432095	0000000223	Zeptive Inc	5/11/2026	872.50	ZEPTIVE VAPE MONITORING	6200	872.50	0000002477
14432096	0000000337	Erica Osborn	5/11/2026	51.48	Mileage Reimbursement	6200	51.48	
14432097	ED0002	EDD	5/11/2026	283.05	UE Tax Base - Experience Chrg	6200	283.05	0000002398
14432098	KM0001	KONICA MINOLTA BUS. SOLUTIONS	5/11/2026	700.00	Osido Copier - Student 75%	6200	525.00	0000002496
14432098	KM0001	KONICA MINOLTA BUS. SOLUTIONS	5/11/2026		Osido Copier - Admin 25%	6200	175.00	0000002496
14432099	RT0001	Cintas Fire Protection	5/11/2026	1,791.72	Emergency Exit light inspectio	6200	1,791.72	0000002642
14433822	0000000007	Cordata Shredding	5/14/2026	176.30	Off-Site Secure Storage	6200	176.30	0000002499
14435156	0000000007	Cordata Shredding	5/18/2026	89.71	Osido Shredding	6200	89.71	0000002499
14435157	0000000248	Energo Electric LLC	5/18/2026	700.00	MV-Exit light replacement	6200	700.00	0000002652
14435158	EM0001	EASTERN MUNICIPAL WATER DIST	5/18/2026	350.88	Water Utility - MV	6200	350.88	0000002424
14436764	0000000015	Hanna Plumbing	5/21/2026	1,218.00	Plumbing service - Oceanside	6200	1,218.00	0000002431
14436765	0000000135	Teachers on Reserve	5/21/2026	423.78	Substitute Teachers	6200	423.78	0000002555
14436766	0000000163	Carlsbad Village Lock & Key, Inc	5/21/2026	291.48	Locksmith Services - Oceanside	6200	291.48	0000002429
14436767	KM0001	KONICA MINOLTA BUS. SOLUTIONS	5/21/2026	596.31	Osido Copier - Admin 25%	6200	149.08	0000002496
14436767	KM0001	KONICA MINOLTA BUS. SOLUTIONS	5/21/2026		Osido Copier - Student 75%	6200	447.23	0000002496
14438098	0000000079	Francis De Castro	5/26/2026	836.27	Mileage Reimbursement	6200	836.27	
14438099	0000000164	Lisa Shultz	5/26/2026	41.18	Mileage Reimbursement	6200	41.18	
14438100	0000000192	Shaniqwa Hemmings	5/26/2026	10.88	Mileage Reimbursement	6200	8.41	
14438100	0000000192	Shaniqwa Hemmings	5/26/2026		Mileage Reimbursement	6200	2.47	
14438101	0000000232	U.S. Bank	5/26/2026		NATURAL HISTORY MUSEUM ADDITIO	6200	15.00	0000002646
14438101	0000000232	U.S. Bank	5/26/2026		PBIS REWARDS	6200	40.00	0000002647
14438101	0000000232	U.S. Bank	5/26/2026		COMMUNITY EVENT	6200	1,000.00	0000002639

PACIFIC VIEW CHARTER SCHOOL
BOARD WARRANT REPORT
MAY 1-31, 2026

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Warrant ID	Remit Supp	Name	Payment Date	Total Warrant Amount	Description	Fund	Invoice Amount	Purchase Order No.
14438101	0000000232	U.S. Bank	5/26/2026	9,614.16	RING SUBSCRIPTION	6200	99.99	0000002636
14438101	0000000232	U.S. Bank	5/26/2026		CHATGPT 1 ACCOUNT	6200	20.00	0000002632
14438101	0000000232	U.S. Bank	5/26/2026		GAME BUS INCENTIVE MS	6200	400.00	0000002629
14438101	0000000232	U.S. Bank	5/26/2026		Admin, Office Supplies - Oside	6200	36.28	0000002402
14438101	0000000232	U.S. Bank	5/26/2026		Student supplies - Oside	6200	164.68	0000002402
14438101	0000000232	U.S. Bank	5/26/2026		Janitorial Supplies - Oside	6200	673.55	0000002402
14438101	0000000232	U.S. Bank	5/26/2026		Admin, Office Supplies - MV	6200	63.52	0000002406
14438101	0000000232	U.S. Bank	5/26/2026		Student supplies - MV	6200	72.89	0000002406
14438101	0000000232	U.S. Bank	5/26/2026		Janitorial Supplies - MV	6200	215.76	0000002406
14438101	0000000232	U.S. Bank	5/26/2026		Student Nutrition - MV	6200	983.26	0000002406
14438101	0000000232	U.S. Bank	5/26/2026		INSTRUCTIONAL SUPPLIES US BANK	6200	53.86	0000002435
14438101	0000000232	U.S. Bank	5/26/2026		STUDENT SUPPLIES US BANK	6200	645.20	0000002438
14438101	0000000232	U.S. Bank	5/26/2026		SWAG, OTHER MATERIALS, SCHOOL	6200	351.57	0000002460
14438101	0000000232	U.S. Bank	5/26/2026		Stamps.com service fee	6200	30.99	0000002468
14438101	0000000232	U.S. Bank	5/26/2026		Admin Postage - 33%	6200	267.00	0000002468
14438101	0000000232	U.S. Bank	5/26/2026		Student SpEd Postage - 11%	6200	33.00	0000002468
14438101	0000000232	U.S. Bank	5/26/2026		Stamps.com MV service fee	6200	30.99	0000002469
14438101	0000000232	U.S. Bank	5/26/2026		Admin MV Postage - 33%	6200	99.00	0000002469
14438101	0000000232	U.S. Bank	5/26/2026		Student MV GenEd Postage - 56%	6200	168.00	0000002469
14438101	0000000232	U.S. Bank	5/26/2026		Student MV SpEd Postage - 11%	6200	33.00	0000002469
14438101	0000000232	U.S. Bank	5/26/2026		Car Expenses-Gas & Maintenance	6200	75.00	0000002495
14438101	0000000232	U.S. Bank	5/26/2026		GOOGLE ADS	6200	1,710.38	0000002503
14438101	0000000232	U.S. Bank	5/26/2026		SOCIAL MEDIA ADVERTISING	6200	2,112.74	0000002504
14438101	0000000232	U.S. Bank	5/26/2026		ED PUZZLE	6200	13.50	0000002527
14438101	0000000232	U.S. Bank	5/26/2026		Gov Budget Workshop/May Revise	6200	205.00	0000002547
14438102	0000000316	North County Student Transportation	5/26/2026	1,251.60	SAFARI TRIP BUS FT	6200	1,251.60	0000002654
14438103	0000000332	San Diego Family Magazine, LLC	5/26/2026	1,289.00	MAGAZINE AD	6200	1,289.00	0000002641
14438104	0000000337	Erica Osborn	5/26/2026	10.00	Parking Reimbursement	6200	10.00	
14438105	0000000366	Debra Dupree	5/26/2026	957.50	Relationships at Work	6200	957.50	0000002655
14438106	ON0002	ONE STOP TONER & INKJET	5/26/2026	281.42	ONE STOP TONER	6200	281.42	0000002479
14438107	VC0001	VCC OCEAN RANCH CONDO. ASSOC.	5/26/2026	6,804.00	Property association fees	6200	6,804.00	0000002420
				132,011.72				

Pacific View Charter Board Meeting

June 23, 2026

Fiscal & Operations**AGENDA ITEM****6.2.2 - 25-26 Prop 28 - Arts and Music in Schools Annual Report****Information Summary**

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24. The legislation allocates 1 percent of the kindergarten through grade twelve (K–12) portion of the Proposition 98 funding guarantee provided in the prior fiscal year.

EC Section 8820(g)(4) requires the school to post an annual board-approved report that details the type of arts education programs funded by the program, the number of full-time equivalent teachers, classified personnel, and teaching aides, the number of pupils served, and the number of school sites providing arts education programs with those funds.

Responsible Party

Executive Director Gorence will discuss the Arts & Music in Schools Annual Report.

Recommended Action:

That the Board of Education adopt the Arts & Music in Schools Annual Report as presented.

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: Pacific View Charter

CDS Code: 3773569-3731221

Charter School Number: 247

Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Pacific View Charter School offers a small but meaningful art program led by a single, dedicated teacher who teaches both visual arts and music. Students in middle and high school explore various forms of creative expression through drawing, painting, sculpting, and music appreciation through workshops and schoolwide activities. The program also includes a popular guitar class, where students receive group guitar lessons in a relaxed, supportive setting. Both the art and guitar class can be accessed by students as a club if they do not need the elective credits. This provides a creative outlet for a variety of students to build confidence, learn basic music theory, and develop performance skills. Despite its size, the program is highly valued for its personal attention, hands-on projects, and the way it fosters student engagement, creativity, and connection to the school community. The art teacher also provides support and guidance to other teachers looking to incorporate more art activities into their lessons.

2. Number of full-time equivalent teachers (certificated). 1.0

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 400

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 6/15/2026 2:47:52 PM

Annual Report Data URL

<https://www.pacificview.org/governance/reportingdocuments>

Submission Date 6/15/2026 2:52:06 PM

Pacific View Charter Board Meeting

June 23, 2026

Fiscal & Operations**AGENDA ITEM****6.2.3 - 26-27 Consolidated Application****Information Summary**

The Consolidated Application and Reporting System (CARS) is a data collection system to apply for Categorical Program Funding and to report on the use of those funds.

Responsible Party

Executive Director Gorence will discuss the Consolidated Application.

Recommended Action:

That the Board ratify the 2026-27 Consolidated Application.

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca26assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Jill Chang
Authorized Representative's Signature	
Authorized Representative's Title	Fiscal and Operations Coordinator
Authorized Representative's Signature Date	06/23/2026

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:
Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Jill Chang
Authorized Representative's Title	Fiscal and Operations Coordinator
Authorized Representative's Signature Date	06/23/2026
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	06/24/2024
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Jill Chang
Authorized Representative's Title	Fiscal and Operations Coordinator

2026–27 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
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Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:
Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies exist.

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Jill Chang
Authorized Representative's Signature	
Authorized Representative's Title	Fiscal and Operations Coordinator
Authorized Representative's Signature Date	06/25/2025

*****Warning*****

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2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:
Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Jill Chang
Authorized Representative's Title	Fiscal and Operations Coordinator
Authorized Representative's Signature Date	06/25/2025
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

2025–26 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/24/2024
Authorized Representative's Full Name	Jill Chang
Authorized Representative's Title	Fiscal and Operations Coordinator

*****Warning*****

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2025–26 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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2025–26 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	\$21,968
Transferred–in amount	\$0
Transferred–out amount	\$21,968
2025–26 Total allocation	\$0

Professional Development Expenditures

Professional development for teachers	\$0
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$0
2025–26 Unspent funds	\$0

*****Warning*****

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2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:
Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Gayl
Homeless liaison last name	Johnson
Homeless liaison title	Director of Student Services
Homeless liaison email address (Format: abc@xyz.zyx)	gjohnson@pacificview.org
Homeless liaison telephone number (Format: 999-999-9999)	760-757-0161
Homeless liaison telephone extension	109
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1

Homeless Liaison Training Information

Warning

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2025–26 Homeless Education Policy, Requirements, and Implementation

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Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	No
Attendance officers and registrars	Yes
Teachers and instructional assistants	No
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	06/19/2018
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2025–26 Title I, Part A LEA allocation	\$177,209
2025–26 Title I, Part A direct or indirect services to homeless children reservation	\$1

*****Warning*****

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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$10,160
Homeless services provided (Maximum 500 characters)	Homeless students meet with the Director of Student Services/Homeless liaison regularly recieving targeted resources and needed supplies. These resources may include school supplies, ncluding backpacks and hygiene kits, hot spots, wifi enabled chromebooks or CPR ³ enabled smartphones preloaded with educational tools and access to critical services like housing, food, healthcare, and mental health.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

Pacific View Charter Board Meeting

June 23, 2026

Fiscal & Operations**AGENDA ITEM****6.2.4 - 2026-2027 Budget****Information Summary**

The proposed budget for the 2026–2027 school year reflects anticipated revenues and expenditures based on current enrollment projections, funding assumptions, and operational priorities. The budget is designed to support the school's academic program, student services, staffing needs, and day-to-day operations while maintaining fiscal responsibility and long-term financial sustainability.

Responsible Party

Consultant Stephanie Whitehouse will discuss the proposed budget.

Recommended Action:

That the Board approves the 2026-2027 budget as presented.



PACIFIC VIEW CHARTER SCHOOL

2026-2027 Proposed Budget

Presented to the Board of Trustees on
June 23, 2026

PVC 2026-2027 Proposed Budget Report

In accordance with Education Code Section 47604.33, charter schools are required to submit financial reports four times annually to their sponsoring district, County Office of Education, and the California Department of Education:

- 1. Budget Adoption - On or before July 1**
2. First Interim - On or before December 15
3. Second Interim - On or before March 15
4. Unaudited Actuals - On or before September 15

Enclosed Budget Report Includes:

- Budget Priorities
- Budget Assumptions
- FY26-27 - FY28-29 Multi-year Projection
- Budget Details
- Local Control Funding Formula Summary
- School Services Dartboard
- Adopted Budget Certification Form

Action Required:

The Board is asked to review and take action on the 2026-2027 Budget.

Budget Narrative

For the 2026-27 Budget, Pacific View continues to focus on the following LCAP goals, which are the driving force behind the budget development.

1. Graduation Rates

PVC will increase high school graduation rates by 1% annually, measured by 4-year and 1-year cohort data, credit tracking, and course pass rates.

2. Post-High School Plans

All graduates will leave PVC with a clear post-high school plan, measured by surveys, meeting data, and the California Dashboard College and Career Indicator.

3. English Language Arts Growth

Students will demonstrate growth in ELA through improved NWEA MAP Reading scores and increased CAASPP ELA scaled scores. At least 50% of English Learners will show progress as measured by the ELPI.

4. Math Growth

Students will show improvement in Math through growth in NWEA MAP Math scores and higher CAASPP Math scaled scores, with added support for students with exceptional needs.

5. School Climate and Wellness

PVC will expand and improve resources for staff, students, and parents to foster safety, school connectedness, and social-emotional wellness.

For the 2027-28 and 2028-29 Budgets, enrollment has been revised to account for the closing of the Moreno Valley facility. As 90% of students served by the Moreno Valley facility are virtual and as 65% of those students are currently being taught by staff in Oceanside, PVC has conservatively budgeted for a retention of 75% of the current enrollment in Moreno Valley. The projected enrollment of 512 reflects this reduction in student enrollment for that site. In accordance with Education Code, PVC will continue to service the remaining 75% (or likely more) students virtually. Applicable expenses for the cost of operating the facility have also been removed in the out years as appropriate.

Assumptions

Budget projections are based on information available at the time of adoption and may change as state funding, enrollment, or economic conditions evolve. The school will monitor actual revenues and expenditures throughout the year and make adjustments as necessary.

Revenue Assumptions

- Enrollment is projected at **547 students**, generating an estimated **ADA of 546.92**.
- Local Control Funding Formula (LCFF) revenues are based on the Governor's May Revision and School Services of California Dartboard assumptions (published May 21, 2026).
- LCFF revenue has been calculated using the most recently released LCFF Calculator available at the time of budget development.
- Revenue projections include a 2.87% Cost-of-Living Adjustment (COLA).
- One-time funding sources are included only to the extent they have been formally awarded or allocated.

Expenditure Assumptions

- The budget assumes the continuation of existing educational programs and services.
- Staffing levels are based on projected enrollment and operational needs.
- Salary and employee benefit expenditures reflect current staffing plans and anticipated cost increases.
- Employee benefits are budgeted using current contribution rates and anticipated increases in health, retirement, and statutory benefits.
- Budgeted costs include projected increases in utilities, insurance, instructional materials, contracted services, and other operating expenses.

FY26-27 – FY29-30 Multi-year Projection

PACIFIC VIEW CHARTER SCHOOL BUDGET SUMMARY

	2025-26 Estimated Actuals	2026-27 Budget	2027-28 BUDGET	2028-29 BUDGET	2029-30 BUDGET
Enrollment	545	547	512	512	512
FY ADA	541	546.92	511.67	511.67	511.67
8011-8096 LCFF Income	\$ 8,384,493	\$ 8,775,480	\$ 8,472,540	\$ 8,729,260	\$ 9,000,560
8100-8299 Federal Income	598,428	1,049,623	935,232	929,558	929,558
8300-8599 State Income	1,674,296	1,303,503	1,081,240	858,784	812,682
8600-8799 Local Income	448,751	310,000	310,000	310,000	310,000
TOTAL INCOME	\$ 11,105,968	\$ 11,438,605	\$ 10,799,013	\$ 10,827,602	\$ 11,052,800
Total 1000 Certificated Salaries	\$ 4,408,709	\$ 4,576,382	\$ 4,292,538	\$ 4,425,177	\$ 4,562,800
Total 2000 Classified Salaries	1,376,173	1,358,694	1,194,361	1,231,267	1,269,559
Total 3000 Employee Benefits	2,643,245	2,934,929	2,662,375	2,749,910	2,840,618
Total 4000 Supplies	369,712	425,429	418,267	417,017	427,442
Total 5000 Services and Other Opex	1,768,576	1,750,557	1,702,260	1,631,405	1,672,190
Total 6000 Capital Outlay	179,580	173,559	173,559	173,559	173,559
Total Debt Service Interest	38,546	29,843	20,000	15,000	5,000
TOTAL EXPENSE	\$ 10,784,541	\$ 11,249,393	\$ 10,463,359	\$ 10,643,334	\$ 10,951,169
SURPLUS/(DEFICIT)	\$ 321,427	\$ 189,213	\$ 335,654	\$ 184,268	\$ 101,631
NET INCREASE (DECREASE) IN FUND BALANCE	\$ 321,427	\$ 189,213	\$ 335,654	\$ 184,268	\$ 101,631
BEGINNING FUND BALANCE	\$ 14,617,456	\$ 14,938,883	\$ 15,128,096	\$ 15,463,749	\$ 15,648,017
ENDING FUND BALANCE	\$ 14,938,883	\$ 15,128,096	\$ 15,463,749	\$ 15,648,017	\$ 15,749,647

FY26-27 Budget Details - Revenue

PACIFIC VIEW CHARTER SCHOOL					
MYP BUDGET DETAIL					
		COLA	1.0431	1.0330	1.0309
		CPI Index	1.0376	1.0318	1.0276
Object Code	Object Title				
		FY26-27 Adopted			
INCOME		Budget	FY27-28	FY28-29	FY29-30
8011-8096 Local Control Funding Formula Sources (per FCMAT LCFF Calc)					
8011000	Rev Limit State Aid-Current Ye	4,223,341	4,161,746	4,368,196	4,587,337
8012000	Epa State Aid - Current Year	1,683,373	1,626,877	1,677,147	1,729,306
8019	Charter Schools General Purpose - Prior				
8096000	Trfr To Cht Sch In Lieu Proptx	2,868,766	2,683,917	2,683,917	2,683,917
Total 8011-8096 Local Control Funding Formula Sources		8,775,480	8,472,540	8,729,260	9,000,560
8100-8299 Federal Income					
	Federal Special Education (IDEA) Part B,				
8181	Sec 611	88,062	88,062	82,387	82,387
8182	Special Ed: IDEA Mental Health	-			
8290000	ESEA: ESSA School Improvement (CSI) Fundi	754,028	653,041	653,041	653,041
8290000	Title I, Part A	174,491	163,222	163,222	163,222
8290000	Title II, Supporting Effective Instruction	19,588	18,323	18,323	18,323
8290000	Title III, English Learner				
8290000	Title IV	13,454	12,585	12,585	12,585
8290000	All Other Federal Revenue				
Total 8100-8299 Federal Income		1,049,623	935,232	929,558	929,558
8300-8599 State Income					
8311	Special Ed - AB602	501,814	469,476	469,476	469,476
8677001	SPED - ERHMS Level 2	46,351	43,364	43,364	43,364
8677001	SPED - ERHMS Level 3	-	-	-	-
8560000	Lottery - non prop (estimated)	103,914	97,218	97,218	97,218
8590000	Student Support	179,665	-	-	-
8560000	Lottery - prop 20 (estimated)	44,847	41,957	41,957	41,957
8590000	AMS - prop 28	122,496	125,514	129,393	133,417
8590000	Learning Recovery Emergency Block Grant	278,074	278,074	50,948	-
8550000	Mandated Block Grant	26,341	25,637	26,429	27,250
8590000	Ethnic Studies	-	-	-	-
8590000	All Other State Revenues	-	-	-	-
Total 8300-8599 State Income		1,303,503	1,081,240	858,784	812,682
8600-8799 Local Income					
8660000	Interest	300,000	300,000	300,000	300,000
8999	Other Local Revenue	10,000	10,000	10,000	10,000
Total 8600-8799 Local Income		310,000	310,000	310,000	310,000
TOTAL INCOME		11,438,605	10,799,013	10,827,602	11,052,800

FY26-27 Budget Details - Expense

PACIFIC VIEW CHARTER SCHOOL					
MYP BUDGET DETAIL					
		COLA	1.0431	1.0330	1.0309
		CPI Index	1.0376	1.0318	1.0276
Object Code	Object Title				1.0311
					1.0250
		FY26-27 Adopted			
		Budget	FY27-28	FY28-29	FY29-30
EXPENSE					
1000 Certificated Salaries					
1100000	Teacher's Salaries	3,221,748	2,893,920	2,983,342	3,076,124
1100060	Teacher Salaries	4,000	4,132	4,260	4,392
1200000	Certificated Pupil Support Ser	364,487	376,317	387,945	400,010
1300000	Cert Superv & Admin Salaries	986,147	1,018,168	1,049,630	1,082,273
	Total 1000 Certificated Salaries	4,576,382	4,292,538	4,425,177	4,562,800
2000 Classified Salaries					
2100000	Instructional Aides' Salaries	616,099	492,710	507,935	523,732
2200000	Classified Support Salaries	75,005	77,480	79,874	82,358
2300000	Class Superv & Admin Salaries	158,146	163,299	168,345	173,580
2400000	Clerical And Office Salaries	509,444	460,872	475,113	489,889
	Total 2000 Classified Salaries	1,358,694	1,194,361	1,231,267	1,269,559
3000 Employee Benefits					
3111000	STRS, Certificated Positions	851,903	797,000	821,628	847,180
3211000	PERS, Certificated Positions	384,477	347,063	357,787	368,914
3311000	OASDI, Certificated Positions	91,441	81,476	83,993	86,605
3321000	Medicare Certificated Position	66,358	61,046	62,932	64,889
3322000	Medicare Classified Positions	19,701	18,514	19,086	19,680
3401000	Health & Welfare Benefits, cer	979,576	883,652	905,377	927,861
3402000	Health & Welfare Benefits, cla	423,366	357,748	379,473	401,957
	Health & Welfare Increase, partial year		43,449	44,970	46,544
3501000	State Unemployment Insurance,	2,288	2,105	2,170	2,238
3502000	State Unemployment Insurance,	679	638	658	679
3601000	Workers' Compensation Insuranc	88,782	53,468	55,120	56,834
3602000	Workers' Compensation Insuranc	26,359	16,216	16,717	17,237
3901000	Other Benefits			-	-
	Total 3000 Employee Benefits	2,934,929	2,662,375	2,749,910	2,840,618

FY26-27 Budget Details - Expense (cont.)

PACIFIC VIEW CHARTER SCHOOL						
MYP BUDGET DETAIL						
		COLA	1.0431	1.0330	1.0309	1.0311
		CPI Index	1.0376	1.0318	1.0276	1.0250
Object Code	Object Title					
		FY26-27 Adopted				
		Budget	FY27-28	FY28-29	FY29-30	
4000 Books and Supplies						
4100000	Textbooks	88,142	93,142	93,142	95,470	
4300000	Instructional Supplies	54,338	54,475	54,475	55,837	
4300002	Custodial Supplies	14,500	12,750	11,500	11,788	
4300015	Office Supplies	7,850	6,150	6,150	6,304	
4300030	Emergency Preparedness	1,250	1,100	1,100	1,128	
4300060	Other Supplies	5,700	5,700	5,700	5,843	
4300090	Graduation Expense	10,400	10,400	10,400	10,660	
4400000	Non-Cap Furn & Equip	5,000	5,000	5,000	5,125	
4400060	Non-Cap Computers & Equip	137,750	129,550	129,550	132,789	
4700000	Food	100,500	100,000	100,000	102,500	
	Total 4000 Supplies	425,429	418,267	417,017	427,442	
5000 Services and Other Operating Expenditures						
5200000	Travel and Conferences	26,946	31,446	31,446	32,232	
5300000	Dues & Memberships	32,170	33,630	23,730	24,323	
5400000	Insurance	111,396	111,396	111,396	114,181	
5500000	Utiiliites	183,050	146,750	130,150	133,404	
	Rentals, Leases, Repairs & Noncap					
5600000	Improvements	93,435	96,635	76,550	78,464	
5800000	Prof/Consult Srv&Operate Exp	16,210	15,410	15,410	15,795	
5800001	Non Instructional Consultants	157,825	157,225	157,225	161,156	
5800003	District Oversight Fee	84,690	84,690	84,690	86,807	
5800004	Student Events	16,900	15,900	15,900	16,298	
5800005	Legal Fees	15,500	15,500	15,500	15,888	
5800006	Audit Fees	20,000	20,000	20,000	20,500	
5800007	SpEd Oversight fees	25,000	25,000	25,000	25,625	
5800008	Instructional Consultants	421,999	421,999	421,999	432,549	
5800010	Advertising	136,085	133,675	133,675	137,017	
5800025	Fixed Charge Assessments	118,650	118,650	97,500	99,938	
5800030	Emergency Preparedness	92,677	90,430	90,180	92,435	
5800080	Software - Other	1,925	1,925	1,925	1,973	
5800085	Software - Education	144,879	135,779	135,779	139,173	
5800090	Graduation Expense	16,600	15,600	15,600	15,990	
5900010	Postage	6,770	6,700	6,700	6,868	
5900020	Telephone/Communications	22,000	17,320	14,450	14,811	
5900030	Cell Phone Service	5,850	6,600	6,600	6,765	
	Total 5000 Services and Other Operating Expenditures	1,750,557	1,702,260	1,631,405	1,672,190	

FY26-27 Budget Details - Expense (cont.)

PACIFIC VIEW CHARTER SCHOOL MYP BUDGET DETAIL						
		COLA	1.0431	1.0330	1.0309	1.0311
		CPI Index	1.0376	1.0318	1.0276	1.0250
Object Code	Object Title					
		FY26-27 Adopted Budget		FY27-28	FY28-29	FY29-30
6000 Capital Outlay						
6900	Depreciation Expense	173,559		173,559	173,559	173,559
	Total 6000 Capital Outlay	173,559		173,559	173,559	173,559
7000 Other Outgo						
7221	Transfers to District	-				
7438	Debt Service- Interest	29,843		20,000	15,000	5,000
	Total 7000 Other Outgo	29,843		20,000	15,000	5,000
TOTAL EXPENSE			11,249,393	10,463,359	10,643,334	10,951,169
SURPLUS/(DEFICIT)			189,213	335,654	184,268	101,631
BEGINNING FUND BALANCE			\$ 14,784,223	\$ 14,973,436	\$ 15,309,089	\$ 15,493,357
ENDING FUND BALANCE			\$ 14,973,436	\$ 15,309,089	\$ 15,493,357	\$ 15,594,987

FY26-27 Local Control Funding Formula Summary

Pacific View Charter (3731221) - May revise				
	2026-27	2027-28	2028-29	2029-30
General Assumptions				
COLA & Augmentation	4.31%	3.30%	3.09%	3.11%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%
Student Assumptions:				
Enrollment Count	547	512	512	512
Unduplicated Pupil Count (UPC)	410	384	384	384
Unduplicated Pupil Percentage (UPP)	76.38%	75.39%	75.00%	75.00%
Current Year LCFF Average Daily Attendance (ADA)	546.91	511.67	511.67	511.67
Funded LCFF ADA	546.91	511.67	511.67	511.67
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-
Funded NSS ADA	-	-	-	-
LCFF Entitlement Summary				
Base Grant	\$6,745,733	\$6,529,864	\$6,731,771	\$6,941,040
Grade Span Adjustment	180,880	171,282	176,683	182,124
Adjusted Base Grant	\$6,926,613	\$6,701,146	\$6,908,454	\$7,123,164
Supplemental Grant	1,058,109	1,010,399	1,036,269	1,068,475
Concentration Grant	762,238	737,427	760,241	783,869
Total Base, Supplemental and Concentration Grant	\$8,746,960	\$8,448,972	\$8,704,964	\$8,975,508
Allowance: Necessary Small School	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-
Add-on: Transitional Kindergarten	28,520	23,568	24,296	25,052
Total Allowance and Add-On Amounts	\$28,520	\$23,568	\$24,296	\$25,052
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$8,775,480	\$8,472,540	\$8,729,260	\$9,000,560
Miscellaneous Adjustments	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	\$ 8,775,480	\$ 8,472,540	\$ 8,729,260	\$ 9,000,560
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 16,046	\$ 16,559	\$ 17,060	\$ 17,591
Additional State Aid	-	-	-	-
Total LCFF Entitlement with Additional State Aid	8,775,480	8,472,540	8,729,260	9,000,560
LCFF Sources Summary				
Funding Source Summary				
Local Revenue and In-Lieu of Property Taxes (net for school districts)	\$ 2,868,766	\$ 2,683,917	\$ 2,683,917	\$ 2,683,917
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$ 1,683,373	\$ 1,626,877	\$ 1,677,147	\$ 1,729,306
Net State Aid (excludes Additional State Aid)	\$ 4,223,341	\$ 4,161,746	\$ 4,368,196	\$ 4,587,337
Additional State Aid	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 8,775,480	\$ 8,472,540	\$ 8,729,260	\$ 9,000,560

FY26-27 Local Control Funding Formula Summary

Pacific View Charter (3731221) - May revise							
	2026-27		2027-28		2028-29		2029-30
Funding Source by Resource-Object							
State Aid (Resource Code 0000, Object Code 8011)	\$	4,223,341	\$	4,161,746	\$	4,368,196	\$ 4,587,337
EPA, Current Year (Resource 1400, Object Code 8012)	\$	1,683,373	\$	1,626,877	\$	1,677,147	\$ 1,729,306
(P-2 plus Current Year Accrual)							
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$	-	\$	-	\$	-	\$ -
(P-A less Prior Year Accrual)							
Property Taxes (Object 8021 to 8089)	\$	-	\$	-	\$	-	\$ -
% Change		0.0000%		0.0000%		0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)		2,868,766		2,683,917		2,683,917	2,683,917
Entitlement and Source Reconciliation							
Basic Aid/Excess Tax District Status	\$	-	\$	-	\$	-	\$ -
Total LCFF Entitlement	\$	8,775,480	\$	8,472,540	\$	8,729,260	\$ 9,000,560
Additional State Aid	\$	-	\$	-	\$	-	\$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$	-	\$	-	\$	-	\$ -
Excess Taxes before Minimum State Aid	\$	-	\$	-	\$	-	\$ -
Total Funding Sources	\$	8,775,480	\$	8,472,540	\$	8,729,260	\$ 9,000,560
LCAP Percentage to Increase or Improve Services Calculation							
Base Grant (Excludes add-ons for TIIG & Transportation)	\$	6,955,133	\$	6,724,714	\$	6,932,750	\$ 7,148,216
Supplemental and Concentration Grant funding in the LCAP year	\$	1,820,347	\$	1,747,826	\$	1,796,510	\$ 1,852,344
Projected Additional 15% Concentration Grant funding in the LCAP year	\$	175,900	\$	170,175	\$	175,441	\$ 180,893
Percentage to Increase or Improve Services		26.17%		25.99%		25.91%	25.91%

FY26-27 CASH FLOW

Pacific View Charter School
Cash Flow
FY26-27

Object Code	Res Code	Object Title	Total	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	LCFF In Lieu	3,816,111 2,868,818	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Accrual	Total
INCOME																			
8011-8096 Local Control Funding Formula Sources (per FCMAT LCFF Calc)																			
8011000		Rev Limit State Aid-Current Ye	4,223,341	190,806	190,806	343,430	343,430	343,430	343,430			343,430	343,430	356,206	356,206	356,206	356,206	356,206	4,223,341
8012000		Epa State Aid - Current Year	1,683,373				420,843					420,843				420,843		420,843	1,683,373
8019		Charter Schools General Purpose - Prior Year	-															-	-
8096000		Trfr To Cht Sch In Lieu Proptx	2,868,766	143,441	143,441	258,194	258,194	258,194	258,194			258,194	258,194	206,544	206,544	206,544	206,544	206,544	2,868,766
Total 8011-8096 Local Control Funding Formula Sources			8,775,480	334,246	334,246	601,644	1,022,487	601,644	601,644			1,022,487	601,644	562,750	562,750	983,594	562,750	983,594	8,775,480
8100-8299 Federal Income																			
8181		Federal Special Education (IDEA) Part B, Sec 611	88,062															88,062	88,062
8182		Special Ed: IDEA Mental Health	-															-	-
8290000		ESEA: ESSA School Improvement (CSI) Funding for LEAs	754,028															754,028	754,028
8290000		Title I, Part A	174,491				43,623					43,623				43,623		43,623	174,491
8290000		Title II, Supporting Effective Instruction	-															19,388	19,388
8290000		Title III, English Learner	-															-	-
8290000		Title IV	13,454															13,454	13,454
8290000		All Other Federal Revenue	-															-	-
Total 8100-8299 Federal Income			1,049,623	-	-	-	43,623	-	-			43,623	-	-	-	43,623	-	918,754	1,049,623
8300-8599 State Income																			
8311	6500	Special Ed - AB602	501,814	41,818	41,818	41,818	41,818	41,818	41,818			41,818	41,818	41,818	41,818	41,818	41,818	-	501,814
8677001	6546	SPED - ERHMS Level 2	46,351															46,351	46,351
8677001	6512	SPED - ERHMS Level 3	-															-	-
8560000	1100	Lottery - non prop (estimated)	103,914				25,979					25,979				25,979		25,979	103,914
8590000	6019	Student Support	179,665															179,665	179,665
8590000	6053	2021 Universal Prekindergarten Planning & Implementation Grant	-															-	-
8590000	6266	One Time Educator Effectiveness Grant	-															-	-
8560000	6300	Lottery - prop 20 (estimated)	44,847				11,212					11,212				11,212		11,212	44,847
8560000	6770	AMS - prop 28	122,496	10,208	10,208	10,208	10,208	10,208	10,208			10,208	10,208	10,208	10,208	10,208	10,208	-	122,496
8590000	7435	Learning Recovery Emergency Block Grant	278,074															278,074	278,074
8550000		Mandated Block Grant	26,341				26,341											-	26,341
8590000	7810	Ethnic Studies	-															-	-
8590000		All Other State Revenues	-															-	-
Total 8300-8599 State Income			1,303,503	52,026	52,026	52,026	115,558	52,026	52,026			89,216	52,026	52,026	52,026	89,216	52,026	541,281	1,303,503
8600-8799 Local Income																			
8660000		Interest	300,000				75,000					75,000				75,000		75,000	300,000
8999		Other Local Revenue	10,000															10,000	10,000
Total 8600-8799 Local Income			310,000	-	-	-	75,000	-	-			75,000	-	-	-	75,000	-	85,000	310,000
TOTAL INCOME			11,438,605	386,272	386,272	653,669	1,256,667	653,669	653,669			1,230,326	653,669	614,776	614,776	1,191,433	614,776	2,528,629	11,438,605
EXPENSE																			
1000 Certificated Salaries																			
1100000		Teacher'S Salaries	3,221,748	268,479	268,479	268,479	268,479	268,479	268,479			268,479	268,479	268,479	268,479	268,479	268,479		3,221,748
1100060		Teacher Salaries	4,000	333	333	333	333	333	333			333	333	333	333	333	333		4,000
1200000		Certificated Pupil Support Ser	364,487	30,374	30,374	30,374	30,374	30,374	30,374			30,374	30,374	30,374	30,374	30,374	30,374		364,487
1300000		Cert Superv & Admin Salaries	986,147	82,179	82,179	82,179	82,179	82,179	82,179			82,179	82,179	82,179	82,179	82,179	82,179		986,147
Total 1000 Certificated Salaries			4,576,382	381,365	381,365	381,365	381,365	381,365	381,365			381,365	381,365	381,365	381,365	381,365	381,365	-	4,576,382
2000 Classified Salaries																			
2100000		Instructional Aides' Salaries	616,099	51,342	51,342	51,342	51,342	51,342	51,342			51,342	51,342	51,342	51,342	51,342	51,342		616,099
2200000		Classified Support Salaries	75,005	6,250	6,250	6,250	6,250	6,250	6,250			6,250	6,250	6,250	6,250	6,250	6,250		75,005
2300000		Class Superv & Admin Salaries	158,146	13,179	13,179	13,179	13,179	13,179	13,179			13,179	13,179	13,179	13,179	13,179	13,179		158,146
2400000		Clerical And Office Salaries	509,444	42,454	42,454	42,454	42,454	42,454	42,454			42,454	42,454	42,454	42,454	42,454	42,454		509,444
Total 2000 Classified Salaries			1,358,694	113,225	113,225	113,225	113,225	113,225	113,225			113,225	113,225	113,225	113,225	113,225	113,225	-	1,358,694
3000 Employee Benefits																			
3111000		STRS, Certificated Positions	851,903	70,992	70,992	70,992	70,992	70,992	70,992			70,992	70,992	70,992	70,992	70,992	70,992		851,903
3211000		PERS, Certificated Positions	384,477	32,040	32,040	32,040	32,040	32,040	32,040			32,040	32,040	32,040	32,040	32,040	32,040		384,477
3311000		OASDI, Certificated Positions	91,441	7,620	7,620	7,620	7,620	7,620	7,620			7,620	7,620	7,620	7,620	7,620	7,620		91,441
3321000		Medicare Certificated Position	66,358	5,530	5,530	5,530	5,530	5,530	5,530			5,530	5,530	5,530	5,530	5,530	5,530		66,358

FY 26-27 CASH FLOW (cont.)

3322000	Medicare Classified Positions	19,701	1,642	1,642	1,642	1,642	1,642	1,642	1,642	1,642	1,642	1,642	1,642	1,642	19,701
3401000	Health & Welfare Benefits, cer	979,576	81,631	81,631	81,631	81,631	81,631	81,631	81,631	81,631	81,631	81,631	81,631	81,631	979,576
3402000	Health & Welfare Benefits, dis	423,366	35,281	35,281	35,281	35,281	35,281	35,281	35,281	35,281	35,281	35,281	35,281	35,281	423,366
3501000	State Unemployment Insurance,	2,288	191	191	191	191	191	191	191	191	191	191	191	191	2,288
3502000	State Unemployment Insurance,	679	57	57	57	57	57	57	57	57	57	57	57	57	679
3601000	Workers' Compensation Insuranc	88,782	7,398	7,398	7,398	7,398	7,398	7,398	7,398	7,398	7,398	7,398	7,398	7,398	88,782
3602000	Workers' Compensation Insuranc	26,359	2,197	2,197	2,197	2,197	2,197	2,197	2,197	2,197	2,197	2,197	2,197	2,197	26,359
3901000	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 3000 Employee Benefits		2,934,929	244,577	244,577	244,577	244,577	244,577	244,577	244,577	244,577	244,577	244,577	244,577	244,577	2,934,929
4000 Books and Supplies															
4100000	Textbooks	88,142	7,345	7,345	7,345	7,345	7,345	7,345	7,345	7,345	7,345	7,345	7,345	7,345	88,142
4300000	Instructional Supplies	54,338	4,528	4,528	4,528	4,528	4,528	4,528	4,528	4,528	4,528	4,528	4,528	4,528	54,338
4300002	Custodial Supplies	14,500	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	14,500
4300015	Office Supplies	7,850	654	654	654	654	654	654	654	654	654	654	654	654	7,850
4300030	Emergency Preparedness	1,250	104	104	104	104	104	104	104	104	104	104	104	104	1,250
4300040	Other Supplies	5,700	475	475	475	475	475	475	475	475	475	475	475	475	5,700
4300090	Graduation Expense	10,400	867	867	867	867	867	867	867	867	867	867	867	867	10,400
4400000	Non-Cap Furn & Equip	5,000	417	417	417	417	417	417	417	417	417	417	417	417	5,000
4400060	Non-Cap Computers & Equip	137,750	11,479	11,479	11,479	11,479	11,479	11,479	11,479	11,479	11,479	11,479	11,479	11,479	137,750
4700000	Food	100,500	8,375	8,375	8,375	8,375	8,375	8,375	8,375	8,375	8,375	8,375	8,375	8,375	100,500
Total 4000 Supplies		425,429	35,452	35,452	35,452	35,452	35,452	35,452	35,452	35,452	35,452	35,452	35,452	35,452	425,429
5000 Services and Other Operating Expenditures															
5200000	Travel and Conferences	26,946	2,246	2,246	2,246	2,246	2,246	2,246	2,246	2,246	2,246	2,246	2,246	2,246	26,946
5300000	Dues & Memberships	32,170	2,681	2,681	2,681	2,681	2,681	2,681	2,681	2,681	2,681	2,681	2,681	2,681	32,170
5400000	Insurance	111,396	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	111,396
5500000	Utilities	183,050	15,254	15,254	15,254	15,254	15,254	15,254	15,254	15,254	15,254	15,254	15,254	15,254	183,050
5600000	Rentals, Leases, Repairs & Noncap Improvements	93,435	7,786	7,786	7,786	7,786	7,786	7,786	7,786	7,786	7,786	7,786	7,786	7,786	93,435
5800000	Prof/Consult Srv&Operate Exp	16,210	1,351	1,351	1,351	1,351	1,351	1,351	1,351	1,351	1,351	1,351	1,351	1,351	16,210
5800001	Non Instructional Consultants	157,825	13,152	13,152	13,152	13,152	13,152	13,152	13,152	13,152	13,152	13,152	13,152	13,152	157,825
5800003	District Oversight Fee	84,690	7,058	7,058	7,058	7,058	7,058	7,058	7,058	7,058	7,058	7,058	7,058	7,058	84,690
5800004	Student Events	16,900	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	16,900
5800005	Legal Fees	15,500	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	15,500
5800006	Audit Fees	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
5800007	SpEd Oversight fees	25,000	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
5800008	Instructional Consultants	421,999	35,167	35,167	35,167	35,167	35,167	35,167	35,167	35,167	35,167	35,167	35,167	35,167	421,999
5800010	Advertising	136,085	11,340	11,340	11,340	11,340	11,340	11,340	11,340	11,340	11,340	11,340	11,340	11,340	136,085
5800025	Fixed Charge Assessments	118,650	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888	118,650
5800030	Emergency Preparedness	92,677	7,723	7,723	7,723	7,723	7,723	7,723	7,723	7,723	7,723	7,723	7,723	7,723	92,677
5800040	Software - Other	1,925	160	160	160	160	160	160	160	160	160	160	160	160	1,925
5800085	Software - Education	144,879	12,073	12,073	12,073	12,073	12,073	12,073	12,073	12,073	12,073	12,073	12,073	12,073	144,879
5800090	Graduation Expense	16,600	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	16,600
5900010	Postage	6,770	564	564	564	564	564	564	564	564	564	564	564	564	6,770
5900020	Telephone/Communications	22,000	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	22,000
5900030	Cell Phone Service	5,850	488	488	488	488	488	488	488	488	488	488	488	488	5,850
Total 5000 Services and Other Operating Expenditures		1,750,557	145,880	145,880	145,880	145,880	145,880	145,880	145,880	145,880	145,880	145,880	145,880	145,880	1,750,557
6000 Capital Outlay															
6400	Capital Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6900	Depreciation Expense	173,559	-	-	-	-	-	-	-	-	-	-	-	173,559	173,559
Total 6000 Capital Outlay		173,559	-	-	-	-	-	-	-	-	-	-	-	173,559	173,559
7000 Other Outgo															
7221	Transfers to District	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	Debt Service- Interest	29,843	-	-	-	-	-	-	-	-	-	-	-	29,843	29,843
Total 7000 Other Outgo		29,843	-	-	-	-	-	-	-	-	-	-	-	29,843	29,843
TOTAL EXPENSE		11,249,393	920,499	920,499	920,499	920,499	920,499	920,499	920,499	920,499	920,499	920,499	920,499	1,123,901	11,249,393
SURPLUS/(DEFICIT)		189,213	(534,227)	(534,227)	(266,830)	336,168	(266,830)	(266,830)	309,827	(266,830)	(305,723)	(305,723)	270,933	(509,125)	189,213

SSC School District and Charter School Financial Projection Dartboard 2026-27 May Revision

This version of the School Services of California Inc. (SSC) Financial Projection Dartboard is based on the Governor's 2026-27 May Revision. SSC has updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. SSC has also updated the Local Control Funding Formula (LCFF) factors. SSC relies on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS					
Factor	2025-26 ¹	2026-27 ²	2027-28	2028-29	2029-30
Department of Finance Statutory COLA	2.30%	2.87%	3.30%	3.09%	3.11%

LCFF GRADE SPAN FACTORS FOR 2026-27				
Entitlement Factors per ADA*	TK-3	4-6	7-8	9-12
2025-26 Base Grants	\$10,256	\$10,411	\$10,719	\$12,423
Statutory COLA of 2.87%	\$294	\$299	\$308	\$357
Additional LCFF Investment of 1.44% ³	\$148	\$150	\$154	\$179
2026-27 Base Grants	\$10,698	\$10,860	\$11,181	\$12,959
Grade Span Adjustment Factors	10.4%	—	—	2.6%
Grade Span Adjustment Amounts	\$1,113	—	—	\$337
2026-27 Adjusted Base Grants ⁴	\$11,811	\$10,860	\$11,181	\$13,296
Transitional Kindergarten (TK) Add-On ⁵	\$5,704	—	—	—

*Average daily attendance (ADA)

OTHER PLANNING FACTORS						
Factors		2025-26	2026-27	2027-28	2028-29	2029-30
California CPI		3.25%	3.76%	3.18%	2.76%	2.50%
California Lottery	Unrestricted per ADA	\$190.00	\$190.00	\$190.00	\$190.00	\$190.00
	Restricted per ADA	\$82.00	\$82.00	\$82.00	\$82.00	\$82.00
Mandate Block Grant (District)	Grades TK-8 per ADA	\$39.09	\$40.41	\$41.74	\$43.03	\$44.37
	Grades 9-12 per ADA	\$76.48	\$79.27	\$81.89	\$84.42	\$87.05
Mandate Block Grant (Charter)	Grades TK-8 per ADA	\$20.52	\$21.31	\$22.01	\$22.69	\$23.40
	Grades 9-12 per ADA	\$58.21	\$60.48	\$62.48	\$64.41	\$66.41
Interest Rate for Ten-Year Treasuries		4.30%	4.60%	4.30%	4.30%	4.20%
CalSTRS Employer Rate ⁶		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate ⁶		26.81%	26.40%	26.80%	25.90%	25.10%
Unemployment Insurance Rate ⁷		0.05%	0.05%	0.05%	0.05%	0.05%
Minimum Wage ⁸		\$16.90	\$17.40	\$18.00	\$18.50	\$19.00

STATE MINIMUM RESERVE REQUIREMENTS FOR 2026-27	
Reserve Requirement	District ADA Range
The greater of 5% or \$90,000	0 to 300
The greater of 4% or \$90,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and higher

¹Applies to Adults in Correctional Facilities Program in the 2026-27 fiscal year.

²Applies to Equity Multiplier, Special Education, Child Nutrition, Youth in Foster Care, Mandate Block Grant, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education Program.

³Percentage is separate and distinct from the statutory COLA and codified in proposed Education Code Section 42238.027(a). This increase is intended to offset rising costs and declining enrollment impacts as well as reimburse costs for proposed paid pregnancy disability leave.

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

⁵Funding is based on TK ADA only and is in addition to the adjusted base grant amount. Further, the funding is adjusted by statutory COLA each year.

⁶California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) rates are subject to change based on determination by the respective governing boards. CalPERS 2026-27 employer rate is final and CalSTRS 2026-27 employer rate is subject to approval at the May 2026 board meeting.

⁷Unemployment rates for 2025-26 and 2026-27 are final, and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2).

⁸Minimum wage rates are effective January 1 of the respective year.

Pacific View Charter School
2026-2027 Adopted Budget

Charter Number 247
CDE Number 37-73569
Charter School Certification

The 2026-27 Budget Report, approved by the Pacific View Charter Board of Trustees on June 23, 2026, is hereby submitted to the chartering authority and the county superintendent of schools.

Signed: _____ Date: _____
Pacific View Charter School Official

Printed Name: **Erin Gorence, Executive Director**

Signed: _____ Date: _____
Oceanside Unified Official

Printed Name: _____

For additional information or questions, please contact:

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760-757-0161x105
jchang@pacificview.org

Pacific View Charter Board Meeting

June 23, 2026

Administrative**AGENDA ITEM****6.3.1 - 2026 Local Indicators****Information Summary**

Annual review and approval of the school's Local Indicators submission to the California School Dashboard, demonstrating progress in state priority areas including implementation of academic standards, family engagement, school climate, basic services, and student access to a broad course of study, as required under California's accountability system.

Responsible Party

Executive Director Gorence will discuss the 2026 Local Indicators.

Recommended Action:

That the Board approves the Local Indicators as presented.



Pacific View Charter School California School Dashboard Local Indicators Summer 2026

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

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

Local Indicators

LCFF Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

1. Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:
0
2. Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):
0
3. Pacific View’s Teacher Assignment Monitoring and Outcome data is available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.

Pacific View Charter School (PVC) is committed to providing all services necessary for students to receive an appropriate education with access to all basic services. These services include access to instruction from fully credentialed teachers, safe facilities and an implementation of state academic standards in a way that makes content comprehensible for all students in all grade levels. To ensure this, PVC has a rigorous interview process for all staff members including a process for ensuring that all certificated employees are properly credentialed according to the guidelines from the California Commission for Teacher Credentials. Teacher Assignment Monitoring and Outcome data is available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.

PVC also employs a Director of Curriculum and Instruction who supervises the implementation and standards alignment for all PVC curriculum as well as provides instructional support for teachers to best deliver curriculum to students. In addition, PVC has a safety committee that monitors the safety and security of the campus including all facilities and ensures any needed repairs are made in a timely and safe fashion.

LCFF Priority 2: Implementation of State Academic Standards

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

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

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

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

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

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

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

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

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5

Activities	1	2	3	4	5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Pacific View Charter is committed to implementing the state academic standards in a way that makes content comprehensible for all students in all grade levels. To ensure this, PVC employs a Director of Curriculum and Instruction who supervises the implementation and standards alignment for all PVC curriculum as well as provides instructional support for teachers to best deliver curriculum to students. In addition, the Director of Curriculum supervises a Curriculum Committee tasked with reviewing curriculum, aligning curriculum to standards and assessing student understanding mastery of the content standards. The Curriculum Committee is composed of Department Chairs who work directly with each department staff to make sure that all teachers understand and align the content they are teaching to the appropriate state standards. PVC continues to implement an Instructional Framework to support teachers in maximizing student learning and unifying instructional best practices schoolwide. The focus for the 2026-27 school year continues to be to implement the Instructional Focus around reading, aligned to the EL Roadmap. Additionally, PVC will strengthen the SEL focus around PBIS that began in the 2025-26 school year. The school will continue to provide targeted instructional coaching based on teachers' identified areas of growth within the domains of the framework and in alignment with PBIS strategies.

LCFF Priority 3: Parent and Family Engagement

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Relationship building is at the core of Pacific View Charter School. The weekly meetings between student, parent and teacher provide a designated time for families to engage with the school directly and build a strong partnership to ensure student progress through the curriculum. Each year, survey results indicate that parents of PVC students continue to be satisfied with the education that their child is receiving. In the Spring 2026 survey, 97% of parents rated themselves as satisfied and very satisfied with the school in general and 98% rated their child's experience with their Supervisory Teacher as Good or Great. 90% of families who responded to the survey believe that PVC is preparing their students for life beyond high school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

An area of focus for the school continues to be the engagement of Spanish speaking families and the school has targeted actions in the current LCAP to address this.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families

identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The school has targeted actions in the current LCAP to address this including increasing translation services, continuing to recruit for the ELAC committee and transitioning the School Site Council into a less formal Parent/Student Advisory Council in the next school year.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The personalized learning model at Pacific View requires that teachers meet weekly or biweekly with parents and students to track progress, review grades and conduct assessments. Families are supported in aiding their child's progress through courses during these meetings and this is also an opportunity for families to voice suggestions

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

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

A focus for improvement in building partnerships with parents is the need for additional training for parents of home study middle school students to help these students be more successful in their course work through additional parent involvement, access to tutoring and attendance in the synchronous learning sessions.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The school is also working on expanding designated ELD courses to provide additional language support to students. Both of these items are addressed in 2024-2027 LCAP.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

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

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Parent input is sought in a variety of ways. Parents are encouraged to serve as school board members, bi-annual surveys for families are conducted and a variety of social activities are offered to encourage family participation including school festivals. Parents have also been essential in helping to get the school club sports teams operational. In the spring 2026 survey, 95% of parents rated their overall satisfaction with the school as great. Parents are also encouraged to join the School Site Council and the ELAC committee to provide additional oversight and decision making in school programs.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

During the 2025-26 school year, PVC implemented a School Site Council (SSC) on the advice of the SDCOE as a part of receiving Title Funding. However, under advisement of the CDE, a recommendation for charter schools to not hold a SSC,

rather to create a parent committee was received. For the 2026-27 school year, PVC will transition the SSC to a Parent/Student Advisory Council, which can meet more frequently but with less restrictions that a SSC is required to have. The school anticipates that this change will allow for significant increases in participation and more input in decision making from educational partners.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The Executive Director with support from the Marketing and Communications Specialist will develop a plan to enlist parents in the advisory committee to provide input and guidance in the school decision making process. The Director of Student Services will also work with EL Support Teacher to increase participation in the ELAC.

School Climate (LCFF Priority 6)

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

PVC conducts biannual student surveys and the last survey was issued at the end of the school year in the spring of 2026. 96% of responding students rated their overall satisfaction with the school as good to great. 95% of students feel supported by their teachers and that they received sufficient help with their school work. 96% of students feel supported in overcoming difficulties. This indicates that efforts to create a warm and supportive environment for students continues to be a strength at Pacific View and that the relationships that develop between the supervisory teacher and student are valuable and different from the traditional high school model. Also, in support of this, are the survey results indicating that 94% of students feel that the staff takes bullying seriously, a 10 point increase from last year and 97% feel safe at school. School support and safety is an area of strength for PVC and has been strengthened by the implementation of PBIS strategies in the 2025-26 school year.

When disaggregating the data by subgroup, no disparities existed in the data. Students responding yes to feeling safe at school were as following (note that many sample sizes were less than 20 and not reported to protect privacy :

97% -All

96% -Hispanic/Latino

98% - White

n/a -African American/Black

n/a- Other

97% Low Income

96% - Special Education

98% - English language learners

n/a - Foster Youth

n/a - Homeless Youth

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

As stated above, survey results indicate that efforts to create a warm and supportive environment for students continues to be a strength at Pacific View and that the relationships that develop between the supervisory teacher and student are valuable and different from the traditional high school model. Also, in support of this, are the survey results indicating that 94% of students feel that the staff takes bullying seriously and 97% feel safe at school. School support and safety is an area of strength for PVC. In addition to the required questions, students were also asked to provide responses to open ended questions. Students requested ongoing tutoring sessions and the school plans to add the ability to self-sign up for tutoring in the 2026-27 school year. Students also requested more information about options outside of college such as the police academy and military. Preparing students for life after high school has also been a focus at PVC (as demonstrated in Goal 2 of the current LCAP). Students report that they are satisfied with the support they receive in relation to meeting this goal and for the class of 2026, 100% of students had a clear plan for life after high school (Data was not disaggregated by race/ethnicity nor subgroup due to 100% meeting goal)

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Additional college and career readiness activities are planned based on feedback from staff, students and families. A revision of the Intro course and development of a summer bridge program was added based on feedback from incoming 9th grade students in the 2025-26 school year who describe needing additional support to prepare for high school and the rigors of independent study. Student statements that resulted in changes include: PVC should continue to offer support programs like tutoring, extra credit activities, and counseling to help students stay on track. Make a mandatory project to make a full proof plan for the future and additional opportunities to visit the library or get books.

LCFF Priority 7: Access to a Broad Course of Study

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

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

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

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

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

students. (response limited to 1,500 characters)

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

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

PVC will continue to provide a broad course of study for all students. In the upcoming school year, the school will be revising Coyote Code course, providing new intervention programs for home study students and continue with the updates to all independent study courses to embed the PVC Literacy Strategies in alignment with the PVC Instructional Focus (See current LCAP for details: Goal 1, Goal 3, and Goal 4).

Pacific View Charter Board Meeting

June 23, 2026

Administrative**AGENDA ITEM****6.3.2 - 2026-2027 LCAP Public Hearing****Information Summary**

Public hearing to review and receive stakeholder input on the proposed 2026-2027 LCAP, including the school's goals, performance metrics, actions, services, and planned expenditures designed to support student achievement and meet state priorities, prior to Board adoption.

Responsible Party

Executive Director Gorence will discuss the 2026-2027 LCAP.

Recommended Action:

No action required



PVC LCAP Public Hearing 2026-27

What is the LCAP?

The LCAP is a tool for local educational agencies (Pacific View) to set goals, plan actions and leverage resources to meet those goals in order to improve student outcomes.

The LCAP provides transparency and accountability on how LEAs use the funds that are provided them.

LCAP Goals

Goal 1 – Graduation

PVC students will graduate from high school at increasing rates of 1% per year as measured by the 4-year and 1-year cohort.

Goal 2 – Post Secondary Plans

All graduating students will leave PVC with a clear plan for life after high school as measured by surveys, CCI indicator and meeting data.

Goal 3 – English Language Arts

Students will demonstrate growth towards scoring proficient or advanced in English

Goal 4 – Math

Students will demonstrate growth towards scoring proficient or advanced in math

Goal 5 – SEL Supports

PVC will continue to provide resources and services to staff, students and parents/guardians to provide a sense of safety, school connectedness and support

Goal 1: Graduation Rate

Metrics:

4-year grad rate

1-year grad rate

Credit Completion

Passing Rates in courses

Year	Graduation Rate
2022	89.2%
2023	90.8%
2024	92.3%
2025	92.9%
2026	94.9%*

*calculated internally,
awaiting dashboard release

Actions:

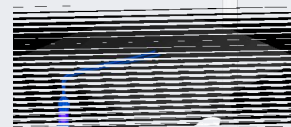
Support for Credit Deficient Students

Access to Courses

Parent Engagement

Support for SWD

Senior Activities



Goal 2: College & Career Readiness

Metrics:

College & Career Indicator

Post Graduation Plan Surveys

Fafsa Completion Rates

Access to Broad Course of Study

Completion of Post Graduation

Surveys for SPED Students

Actions:

College and Career Activities

College/Career Readiness Curriculum

Community College Relationships

First Generation Supports

Post Secondary Plans			
	2024 Graduates	2025 Graduates	2026 Graduates
Community College	86	85	81
4-Year College	10	1	4
Trade School	30	16	19
Workforce	9	14	2
Military	5	5	3
Unknown/ Undecided	0	0	0
Other	6	1	3
Total	144	122	112

Goal 3: ELA Performance

Metrics:

SBAC Scores and Growth

SBAC Similar Schools Comparison

NWEA Scaled Scores – Reading

NWEA Growth – Reading

English Course Grades

ELPI Levels

Reclassification Rates

Actions:

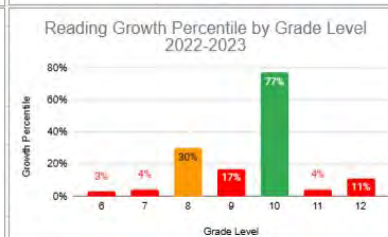
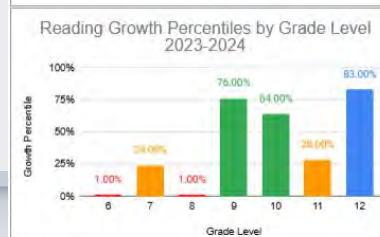
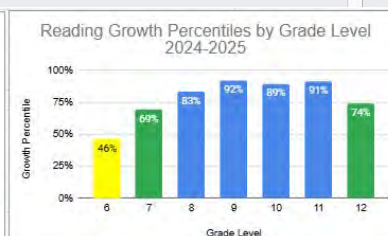
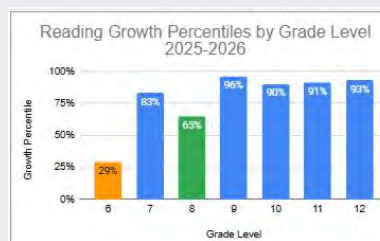
English Courses

Instructional Focus in Literacy

English Language Development

Intervention & Support

Testing



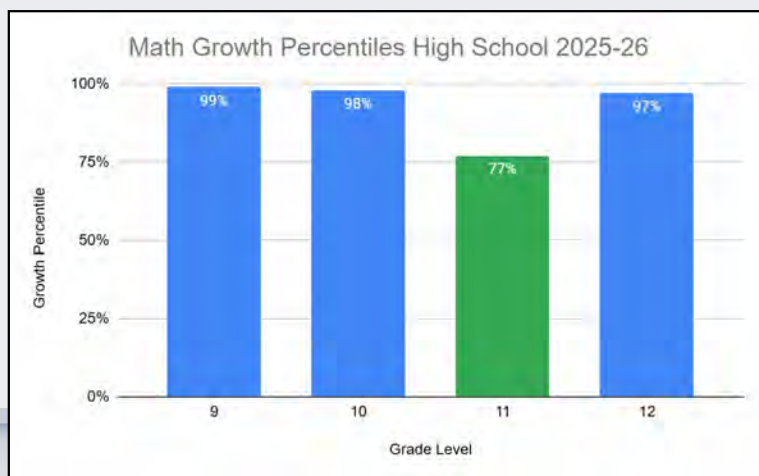
Goal 4: Math Performance

Metrics:

SBAC Scores and Growth
 SBAC Similar Schools Comparison
 NWEA Scaled Scores – Math
 NWEA Growth – Math
 Math Course Grades
 Enrollment in Upper Level math courses

Actions:

Math Curriculum
 Intervention & Support
 Training and Professional Development
 Testing



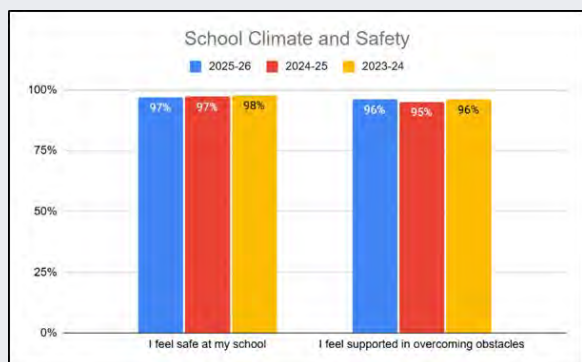
Goal 5: Social & Emotional Supports

Metrics:

Attendance Rates
 Suspension Rates
 Survey Results – School Safety
 Staff Retention Rates

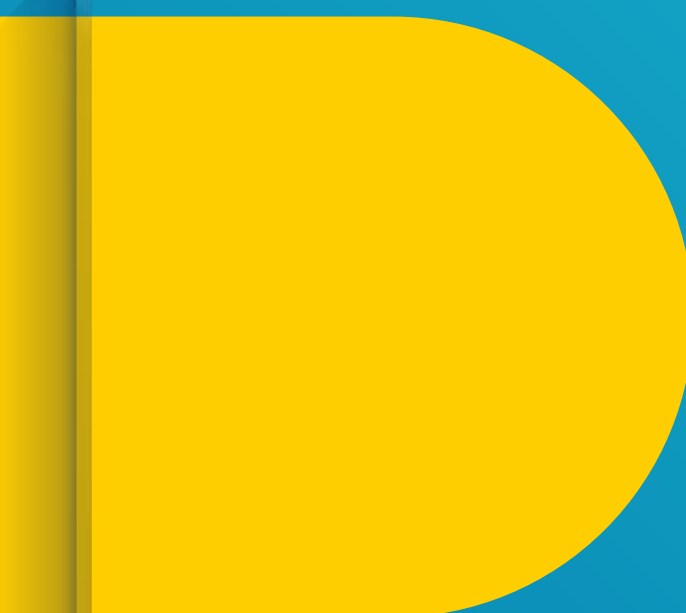
Actions:

Support Programs
 Student Supplies
 Support Curriculum
 Electives
 Student Discipline
 Staff Support
 Enrichment & Engagement
 Facilities



Code of Conduct Violations

	2024-25	2025-26	
Middle School	157	99	37% decrease
High School	35	27	23% decrease



[Link to 2026-27 LCAP](#)

Pacific View Charter Board Meeting

June 23, 2026

Administrative**AGENDA ITEM****6.3.3 - 2026-2027 LCAP****Information Summary**

Annual review and adoption of the school's 2025–26 LCAP, which establishes goals, actions, services, expenditures, and performance measures to improve student outcomes and meet California accountability requirements.

Responsible Party

Executive Director Gorence will discuss the 2026-2027 LCAP.

Recommended Action:

That the board adopt the 2026-2027 LCAP as presented.

LCFF Budget Overview for Parents

135

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

CDS Code: 370735693731221

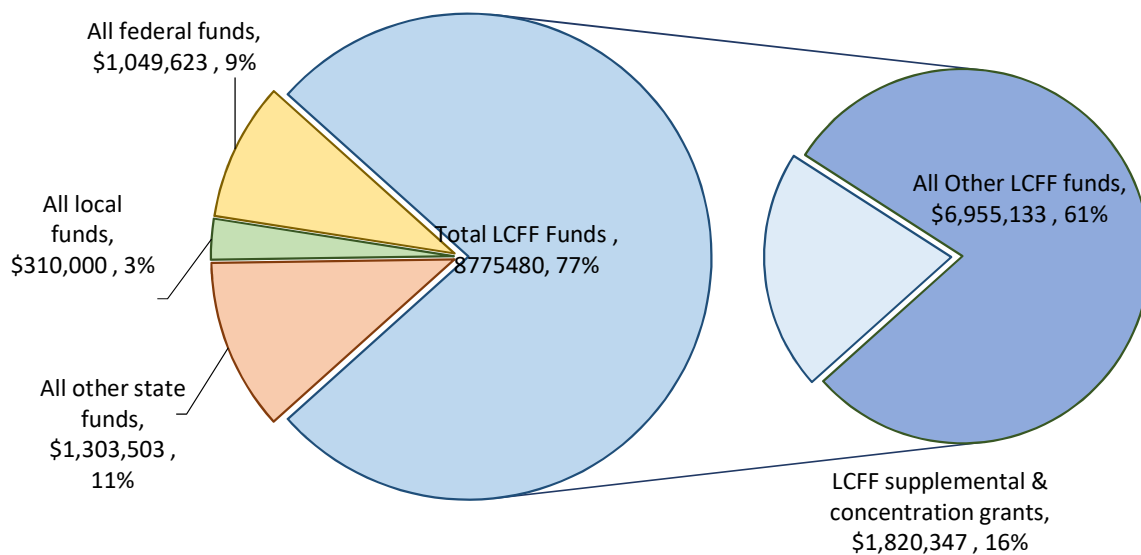
School Year: 2026-2027

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

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

Budget Overview for the 2026-2027 School Year

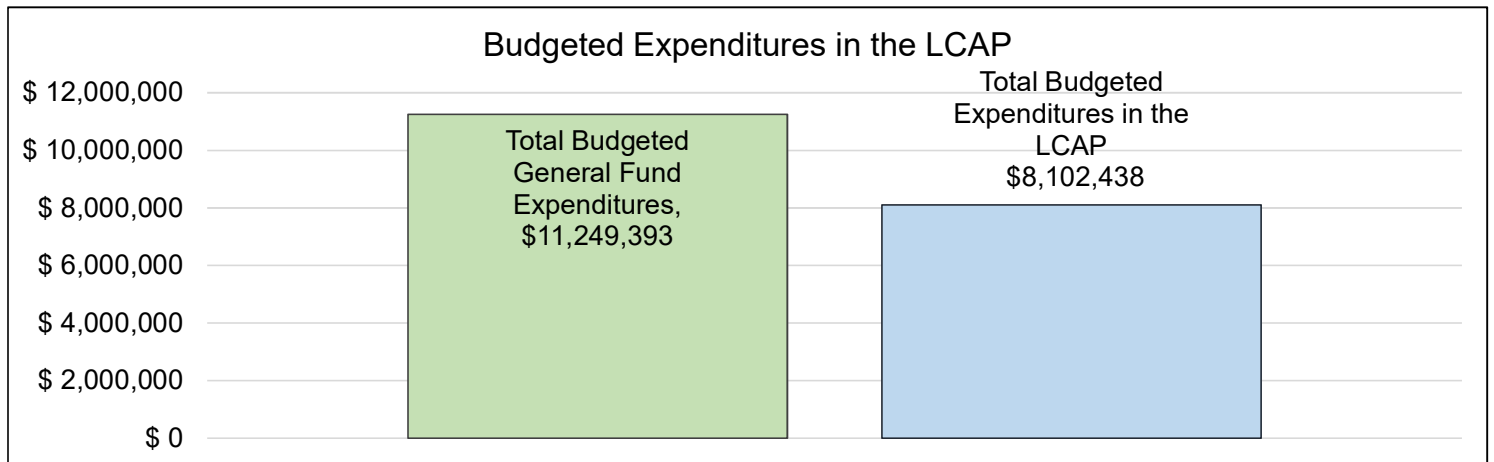
Projected Revenue by Fund Source



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

The text description for the above chart is as follows: The total revenue projected for Pacific View Charter School is \$11,438,606.00, of which \$8,775,480.00 is Local Control Funding Formula (LCFF), \$1,303,503.00 is other state funds, \$310,000.00 is local funds, and \$1,049,623.00 is federal funds. Of the \$8,775,480.00 in LCFF Funds, \$1,820,347.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Pacific View Charter School plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

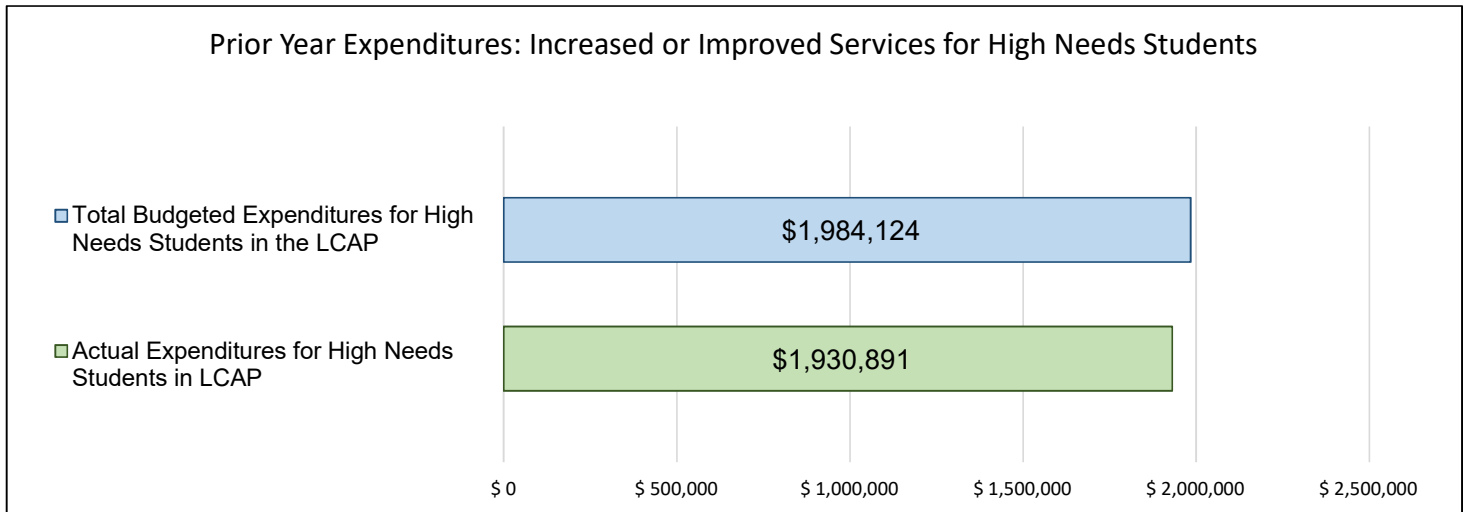
The text description of the above chart is as follows: Pacific View Charter School plans to spend \$11,249,393.00 for the 2026-2027 school year. Of that amount, \$8,102,438.00 is tied to actions/services in the LCAP and \$3,146,955.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

LCAP-reported expenditures pertain only to action items specifically identified within the Goals sections of the plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Pacific View Charter School is projecting it will receive \$1,820,347.00 based on the enrollment of foster youth, English learner, and low-income students. Pacific View Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific View Charter School plans to spend \$2,079,535.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-2026



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

The text description of the above chart is as follows: In 2025-2026, Pacific View Charter School's LCAP budgeted \$1,984,124.00 for planned actions to increase or improve services for high needs students. Pacific View Charter School actually spent \$1,930,891.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of \$53,233.00 had the following impact on Pacific View Charter School's ability to increase or improve services for high needs students:

The difference between the originally budgeted and actual expenditures did not have a material adverse impact on services provided to high-needs students. Staffing expenditures were lower than anticipated due to changes in personnel and lower than anticipated benefit increases. As a result, services for high-needs students were maintained and enhanced in targeted areas. Additionally, the total amount expended on high-needs students under the Local Control Funding Formula (LCFF) exceeded the district's required minimum supplemental grant expenditure threshold.

Local Control and Accountability Plan

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

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

Plan Summary 2026-2027

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Pacific View Charter School is a direct-funded TK-12 WASC-accredited charter school situated in Oceanside and Moreno Valley serving approximately 1000 students each year. Students have access to an independent study – homeschool format using a blended personalized learning model, which combines classroom time with independent learning.

Pacific View Charter School (PVC) opened its doors to the community in August 1999, educates students in grades TK-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. High School students choose PVC predominantly in their 11th or 12th grade year and are credit deficient in need of a more personalized approach and attention to their specific learning needs. PVC serves the community by giving at-risk students an educational program that meets their social, emotional and academic needs and allows them to remain in school until graduation, which may go beyond four years. Pacific View is recognized by the California Department of Education as having Dashboard Alternative School Status, due to the unique population of high needs students it serves. Families in the TK-8th grade program choose PVC for the smaller school environment, blended personalized learning model, or homeschool format, and the flexibility provided by the program. PVC supports its TK-8 students by providing a robust educational program through a variety of approaches including extra intervention periods during the school day as well as character building and growth mindset programs to build school connectedness and willingness to persevere through both social and academic difficulties.

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

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

Reflections: Annual Performance

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A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

CA School Dashboard data and internal data measured at PVC showed sustained growth for the year, with increases across nearly all metrics. NWEA Achievement and Growth scores showed improvement in math with the exception of the home study middle school. Reading scores continued to improve over previous years across all grade levels (Goals 3 and 4). Semester grade reports further indicate increased performance in Math and ELA. The growth measured in reading was of particular note since this was the Instructional Focus for the school year and considerable resources were allocated to this initiative. Graduation rates continue to be above state averages when examining the one year rate, with an internal calculation indicating 95% graduation rate for the class of 2026. The Dashboard indicators for graduation rate and CCI will remain low due to the 4-year cohort and the population of students served, however students continue to report that they have plans for life after graduation at a rate of above 90%, meeting targets for both domains in Goals 1 and 2. Finally, students report that they feel safe and supported at school, and staff attrition rates continue to be extremely low, indicating that the work being done to maintain Goal 5 is successful. PVC anticipates that the chronic absenteeism rate and the suspension rate (the CA Dashboard indicators for school climate) will remain low, further reinforcing the above statement. It is anticipated that the areas of need that will continue to be addressed, as identified through the Dashboard will be graduation rate, CCI and math performance. Student groups that continue to need focus will be students with disabilities, the home study middle school students and English language learners. There are identified actions targeting all of these groups in Goals 1, 2, 3, 4 and 5.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Pacific View continues to be a part of Differentiated Assistance (DA), CIM and CSI for low graduation rates. PVC has used the LCAP as the primary planning tool for the work related to DA, CIM, and CSI. For each technical assistance program, the school has set a committee, attended all required meetings and set outside work time for the team to analyze data, conduct empathy interviews and research best practices to support increasing students' graduation rates as well as to develop more robust plans for graduation and to improve SBAC scores in ELA and Math. PVC is working with the San Diego County Office of Education for the DA and CSI work and with the El Dorado SELPA and California Department of Education for the CIM work. This work is summarized into actions and metrics within the LCAP. Additional planning documents are housed in the PVC shared Google Drive.

The DA team has continued to collaborate with the San Diego County Office of Education through ongoing GRIT- Graduation Review and Intervention Team meetings, coaching, and participation in "Putting It All Together sessions and Improvement Con.

The team reaffirmed the problem statement that students are not graduating within four years of high school. The root cause analysis was reevaluated and identified low reading skills as the contributing factor.

This year, the team focused on analyzing both Dashboard and internal data, including graduation rates, credit completion, SBAC data, and survey and empathy interview feedback. Data indicate continued growth in both the four-year and one-year graduation rates, suggesting that current actions and services are having a positive impact.

This year's focus has been on strengthening student supports through improved weekly meeting formats and interventions, revising curriculum to embed PVC Literacy Strategies, offering an increased number of college and career field trips and presentations, and improving the rigor of the introductory course, Coyote Code: 101, and the exit course, Beyond the Tassel, as high school required courses.

Next steps include continued collaboration with the county office, ongoing data analysis, and refining actions and services to improve the consistency of interventions, increase student engagement, and expand access to curriculum with UDL supports, all aligned with Goal 1 of the LCAP.

Comprehensive Support and Improvement

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

Schools Identified

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

Pacific View Charter School

Support for Identified Schools

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

Pacific View Charter School is in the third year of CSI due to a low graduation rate. For the last 20 years, PVC has primarily served students who are looking for an alternative to traditional school after being unsuccessful elsewhere. Through thorough and frequent needs assessments which have included leadership meetings, staff meeting, educational partner work sessions as well as work through the Differentiated Assistance program at the SDCOE, PVC has come to attribute the low graduation rate (as measured by the 4-year cohort) to a lack of a consistent 4-year cohort and an overwhelming number of students who need longer than the traditional four years to complete high school. For this reason, PVC applied and received approval to become a DASS school starting in the 2020-21 school year. Although the plan for state level evaluation of DASS school's graduation rate as a one-year rate was not approved by the US Department of Education, PVC continues to internally monitor the one year graduation rate as it more accurately reflects the successes of the students who attend the school. Over the past three years, PVC has tracked data in order to conduct needs assessments to be able to identify root cause and ongoing needs to assist students in making progress towards graduation. This data collection and analysis has included:

1. Surveys continue to be conducted each year with staff, students and parents in English and Spanish that included questions asking how prepared students were for college and career, what obstacles students faced in successfully graduating from high school and what additional steps PVC should take to ensure students who do have barriers to graduation, are able to overcome those barriers. Although the majority of the Educational Partners surveyed reported that students feel prepared for graduation (97%) in 2026, the school notes that many of the students most at risk for dropping out may not have participated in the survey or meetings. However, surveys will continue as a way to gather Educational Partner information.
2. This year, as an additional intervention, the school developed a Graduation Review & Intervention Team (GRIT). The GRIT team members include high school teacher supervisors, counselors, SPED coordinator, and Director of Curriculum and Instruction. This team meets bi-weekly to monitor individual student progress, ensures targeted interventions are implement for students who are credit deficient, and uses data to inform instruction and revision of college readiness classes such as the Coyote Code and Beyond the Tassel.
3. Additional information continues to be gathered by leadership through the analysis of the following data which is done through DA/CSI meetings, GRIT team and Leadership meetings. Additionally, during the 2025/26 school year, PVC engaged both the School Site Council and the ELAC committee in data analysis on graduation rates and held discussions on the barriers to graduation with these teams:

*Analysis of Calpads data to ensure correct reporting of student data

*Analysis of student performance data on internal and state assessments such as SBAC, CAST, and NWEA Map for Reading and Math

*Analysis of credit completion rates for credit deficient students, cohorted students and students on track for graduation.

3.The school continues to refine the Individual Graduation Plans (IGPs), a way to track credit completion for each high school student. This data is used to evaluate student progress towards graduation and is referenced weekly with students and families to inform progress while also allowing school administration to identify trends in credit completion including how well students do in comparison to their previous schools. Over the past three years, and especially with the addition of the GRIT team, the school has come to understand that needs of the students are fairly consistent across all major subgroups. There is an ongoing need to continuously train teaching staff in the use of the interventions and supports that the school has developed and that it is essential to create and maintain relationships with families to increase buy-in for educational progress for students.

In addition to the CSI Plan, improving Graduation Rates for both the four year and one year cohorts continues to be a priority of the school and continues to be tracked through the metrics for Goal 1 and Goal 2 of the PVC LCAP.

In light of this, the evidenced-based interventions listed in the LCAP and the CSI plan will continue in the next school year with some minor changes in the following areas:

1.0 Support for Credit Deficient Students - addition of an in-person workshop for the introductory course, Coyote Code for incoming 9th graders, motivational videos for credit deficient students, and additional support and monitoring of students concurrently enrolled in Adult High school, and providing additional training and monitoring of the implementation of Tier 1 and 2 interventions by the Lead Teachers

1.1 Access to Courses - expansion of student sign-ups for individualized virtual tutoring sessions, use of Edgenuity curriculum for credit recovery.

1.2 Parent Engagement - awards for students who reclassify, additional meetings of the ELAC committee

1.3 Support of Special Education Students - continued refinement of the process of graduation pathway determination, use of an outside consultant to provide training on accommodation implementation and differentiation and the purchase of a new curriculum for students who need modified curriculum.

2.0 College and Career Activities - field trips, career experiences, FAFSA meetings, internships and partnerships with department of rehabilitation for job shadowing

2.1 College and Career Readiness Curriculum- club to career course, Beyond the Tassel and Coyote Code courses, career pathway development

2.2 Community College Relationships - expand relationship with local community college, develop a MOU with MiraCosta and dual enrollment, support students in adult high school and community college courses

2.3 First Generation Support - skill-based activities for college prep, workshops for families, staff training on importance of college readiness activities for students and families.

Detailed descriptions of each action, including allocated funding, appear in the actions and services section of Goal 1 of the current LCAP.

When evaluating the graduation rate data, there continues to be no major resource inequities identified. While major disparities in funding or access to programs were not identified, the school determined that inconsistent implementation of Tier 1 and Tier 2 interventions across instructional staff represented an instructional inequity impacting student outcomes. As a result, the LEA is prioritizing additional staff training, monitoring, and coaching to improve consistency of implementation. This area of focus is identified in Goal 1 of the LCAP. Data from the graduating class of 2025 indicates that students with disabilities are graduating at the same rates as the all-student groups, which is an improvement from previous years. However, this student group continues to struggle with math skills as measured by the Math SBAC scores. The focus for the upcoming school year for this group will be in improving instruction and supports in math. The school has targeted evidenced based strategies as well as additional financial resources specifically to assist this student population. Additionally, the previously implemented These evidence-based improvements for supporting students with disabilities in making progress towards graduation as listed below will continue as the data shows that they were effective. These include: curricular options for the Certificate of Completion, refining the Certificate of Completion program and adding the Alternative Pathway to Diploma program and additional curriculum purchases to support both of these pathways; Increasing instructional time devoted to the Certificate and/or Alternative Pathway students; conducting refresher trainings for all instructional staff on IEP implementation and use of accommodations in instruction and continuing to partner with the El Dorado County Selpa to learn more about the requirements of the new Alternative Pathway.

Monitoring and Evaluating Effectiveness

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

The CSI plan is being monitored by the gathering and analysis of data during periodic meetings of the GRIT team, and the CSI and Differentiated Assistance action team. In order to engage student feedback, empathy interviews will be conducted as a next step in the process and an ongoing exit survey is assigned to all students exiting Pacific View to gauge future plans and to determine if levels of support were provided to students while they were enrolled. These exit surveys have been and will continue to be analyzed in PLCs by teaching staff as well as during leadership team meetings. Parents are engaged through the weekly meeting discussions with Supervisory Teachers, through meetings to review each student's Graduation Plan with the school counselor, through bi-annual surveys and through the School Site Council and the ELAC Committee. Note that the SSC will transition to a Parent Advisory Group for the 2026/27 school year based on the recommendation of the CDE. The weekly meeting with families is a fundamental component of the school's instructional model and is often where the most feedback from families is gathered. The Lead Teachers take on the role of soliciting information from the Supervisory Teachers regarding feedback from families and presenting this information to the school administration. The school counselor continues to monitor the coaching and meetings held with those students most at risk of dropping out and that information will be shared with leadership at weekly meetings. As mentioned previously, the addition of the GRIT was instrumental in providing a focused group and recurring time to collect and analyze data outside of the assigned DA/CSI/CIM meetings.

The ongoing increases in both the 4-year and 1-year graduation rates as measured through the Dashboard, indicate that these supports are effective in improving graduation rates for Pacific View students. Semester grades are evaluated by leadership and the PLCs at the end of each semester and NWEA scores are evaluated in fall to determine a baseline and at the end of the year to see growth. These scores serve as data to the school on the success of curricular interventions put in place to build on students' deficient skills. Overall the data from year one to year three shows growth in both reading and math and increasing achievement in both subjects. Of particular note is the change in reading scores with only three out of seven grade levels showing more than one year's growth in year one to all grade levels of statistical significance (grades 6-12) beating national averages for growth. Other data resources will include a study of credit completion, graduation cohort data, transfer data, and through mid and end of year surveys for all educational partners and the graduation surveys for all graduates.

Data from the 2024/25 school year indicates that the school continues to make gains in the graduation rate in both the 4-year and the 1-year metric. The four year graduation rate increased from 59 to 61%. Additionally, the one year graduation rate increased from 92% to 93% as measured by the California School Dashboard. Although data from the Dashboard is not yet available for the 2025-26 school year, internal calculations have measured the one year graduation rate at 94.9%. This means that the rate has climbed nearly 3% points in the last three years. PVC feels that this metric is a much better indicator of the school's progress in helping students graduate from high school than the four year rate due to its status as a Dashboard Alternative School. These increases have been consistent over the last three years and indicate that the services and actions listed in the LCAP continue to be successful in helping students move towards graduation.

As additional evidence-based interventions are put in place, additional plans for monitoring the effectiveness of those interventions will need to be developed by the GRIT team. The school will use a Logic Based Model to develop actions and outputs in relation to the interventions and then evaluate both short and long term outcomes of those actions. Any and all data studies will be shared with educational partners at the periodic meetings, including: staff meetings, weekly meetings with students and parents, LCAP educational partner meetings, and bi-annual surveys to staff, students and parents. Finally, as Pacific View prepares for charter renewal in the 2026/27 school year, data will be monitored on meeting the targets for the agreed upon Alternative Metrics for renewal, which align with the goals of the CSI/DA/LCAP plans and are:

Academic Performance - Growth (SBAC Data)

Academic Performance - Similar School Comparison (SBAC Data)

Academic Engagement - Credit Completion (Graduation and Credit Data)

Academic Engagement - 1-Year Graduation Cohort (Graduation and Credit Data)

College and Career Readiness - Post-Secondary Plans (Graduation and Credit Data)

Conditions and Climate - Student Surveys

Engaging Educational Partners

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A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement 145
Students	PVC engages with students primarily through their weekly parent/student/teacher meetings. This meeting is an opportunity for teachers to solicit feedback on upcoming events, initiatives and course work and staff is provided with guidance and periodic questions to use in the meetings. In addition, the school conducts biannual student surveys. The last survey was issued at the end of the school year 2026. 97% of responding students rated their overall satisfaction with the school as good to great. 96% of students feel supported by their teachers and that they received sufficient help with their school work. 96% of students feel supported in overcoming difficulties. This indicates that continued efforts to create a warm and supportive environment for students continues to be a strength at Pacific View and that the relationships that develop between the supervisory teacher and student are valuable and different from the traditional high school model. Also, in support of this, are the survey results indicating that 96% of students feel that the staff takes bullying seriously, an increase of almost 10 points from last year and 97% feel safe at school. School support and safety is an area of strength for PVC. This year students also participated in the School Site Council, leadership classes and focus groups focused on improving graduation rate as well as ways to increase participation in classes. Students also learned how to promote events to their peers through the Content Creators Club and through the yearbook classes.
Parents/Guardians	As with the students, parent/guardians input solicited during their weekly parent/student/teacher meetings. Parents/guardians are encouraged to serve as school board members, School Site Council members or members of the ELAC committee. Bi-annual surveys for families are conducted and a variety of social activities are offered to encourage family participation including: Winter festival, College and Career planning events, and FAFSA nights. In the spring 2026 survey, 99% of parents rated their overall satisfaction with the school as good to great and 100% of parents rated their experiences with their supervisory teacher as good to great. Parents/guardians were also encouraged to attend the public hearing of the LCAP at the June 23, 2026 PVC board meeting. Parents/guardians in the ELAC and School Site Council meetings recommended additional support in reading strategies and summer reading programs. The School Site Council also encouraged incentive programs for students and parents from the council are actively recruiting donations for incentives. Of note, at the recommendation of the CDE, the School Site Council will transition into a Parent/Guardian and Student Advisory Council next year.
Staff	School Staff is engaged in the development of the LCAP through surveys, monthly staff meetings, weekly department meetings, PLCs and a spring LCAP survey. Staff focuses this year centered around implementation of PBIS, continued embedding of literacy strategies into the independent study curriculum and focus groups centered around student retention and progress towards graduation. They were also encouraged to attend the public hearing of the LCAP at the June 23, 2026 board meeting.

Addition of college and career readiness activities for middle school was added (Action 2.0) based on feedback from staff and parents/guardians. Additional reading activities and incentives were added based on feedback to the LCAP provided from the ELAC and SSC (Action 3.1) Both parents/guardians and students requested a continuation of school safety measures such as the school security guard and counseling services (Action 5.0) and tutoring services (Action 4.1). Staff also suggested more training on new classes, with a specific focus on new English courses (Action 3.0)

Goal 1

Goal #	Description	Type of Goal
1	PVC students will graduate from high school at increasing rates of 1% per year as measured by both the 4-Year cohort, 1-Year cohort and internal measurements including the tracking of earned credits both at PVC and previous schools and passing rates of high school courses.	Focus Goal

State Priorities addressed by this goal.

1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

Pacific View predominately services a high risk population of students who have had significant barriers to graduation. Dashboard data shows a low graduation rate when measuring the 4-year cohort and a high graduation rate when measured by the 1-year cohort. Qualitative data indicates that the population at Pacific View will benefit from specific actions and services that need to be implemented in order to prepare students for graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.0	4-Year Graduation Rate	2024 Overall: 59.0% Homeless Youth: 44% Students with Disabilities: 57.1% ELs: 31% SED: 58.8% Source: CA Dashboard	2025 Overall: 60.3 - Increase of 1.3% Homeless: 53.5% ^9% SPED: 58.1% ^1% ELs: 50% ^19% SED: 60.3% ^1%	2026 <i>Will be added upon release of CA Dashboard</i>	Overall Graduation rate of 59%	4.5% difference from baseline

1.1	1-Year Graduation Rate (This is an agreed upon renewal metric)	2024 Overall: 92.3% Homeless Youth: 76.9% Students with Disabilities: 90.3% ELs: n/a SED: 91.1% Source: CA Dashboard	2025 Overall: 92.9% Homeless: 88.9% Students with Disabilities: 88.0% ELs: 83.3% SED: 91.8%	2026 <i>Will be added upon release of CA Dashboard</i> <i>Internal Calculation is 94.9%</i>	Overall graduation rate of 93%	3% difference from baseline 148
1.2	Credit Completion - % of students earning more credits than (This is an agreed upon renewal metric)	Fall Semester 2023: 85.5% and Spring Semester 2024: 85.8% of students earn more credits at PVC than at previous school	Fall Semester 2024: 89.97% and Spring Semester 2025: 81.40% of students earn more credits than at previous school	Fall Semester 2025: 87.63% Spring Semester 2026: 90.37%	Continue to have at least 80% of students earn more credits than at previous schools	n/a
1.3	Passing Rates	HS Spring Semester: Math: 84% ELA: 82% Science: 86% SS: 87%	HS Spring Semester: Math: 82% ELA: 88% Science: 89% SS: 86%	HS Spring Semester: Math: 81% ELA: 85% Science: 83% SS: 85%	Increase in each subject by 5%	5% difference from baseline

Goal Analysis for 2025/26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall the implementation of these actions and services for this goal were as expected. There was a significant change with the addition of the GRIT Team: GRIT team members include high school teacher supervisors, counselors, SPED coordinator, and Director of Curriculum and Instruction. This team met bi-weekly to monitor individual student progress, ensure targeted interventions are implemented for students

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who are credit deficient, and use data to inform instruction and revision of college readiness classes. The planned reader for Schoology was not purchased, nor was a chat thread system for communication. Instead, communication was increased through the available features in the school's website. A yearbook was created by students, though not originally planned for. Increasing graduation rate continues to be a high priority for the school and is the target focus for the CSI/DA/CIM teams. As a DASS school, students are often not able to graduate on time if they come to PVC later in their high school career, but credit deficient, however the school prioritizes making sure that students are able to recoup credits and graduate, no matter what their educational history. Pacific View also prioritizes a quality education over credit completion and does not move students overly quickly through classes with no educational benefit. The increases in both the 5-year and the 1-year graduation rates continue to be the clearest indicator that the actions and services targeting increasing graduation rates continue to be successful.

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

1.0 Creation and regular meetings of the GRIT team were the most significant material change in the budget, with an increase of approximately \$40,000

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

There was progress made in this goal as measured by both the 4-year and the 1-year graduation rate which both continue to increase from the previous school years. Keeping high school caseloads low (Action 1.1) allowed staff to better support students and was an extremely effective use of funds. Continued focus on providing supports for students with disabilities (Action 1.3) has increased the graduation rate for this student group to align with the graduation rates for all students. Credit completion rates continue to exceed the goal of at least 80%, indicating that students who enroll at PVC continue to do better than they did at their previous school.

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

There will be a revision to the 9th grade summer bridge program to include a workshop on the Coyote Code for incoming students as demonstrated in Action 1.0. Additional focus on assisting students in enrolling and being successful in Adult high school classes will also be a way to assist students in earning extra credits to recoup credit deficiency.

In terms of parent engagement (Action 1.2) it was determined that a chat program would not be an efficient way for communication and instead the focus will be on using the school website's communication features. The addition of the School Site Council will be transitioned to a Parent/Student Advisory Group to ensure that more families have an input in the development of the school and the LCAP.

In terms of supporting students with disabilities, the school will concentrate the funding for modified curriculum into one program and a streamlined course of study and additional funding will be allocated to use an outside consultant to provide teaching staff with additional training on the use of accommodations and differentiation (Action 1.3) Action 1.4 Senior Activities will stay the same to promote the social incentives for seniors in working towards meeting graduation requirements.

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

Actions

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Action #	Title	Description	Total Funds	Contributing
1.0	Support for Credit Deficient Students	Continue to provide intervention through the SST process and track data on SSTs. Spend additional time evaluating SST and disenrollment data both by administration and with teaching staff Continue to have staff complete Credit Completion Tracking Continue the use of the GRIT team to track students from the beginning of the year and implement interventions early Continue to use Graduation Planner and Graduation Schoology courses and add schedules to grad planner as additional support. Continue the use of the Graduation Success Team meetings Refine the 9th grade bridge program for incoming 9th grade students with the addition of the Coyote Code workshop Continue How to be Successful in high school presentations and explore ways to add a 'Ways to Recover Credits" events Create motivational videos for Credit Deficient Students on supports available Continue have CCL guide students through the process of concurrently enrolling in Adult High School to take additional courses Provide additional training and monitoring of the implementation of Tier 1 and 2 interventions by the Lead Teachers including the use of SSP, Grad Success Meetings, and SSTs	\$1,215,311 LCFF= \$820,048 CSI= \$395,263	No
1.1	Access to Courses	Continue to create additional alternative assignments for independent study courses Continue to keep caseloads low so staff has designated time to work individually with students Continue to analyze student performance data to determine appropriate course placement Expand the student sign-up system for virtual tutoring services Continue to increase accessibility supports to curriculum Offer Edgenuity based credit recovery courses to assist students in completing course work	\$ 541,457 LCFF= \$258,177 CSI= \$283,280	No

1.2	Parent Engagement	Continue to provide translation services in all needed languages during counseling workshops and meetings Encourage families to attend meetings with the school counselor by offering evening sessions, dinner and child care. Convene parent committees for input on school functions and development of the LCAP. Provide awards to student who reclassify Learn more about website functions for communication with families with a focus on texting families Create virtual meetings/recordings "Quick tips" on how to graduate from high school for families, dual enrollment, independent study Continue parent committees: ELAC and Parent/Student Advisory Group	\$ 275,131 LCFF= \$251,436 CSI= \$ 24,310	Yes
1.3	Support for Students with Disabilities	Continue to refine Certificate of Completion Program and Alternative Pathways to Graduation Diploma and the process for determining eligibility Continue to provide designated instructional time for COC/Alt Pathway students. Purchase outside consulting for training on accommodations and differentiation in the middle school classrooms Consolidate curriculum purchases for modified curriculum in order to offer a streamlined course of study for students Attend SELPA provided trainings and consultation with Program Specialist to learn more about Pathways	\$300,659 LCFF & Special Ed	No
1.4	Senior Activities	Host senior sunrise, sunset events to encourage graduation Host senior photos and continue to create an annual High School Yearbook with senior dedication pages	\$ 20,000 LCFF	Yes

Goal 2

Goal #	Description	Type of Goal
2	All graduating students will leave PVC with a clear plan for life after high school to be measured by post graduation surveys, locally collected meeting data and the California School Dashboard College and Career Indicator.	Broad Goal

State Priorities addressed by this goal.

3, 4, 5, 6

An explanation of why the LEA has developed this goal.

PVC services a specific population of students that often have limited access to college and career resources in the home. The school needs to prepare students not only for graduation but for life after high school by providing them with support in choosing plans for life after high school, college application support, Fafsa completion support and access to work readiness training.

Measuring and Reporting Results

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.0	CCI Indicator	2024 % Prepared (P): 7.4% % Approaching (A): 10.2% SPED: P-0%, A-0% SED: P-7.9%, A-10.8%	2025 % Prepared (P): 9.5% ^2.1 % Approaching (A): 11.9% ^1.7 SPED: P-5.4%, ^5.4 SED: P-8.7%, ^1	2026 <i>Will be added upon release of CA Dashboard</i>	15% of students will show prepared based on the CCI indicator	6.9% difference from baseline
2.1	Graduates will develop a clear post-graduation plan (This is an agreed upon renewal metric)	2024 95% of students report having a clear plan for graduation	2025 95% of students report having a clear plan for graduation	2026 100% of student report having a clear plan for graduation	Continue to have 95% of students report having a clear plan for graduation	n/a
2.2	FAFSA completions rates	2024 66% of students completed the FAFSA	2025 85% of students completed the FAFSA	2026 84% of students completed the FAFSA	90% completion rate	24% difference from baseline
2.3	Maintain student access to a broad course of study including the full A-G required suite of courses	2024 100% of students have access to a broad course of study and all required courses to fulfill A/G pathway	2025 100% of students have access to a broad course of study and all required courses to fulfill A/G pathway	2026 100% of students have access to a board course of study and all required courses to fulfill A/G pathway	Maintain 100% of students have access to a broad course of study and all required courses to fulfill A/G pathway	n/a
2.4	Completion of Post Graduation surveys for SPED students	2024 77% of students completed the SPED Post Grad surveys	2025 88% of students completed the SPED Post Grad survey	2026	95% of students will complete the survey	18% difference from baseline

Goal Analysis for 2025/26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There were no significant changes in the implementation of the planned services and actions for this goal. Initial successes in meeting this goal include the fact that 100% of students reported having a comprehensive plan for life after high school and the increased one-year graduation rate as reported in goal 1.

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

There were none

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Progress towards this goal was made through the increase in college and career readiness opportunities for students with ongoing college and career activities offered through the newly established College and Career Liaison position. However, the requirements of the Dashboard CCI indicator are not an effective indicator for the student population served at PVC. The school will continue the use of this metric, with note that it does not serve the student population of At-Promise students at PVC. The ongoing high percentage of students completing the FAFSA is another indicator of success with the actions and services.

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

Action 2.0 was removed from the LCAP as both positions were developed and hired in the 24/25 school year. Additional activities for College and Career readiness were increased (Action 2.0) to include additional curriculum and activities for middle school students. Action 2.1 was revised as rebranding the Exit course and Intro courses were completed in the 2025-26 school year and the focus in upcoming years will be in revisions to those courses based on student grades and teacher and student feedback.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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2.0	College and Career Activities	Continue to offer Field Trips to colleges, trade schools and worksites Continue to host Career Day for both middle and high school Provide a variety of FAFSA Meetings and workshops Host onsite and virtual college and career presentations Require students to attend field trips and presentations (part of senior project/exit course requirements) Host workshop on college applications, scholarships and resume writing Interview alumni to make testimonials about leaving high school with a plan and their experiences post high school Explore possibility of partnerships with local businesses to offer job shadows and/or internships Require teachers to attend at least one event, field trip, or presentation Track student post secondary interest through registration survey and intervention survey Plan and host post secondary field trips based on student interests in college, career, and life skills goal completion Partner with the Department of Rehabilitation to provide college and career readiness services for students with special needs. School counselors and middle school teachers will create curriculum for 8th grade students on career options School counselors will meet with middle school students to utilize the CCGI for college and career awareness	\$369,025 LCFF= \$303,560 CSI= \$ 65,465	155 Yes
2.1	College and Career Readiness Curriculum	Explore ways to increase enrollment in Club to Career courses. Revise Beyond the Tassel and Coyote Code 101 Courses. Develop a PVC college and career pathway sequence of courses that includes the introductory, exit, Financial literacy and Careers courses.	\$ 40,747	Yes

2.2	Community College Relationship	Expand relationships with local community colleges to assist students in concurrent enrollment in adult high school and college courses and continue to explore dual enrollment and certification programs through the community colleges. Develop a MOU for Mira Costa in order to increase the communication about student enrollment between School Counselor coordinator and MiraCosta Admissions. Track student dual enrollment progress, completion of courses, and grades in community colleges.	\$ 45,869 156	No
2.3	First Generation Support	Provide skills-based activities for students who are first in family to go to college FASFA workshop, college workshops for students and guardians, Scholarship workshop, Financial Award letters workshop (how to evaluate the financial aid offers and compare schools) will be offered to families who have been identified as first generation. Continue to offer a No Fear 4 year club to increase opportunities for skills based activities. Consider offering CalKids workshops for TK-12 families. Retrain the teachers in understanding and promoting the benefits of Calkids, FAFSA, attendance in Career Presentations, and scholarships for students and families.	\$ 111,328	Yes

Goal 3

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Goal #	Description	Type of Goal
3	Students will demonstrate growth towards meeting or exceeding standards in English Language Arts as measured by growth on the NWEA Maps test for Reading and an increase in scaled scores on the CAASPP SBAC test for ELA. At least 50% or more English Learners will demonstrate progress in developing English language proficiency as measured through the ELPI on the California School Dashboard	Broad Goal

State Priorities addressed by this goal.

2, 4, 7

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.0	SBAC Scores ELA and Growth (Growth is an agreed upon renewal metric)	2024 Schoolwide: Yellow 38.4 below standard Increased 14.2 points (statewide growth = 0.4)	2025 Schoolwide: Yellow 29.8 below standard Increased 8.6 points	2026 <i>Will be added upon release of CA Dashboard</i>	Measurable increases of at least 10 points	10 scaled score points
3.1	SBAC Similar Schools Comparison (is an agreed upon renewal metric)	PVC continues to outperform similar continuation and similar charter schools in the area	2025 PVC continues to outperform similar continuation and similar charter schools in the area	2026 <i>Will be added upon release of CA Dashboard</i>	Continue to outperform similar schools	n/a

3.2	NWEA Scaled Scores Reading	2024: 4/7 grade levels showed higher achievement from Fall to Spring. Six out of seven scored in the average or above percentile range for achievement.	2025: 5/7 grade levels showed improvement in achievement. 6/7 scored in the average or above achievement range.	2026: 6/7 grade levels showed improvement in achievement. 7/7 scored in the average or above achievement range.	6/7 grade levels will show higher achievement from Fall to Spring	2 grade levels need to improve scores
3.3	NWEA Growth ELA	2024: 3/7 grade levels met growth targets for reading.	2025: 6/7 grade levels met growth targets for reading and 6 out of 7 showed greater growth than national averages.	2026: 6/7 grade levels met growth targets for reading and 6 out of 7 showed greater growth than national averages.	5/7 grade levels will need to meet growth targets for reading	2 grade levels need to improve
3.4	English Course Grades	Spring Semester Passing with C or better: Overall: 70% EL: 46% SPED: 53% LI: 73% Passing Overall: 82%	Spring Semester Passing with C or better: Overall: 69% EL: 48% SPED: 77% LI: 70% Passing Overall: 88%	2026 Spring Semester Passing with C or better: Overall: 66% EL: 56% SPED: 51% LI: 65% Passing Overall: 85%	80% passing rate overall Increase each subgroup by 5%	5% increase
3.5	ELPI Levels	2024: 51% increased at least one ELPI Level 24.4% decreased	2025 54% increased at least one ELPI level	2026 <i>Will be added upon release of CA Dashboard</i>	Continue to perform at or better than state calculated rate	0% change

3.6	Reclassification Rates	2024: 17%	2025 25%	2026 Will be added in Summer 2026	20% or more students will reclassify	3% increase 159
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Goal Analysis for 2025/26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall the actions and services were completed with fidelity. The implementation of the literacy strategies is ongoing with emphasis on embedding the strategies into the independent study curriculum and teaching of the strategies in classes. Initial semester grade data on the new English classes is somewhat inconclusive, but qualitative information gathered through student interviews indicates that the courses have a higher rigor and that students are rising to the challenge. Dyslexia screenings were offered to comply with the new legislation, but were not originally planned for and vocabulary warm-ups in the middle school were not implemented as planned. There was an increase in services for English Learners to align with the addition of more newcomer, level 1 students, resulting in a course and additional course revisions and a corresponding increased cost (see the increased and improved services section of this document).

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

The implementation of a Level 1 ELD workshop and the corresponding revisions to curriculum required a reallocation of resources and focus from already hired staff members and resulted in an increase of approximately \$30,000 in costs (Action 3.2).

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Students continue to make gains in ELA achievement as measured by semester grades and NWEA scores. The passing rates for ELA courses increased as well as both the ELA achievement and growth in NWEA Maps assessment. This year there was a significant increase in growth in all grade levels and with the exception of 6th grade, each grade level showed more growth than the national average as measured by NWEA. This is an incredible improvement and indicator that the actions and services for this goal are effective. Additionally, there was a decrease in D/Fs as measured through semester grades for ELL students, indicating that these services are also effective. State assessment data will also be analyzed once released by the state.

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

Although not originally planned, the TOSA position will remain in place for one more school year to support the literacy focus and the rewriting of curriculum, however with a reduction in duties and an increase in caseload as this work is winding down. The role of the EL Support Teacher will continue to be expanded to include support for home study elementary students and the ongoing needs of Level 1 learners in all grade levels. Interim assessments will be added to Action 3.4 in the lower grades to improve student (and parent) readiness for

the SBAC tests and the school will explore additional ways to support home study student in the middle grades in reading based on the lower NWEA Maps scores for this student group

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.0	English Courses	Continue to require English workshops for all high school students and continue to train teachers on new updates to courses More English workshops will be offered at the high school level including offerings in Session 1 of the school year. Staff will continue to revise the English classes incorporating ERWC and PVC literacy strategies.	\$ 377,210	No
3.1	Instructional Focus in Literacy	Literacy Strategies will continue to be embedded in all course work TOSA Reading Specialist will continue to support the instructional focus, specifically with coaching on embedding the literacy strategies into the curriculum in all grade levels and will also be completing dyslexia screenings Continue using scope and sequence and improve benchmark assessments in middle school courses. Expand Library use and explore ideas to encourage more book check outs and reading incentives.	\$ 301,345 LCFF	No
3.2	English Language Development	Continue to offer Designated ELD for grades 6-12 with options for virtual and onsite workshops Continue to purchase additional EL curriculum, with a focus on finding an appropriate home study ELD system. Continue to offer Translation Services for families Offer ELD 1 Lab and additional supports for Level 1 students as needed. ELAC Committee will continue to meet regularly Research curriculum and support for ELD home study students.	\$ 217,376	Yes

3.3	Intervention and Support	Continue to provide training for teachers on differentiation strategies Ongoing training for teachers on best ways to use curriculum in classes All teacher and ed specialist supervisors meet with staff weekly to discuss student concerns and provide support. Continue to offer reading intervention during the middle school schedule Provide additional support for home study middle school students. Additional tutoring for middle school students is identified through the needs assessment for as an expense funded through the LREBG. Data indicates that students in this program are not performing at the same level as their peers and research indicates that high dosage tutoring is highly effective in assisting students with recovering learning loss. Sessions will be offered virtually and success will be measured through the performance on the NWEA Maps and SBAC tests for this student group. Provide collaboration time for middle school teachers to meet with aides who provide support to students in their classrooms	\$ 392,840 ¹⁶¹	No
3.4	Testing	Continue to require proctored sessions for NWEA testing Continue to require students to set goals for summative NWEA testing scores and add them to high school students' graduation planners Continue to offer the SBAC Course for high school students and continue to make ELA prep sessions required as a part of the SBAC prep course. Continue to train teachers on best practices for the SBAC prep course and the importance of SBAC testing and incorporate ELPAC test practice sessions in ELD class prior to testing Proctor interim ELA SBAC test in semester 1 grades 3-8.	\$ 398,728	No

Goal 4

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Goal #	Description	Type of Goal
4	Students will demonstrate growth towards meeting or exceeding standards in Math as measured through growth on NWEA Maps for Math and increased scaled score in CAASPP SBAC test for Math with a specific focus of providing additional support for students with exceptional needs.	Broad Goal

State Priorities addressed by this goal.

2, 4, 7

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.0	SBAC Scores Math and Growth (Growth is an agreed upon renewal metric)	2024 Schoolwide: Orange 115.4 below standard Increased by 17.8 points (statewide growth = 1.5)	2025 Orange 105 below standard Increased by 10.4 points	2026 <i>Will be added upon release of CA Dashboard</i>	Will calculate once scores are released for 2024	Will calculate once scores are released for 2024
4.1	SBAC Similar Schools Comparison (is an agreed upon renewal metric)	PVC continues to outperform similar continuation and similar charter schools in the area	2025 PVC continues to outperform similar continuation and similar charter schools in the area	2026 <i>Will be added upon release of CA Dashboard</i>	Continue to outperform similar schools	n/a

4.2	NWEA Scores Math	2024 6/7 grade levels improved in math achievement in 2024 6/7 grade levels scored average or better in achievement	2025 6/7 grade levels improved in math achievement in 2025 5/7 grade levels scored average or better in achievement	2026 6/7 grade levels improved in math achievement in 2026 4/7 grade levels scored average or better in achievement	7/7 grade levels will show improvement from Fall to Spring Achievement	1 grade level needs to improve 163
4.3	NWEA Growth Math	2024 7/7 grade levels met growth targets	2025 7/7 grade levels met growth targets and 100% of grade levels showed growth greater than the nation norm	2026 6/7 grade levels met growth targets and all high school grade levels showed growth greater than the nation norm	7/7 grade levels meet growth target	No difference
4.4	Math Semester Grades	Spring Semester Passing with C or better: Overall: 70% EL: 65% SPED 80% LI: 71% Passing Overall: 81%	Spring Semester Passing with C or better: Overall: 68% EL: 55% SPED 80% LI: 67% Passing Overall: 82%	Spring Semester Passing with C or better: Overall: 61% EL: 56% SPED 58% LI: 66% Passing Overall: 81%	80% passing rate overall Increase each subgroup by 2%	5% increase
4.5	Upper level math course enrollment	121 Students enrolled in Math 3 Spring Semester 25 students enrolled in Precalculus	92 students enrolled in Math 3 21 students enrolled in Precalc.	132 students enrolled in Math 3 for school year 20 Students enrolled in Precalc.	320 students enrolled in math 3 75 students enrolled in Precalculus	11% increase for Math 3 enrollment 44% increase for Precalculus

Goal Analysis for 2025/26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall implementation of the actions and services was consistent with the plan and were successfully implemented as measured by the continued high performance on the NWEA maps test and semester grade reports. Math PLCs continued to focus on embedding the literacy strategies into the current courses (see Goal 3). A change of significance was the restructuring of the Math Essentials/Math Readiness course offerings. These courses were offered in an extended workshop format, requiring additional teaching time for one math teacher and training for all high school teachers to ensure correct student placement in the workshops

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

The only material difference resulted from the increases instructional time for one math teacher to take on the new Math Essentials/Readiness course workshops.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Students continue to make gains in math achievement as measured by semester grades and NWEA scores. The passing rates for math courses increased as well as both the math achievement and growth in NWEA Maps assessment for high school students. Each high school grade level exceeded the national targets for growth in Math. There was a decline in the middle grades for growth when examined collectively, however, when broken down by program, the hybrid middle school students showed gains in both achievement and growth compared to previous school years, but the home study students did not. This indicates that there is a need for more targeted support in math for home study students. This is addressed in next year's Actions below. The 2025 SBAC scores showed increases in math performance from the previous year by over 10 points, indicating that the actions and services are effective in assisting students with reaching math proficiency. When the 2026 scores are released the data will be examined for performance.

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

Action 4.0 was changed to include the research for a Financial Literacy curriculum to align with upcoming state graduation requirements and an additional purchase of a Math 1 Curriculum to support students with exceptional needs for the SAI Math 1 class that is planned. There is no longer a need to purchase additional Surface Pros, so that was removed. Additionally, Action 4/2 was revised to align with the need for collaboration time for Gen Ed and Special Education teachers and not a need for additional training.

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

Actions

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Action #	Title	Description	Total Funds	Contributing
4.0	Curriculum	Research new Financial Literacy course/curriculum and continue to embed literacy strategies in current math course Continue using scope and sequence and improve benchmark practices in middle school math courses with a focus on Improving the assessments in future years Continue to offer the Math Essentials/Math Readiness courses are being offered in the spring in a new format with direct instruction and placement process. Pilot a Math 1 SAI course to be offered in Spring 2027 with new curriculum for students with exceptional needs. Transition all middle school home study course to Edgenuity curriculum Continue to offer higher level math courses both through workshops and through independent study Assess and appropriately place students in correct math courses	\$ 485,984	No
4.1	Intervention and Support	Provide push in and pull out services based on student IEPs for math and allow high school students in virtual math courses can take them in their resource classroom for additional support Continue to increase the number of students who access 1:1 tutoring for math support Continue to offer intervention for math in the hybrid middle school and use MAPS data to determine intervention groups and IXL skills practice and for developing IEP goals for all grades. Provide additional support for home study middle school students. Additional tutoring for middle school students is identified through the needs assessment as an expense funded through the LREBG. Data indicates that students in this program are not performing at the same level as their peers and research indicates that high dosage tutoring is highly effective in assisting students with recovering learning loss. Sessions will be offered virtually and success will be measured through the performance on the NWEA Maps and SBAC tests for this student group. Explore ways to provide basic skills practice in current math classes Continue to provide student incentives for meeting goals in math courses and testing	\$ 362,325	Yes

4.2	Training and Professional Development	Continue to offer designated collaboration time for gen ed and sped teachers into the PLC schedule prior to math and ELA workshop for math and ELA subjects. Plan a training for how to implement IEP Accommodations and supports for low performing students in specific content areas in both classrooms and within the independent study curriculum Provide all staff ongoing support and coaching in the redesign of the independent study curriculum	\$ 41,115 166	No
4.3	Testing	Continue to require proctored sessions for NWEA testing Continue to require students to set goals for summative NWEA testing scores and post those goals in student graduation planners Continue to offer the SBAC Course for high school students, practice sessions in all testing grades and continue to make math prep sessions required as a part of the SBAC prep course. Continue to train teachers on best practices for the SBAC prep course and the importance of SBAC testing.	\$ 285,369	No

Goal 5

Goal #	Description	Type of Goal
5	PVC will continue to expand and improve resources and services to staff, students and parents to provide a sense of safety, school connectedness, and to support students' social emotional wellness.	Maintenance Goal

State Priorities addressed by this goal.

1, 6, 5, 8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.0	Attendance Rates	Chronic Absenteeism Green: 3.6% Declined by 1.2% (CA School Dashboard)	2025 Blue: 1% Declined by 2.6%	2026 <i>Will be added upon release of CA Dashboard</i>	Maintain less than 10%	Current baseline is 4.8%, so plan is to not grow by more than 5% over time
5.1	Suspension Rate	Suspension Rate: Green: 0.8% Increased by 0.3% (CA School Dashboard)	2025 Blue: 0.5% Declined by 0.3%	2026 <i>Will be added upon release of CA Dashboard</i>	2% or less	Current baseline is 0.6%, so plan is to not increase by more than 1.4%
5.2	Student Survey Results- School Safety (This is an agreed upon renewal metric)	School Safety: 95% of students report feeling safe at school	School Safety: 96% of students report feeling safe at school	School Safety: 97% of students report feeling safe at school	Maintain 95% school safety report from students	N/A
5.3	Staff Retention Rates	2024 Overall: 83% Classified: 80% Certificated: 89%	2025 Overall: 87% Classified: 85% Certificated: 88%	2026 Will be calculated Summer 2026	Maintain a retention rate of at least 75% (industry average)	N/A

Goal Analysis for 2025/26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Additional support programs (Action 5.0) were added during the school year including Project Alert and Resilience Mentoring. Students were also able to participate in a food drive and a pet supply drive to increase awareness of community needs. No meeting Wednesdays were

added quarterly to support staff in completing job duties and improve staff morale. A substantial addition to Action 5.6 was the “Get Ready for Middle School Camp” that the school hosted for two weeks in the summer to prepare students for middle school and increase enrollment in the program. Finally, in action 5.7, the addition of a Day Porter was not originally planned, but enhanced school culture by providing a cleaner learning environment.

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

The additional support programs, drives and no meeting Wednesdays did not incur extra costs, so there was no material differences in expenditures. However, the cost of the middle school camp was..... the cost of the additional day porter increased the expenditures by....

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall the actions and services are deemed to be effective in making progress towards graduation. Suspensions remain low, students report feeling safe and connected to school and there were fewer behavior incidents with both students and staff this year. Dashboard data will be analyzed when released to further support this. The PBIS implementation was successful as measured by the decrease in Code of Conduct violations, suspensions and alternatives to suspensions. The PBIS work will be ongoing even though training needs are reduced.

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

As this is a maintenance goal with ongoing positive outcomes, there are only minor changes to the coming year. Of most significance is the maintenance of PBIS strategies and training of new staff, with less emphasis on schoolwide training and implementation as the school has moved from an implementation stage to an ongoing sustaining stage.

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

Actions

Action #	Title	Description	Total Funds	Contributin g
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5.0	Support programs	Continue to offer counseling services through Palomar Family Counseling both onsite and virtual, continue counseling services through school psychologist. Counseling is identified through the needs assessment as an expense to be funded through the LREBG. Data indicates that students who struggle with accessing their education are in need of mental health support to overcome barriers to learning such as anxiety, depression and lack of motivation. Research supports the idea that students are only able to access their education when basic needs, including a strong mental health, are met. The outcome of this action will be measured qualitatively through the SST process and quantitatively through the school surveys. Offer student workshops on topics such as healthy relationships, online safety (phishing and healthy online practices), mental health, substance use and use of the Project Alert curriculum. Expand support services available to families and continue to develop relationships with community service organizations such as VCC, DOR, and continued partnerships with Resilience (VCC) and OYP (Oceanside Police Department) for healthy choices and mentoring Continue to hire security guard and Canine Detection services	\$ 545,551 ¹⁷⁰	Yes
5.1	Student Supplies	Continue to provide hot spots available to students for check out to have some on site at all times for homeless students Provide Chromebooks for all students in grades 6-12 and any grade lower who needs one Continue to purchase phones from Connected Students to Resources Organization for homeless students needing phone service Continue to offer the Coyote Closet for students to get basic school supplies and clothing at no cost. Continue to host drives (food, pet supplies, etc).	\$ 123,766	Yes
5.2	Support Curriculum	Continue to use Changing Perspectives Curriculum and align specific themes to grade levels based on observed social and emotional needs Continue to use the Project Alert anti-vaping curriculum	\$ 8,620	Yes
5.3	Electives	Continue to run an Elective PLC who focuses on elective curriculum writing. Continue to offer middle school electives Expand college and career focus to middle school electives Continue the art and music workshop electives	\$ 305,161	No

5.4	Student Discipline	Continue to improve and revise the alternative to suspension programs based on student needs. Provide interventions to students who have experienced loss of campus or classroom privileges. Review and revise behavior management systems to be implemented in all middle school classes Plan time for sharing of best practices for managing difficult behaviors in PLCs and create a PLC calendar for the year Continue use of PBIS Strategies and provide refresher training and training to new staff as needed	\$ 286,090 ¹⁷¹	No
5.5	Staff Support	Continue to assist staff with managing stress and build resilience through the utilization of VEBA health and wellness activities such as cooking classes, fitness and yoga classes. Continue the Coyote Howl-Outs to acknowledge staff contributions to PVC community Continue with No meeting Wednesdays and encourage participation in Fun Fridays Continue weekly check-ins with teachers and ed specialists.	\$ 401,658	No

5.6	Student Enrichment and Engagement	Continue with the Culture and Community Committee Develop a schedule for high school program which includes breaks, meals, clubs, sports and time for wellness activities. Revise the middle school schedule to include breaks, meals, and possible additional electives and time for wellness activities. Added morning breakfast in the study hall. Student Meals have been identified through the needs assessment as an expense to be funded through the LREBG. Data indicates that students who struggle with accessing their education are in need of basic supplies to overcome barriers to learning, including access to healthy food throughout the school day. Research shows that students are only able to access their education when basic needs, including food, are met. The outcome of this action will be measured qualitatively through the SST process and quantitatively through the school surveys. Focus on wellness through the walking group, increased participation in high school club sports, addition of middle school sports and the middle school Exercise club. Continue to offer school events: Coyote Campus, Fit and Fun Day, Homestudy events, Added: club rush, winter festival, Kindness week, spirit days for testing Continue to offer clubs, possible focus groups and explore other ways to solicit student voice. Expand the number of students participating in clubs Increase the use of social media to share activities and events on campus. Continue to offer incentives for attendance in the middle school program Continue with weekly agenda and morning announcements Continue to develop the school website to increase traffic and build community Explore the possibility of conducting home visits to engage resistant students. Create additional activities to celebrate the heritage months Continue to offer "Get Ready for Middle School" Camp for students entering middle school and expand to the fifth grade Create a Home Study Event Schedule for 26/27	\$ 287,021 ¹⁷²	Yes
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5.7	Facilities	Maintain safe and secure facilities through frequent monitoring of facilities need and upkeep. Explore the possibility of purchasing additional cameras for stairwells in Oceanside Contract for a porter for Oceanside campus to keep the campus clean during the day.	\$ 410,523 ¹⁷³	No
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026/27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 1,820,347	\$ 175,900

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.17%	0	\$0	26.17%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	This action serves the needs of English Learner families who face barriers to communication with the school staff and to low income families who often have difficulty engaging with the school due to lack of transportation, tight work schedules and other financial hardship	The action will allow the school to provide translation services to families needing translation, designate evening time with child care and food available for families to meet with the school counselor and provide digital resources for families who cannot attend onsite sessions. Although these actions are targeted to these unduplicated groups, the school will not turn away other families wanting to attend these sessions as it recognizes that more engagement by students and families related to college and career prep is good not only for those students who attend, but also contributes to a college and career going culture school-wide	Progress will be monitored through FAFSA completion rates and internal data collection of how many families attend college and career counseling services
1.4	This actions serves the need of low income families who often do not have the financial resources to provide these motivating incentives at home	The action will allow the school to provide opportunities for students to build community and culture as a graduating class and incentivise many to continue on their path towards graduation	Progress will be monitored through the 1-Year graduation rate and credit completion tracking
2.0	Low income and foster students often arrive at PVC with little access to outside activities such as visits to museums, college visits and access to a diverse community of employers	This action will allow the school to provide opportunities for students to visit schools, trade programs, and employers both offsite and onsite. Some of these visits and presentations will be offered only to these targeted groups, however others will be offered to all so that each student is able to access programming that is tailored to their future college and career interests	The progress of this action will be monitored to the successful completion of the student surveys indicating that students have a clear post graduation plan as well as through the tracking of college entrance rates.
2.1	Low income and foster students often arrive at PVC with little access to outside activities such as visits to museums, college visits and access to a diverse community of employers	The purchase of this curriculum will provide students access to additional virtual visits to jobs and colleges as well as the opportunity to explore a variety of career assessments. The special education department will work with the Department of Rehabilitation, Workability and other organizations to provide specific life skill and college/career readiness programming targeted for students with exceptional needs. Although offered to all, it will primarily benefit low income and foster students who may not have access to these resources outside of school	The progress of this action will be monitored to the successful completion of the student surveys indicating that students have a clear post graduation plan as well as through the tracking of college entrance rates.

2.3	Low income and foster students have historically been the student population who are also the first in their family to attend college. Students who are the first to attend college often need additional support in completing applications, finding relevant documents and assistance in completing the FAFSA.	By identifying these families, the counseling department will be able to hold specific meetings, additional workshops and individual counseling sessions during the entire application process. As mentioned, data shows that first generation families usually fall into the category of low income, thus this action is primarily targeted to that group, however the school will not turn away any family in need of additional support in applying to college	175 Progress will be measured by FAFSA completion rates and college attendance rates.
4.1	Families with limited incomes cannot often support their students with additional tutoring or instructional services outside of what is offered at school, by offering these services within the school setting, PVC hopes to even the playing field for all students.	Low income students will be provided with additional tutoring and instructional support both during and outside of the regular school day. Although offered to all, this is primarily targeted at those families who do not have the resources to provide additional instructional support to their students for a variety of financial reasons.	Monitoring will occur through semester grade progress and through NWEA growth scores in Math.
5.0	Families with limited incomes historically have needed support in providing additional resources for students.	Low income and foster students will be provided with access to counseling services, psychological and substance abuse services as well as lessons on these and other topics. The school will also expand connections to community service agencies to provide ongoing support for additional resources such as food banks, parenting classes, etc. Although these services are available for all, they are primarily targeted at those who cannot afford services on their own.	Monitoring will occur through the suspension rate and student survey results
5.2	Families with limited incomes historically have needed support in providing additional resources for students.	Offering social/emotional support and wellness classes and curriculum will help students who may not be able to access these resources in the home. Although offered to all, these classes will primarily service those students with limited access in their homes to similar services	The effectiveness of these actions will be monitored through the collection of student survey data.
5.6	Low income families often need additional supports to be learning-ready such as access to healthy food, extracurricular opportunities and care after school	Providing students with two meals a day, opportunities for structured social activities and an inviting atmosphere will benefit all students but will provide students with limited resources in the home to have needs met that make them able to learn in a safe and comfortable environment	This action will be measured through attendance rates and the data collected through the student surveys.

Limited Actions

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For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.2	English learners need direct support in order to obtain English language proficiency	The continued employment of an ELD teacher, providing a course on designed ELD in the middle and high school and the purchase of additional curriculum will all help to grow the ELD program at Pacific View, ensuring that English Learners are able to learn content as well as English. Offering translation services for families will support family engagement in their students' education	These actions will be monitored through Reclassification rates, ELPI scores and semester grades in English and ELD.
5.1	Students with limited incomes need additional support in staying connected through technological services and devices	Chromebooks, hotspots and cell phones from the Connecting students to resources organization will be available to students with financial need. The Coyote Closet will provide school supplies and clothing to students in need of basic supplies.	Monitoring of the effectiveness of this action will be through attendance rates and information gathered through the student surveys

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

N/A

Additional Concentration Grant Funding

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

ELD/ELL Support Teacher will be employed to assist in meeting the needs of ELL students. The Lead Instructional Aide/Student Support and the College and Career Liaison positions will be providing additional services to support low income students prepare for graduation.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	177 Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1.39
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1.25

25/26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)
25/26	\$ 6,587,793	\$ 1,894,253	28.754%	0.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds
Totals	\$ 7,294,508	\$ 258,414	\$ -	\$ 15,000

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Support for Credit Deficient Students	High School	No	\$ 1,120,043	\$ -	\$ 1,120,043	\$ -	\$ -	\$ -	\$ 1,120,043	0.000%
1	1.1	Access to Courses	High School	No	\$ 534,184	\$ -	\$ 534,184	\$ -	\$ -	\$ -	\$ 534,184	0.000%
1	1.2	Parent Engagement	All	Yes	\$ 198,654	\$ -	\$ 198,654	\$ -	\$ -	\$ -	\$ 198,654	9.000%
1	1.3	Support for Students with Disabilities	SPED	No	\$ 188,586	\$ 17,500	\$ 68,166	\$ 137,920	\$ -	\$ -	\$ 206,086	0.000%
1	1.4	Senior Activities	High School	Yes	\$ 15,000	\$ -		\$ -	\$ -	\$ 15,000	\$ 15,000	0.000%
2	2	College and Career Activities	All	Yes	\$ 346,493	\$ 8,000	\$ 354,493	\$ -	\$ -	\$ -	\$ 354,493	13.000%
2	2.1	Additional Curriculum	Middle and High	Yes	\$ 32,775	\$ -	\$ 32,775	\$ -	\$ -	\$ -	\$ 32,775	0.600%
2	2.2	Community College Relationships	High School	No	\$ 30,557	\$ -	\$ 30,557	\$ -	\$ -	\$ -	\$ 30,557	0.000%
2	2.3	First Generation Support	High School	Yes	\$ 104,440	\$ -	\$ 104,440	\$ -	\$ -	\$ -	\$ 104,440	1.200%
3	3	English Courses	High Schol	No	\$ 476,045	\$ -	\$ 476,045	\$ -	\$ -	\$ -	\$ 476,045	0.000%
3	3.1	Instructional Focus in Literacy	All	No	\$ 288,665	\$ -	\$ 288,665	\$ -	\$ -	\$ -	\$ 288,665	0.000%
3	3.2	English Language Development	All	Yes	\$ 144,594	\$ 6,000	\$ 150,594	\$ -	\$ -	\$ -	\$ 150,594	13.000%
3	3.3	Intervention and Support	All	No	\$ 381,856	\$ -	\$ 381,856	\$ -	\$ -	\$ -	\$ 381,856	0.000%
3	3.4	Testing	All	No	\$ 466,994	\$ 2,000	\$ 468,994	\$ -	\$ -	\$ -	\$ 468,994	0.000%
4	4	Math Curriculum	Middle and High	No	\$ 476,973	\$ 20,000	\$ 496,973	\$ -	\$ -	\$ -	\$ 496,973	0.000%
4	4.1	Intervention and Support	All	Yes	\$ 438,813	\$ 1,200	\$ 319,519	\$ 120,494	\$ -	\$ -	\$ 440,013	31.000%
4	4.2	Training and Professional Development	All	No	\$ 66,904	\$ -	\$ 66,904	\$ -	\$ -	\$ -	\$ 66,904	0.000%
4	4.3	Testing	All	No	\$ 336,302	\$ -	\$ 336,302	\$ -	\$ -	\$ -	\$ 336,302	0.000%
5	5	Support Programs	All	Yes	\$ 236,479	\$ 211,900	\$ 448,379	\$ -	\$ -	\$ -	\$ 448,379	20.000%
5	5.1	Student Supplies	All	Yes	\$ 35,951	\$ 56,500	\$ 92,451	\$ -	\$ -	\$ -	\$ 92,451	10.000%
5	5.2	Support Curriculum	All	Yes	\$ 40,793	\$ -	\$ 40,793	\$ -	\$ -	\$ -	\$ 40,793	2.700%
5	5.3	Electives	All	No	\$ 310,431	\$ -	\$ 310,431	\$ -	\$ -	\$ -	\$ 310,431	0.000%
5	5.4	Student Discipline	All	No	\$ 280,765	\$ -	\$ 280,765	\$ -	\$ -	\$ -	\$ 280,765	0.000%
5	5.5	Staff Support	All	No	\$ 50,512	\$ -	\$ 50,512	\$ -	\$ -	\$ -	\$ 50,512	0.000%
5	5.6	Engagement and Enrichment	All	Yes	\$ 101,526	\$ 140,500	\$ 242,026	\$ -	\$ -	\$ -	\$ 242,026	5.900%
5	5.7	Facilities	All	No	\$ 41,987	\$ 358,000	\$ 399,987	\$ -	\$ -	\$ -	\$ 399,987	0.000%

25/26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 7,567,922.00	\$ 7,453,354.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Support for Credit Deficient Students	No	\$ 1,120,043	\$ 1,097,642
1	1.1	Access to Courses	No	\$ 534,184	\$ 523,500
1	1.2	Parent Engagement	Yes	\$ 198,654	\$ 194,681
1	1.3	Support for Students with Disabilities	No	\$ 206,086	\$ 201,964
1	1.4	Senior Activities	Yes	\$ 15,000	\$ 14,700
2	2	College and Career Activities	Yes	\$ 354,493	\$ 354,493
2	2.1	Additional Curriculum	Yes	\$ 32,775	\$ -
2	2.2	Community College Relationships	No	\$ 30,557	\$ 30,557
2	2.3	First Generation Support	Yes	\$ 104,440	\$ 104,440
3	3	English Courses	No	\$ 476,045	\$ 471,285
3	3.1	Instructional Focus in Literacy	No	\$ 288,665	\$ 288,000
3	3.2	English Language Development	Yes	\$ 150,594	\$ 150,594
3	3.3	Intervention and Support	No	\$ 381,856	\$ 378,037
3	3.4	Testing	No	\$ 468,994	\$ 467,990
4	4	Math Curriculum	No	\$ 496,973	\$ 496,973
4	4.1	Intervention and Support	Yes	\$ 440,013	\$ 440,013
4	4.2	Training and Professional Development	No	\$ 66,904	\$ 66,904
4	4.3	Testing	No	\$ 336,302	\$ 336,302
5	5	Support Programs	Yes	\$ 448,379	\$ 443,895
5	5.1	Student Supplies	Yes	\$ 92,451	\$ 92,451
5	5.2	Support Curriculum	Yes	\$ 40,793	\$ 40,793
5	5.3	Electives	No	\$ 310,431	\$ 307,325
5	5.4	Student Discipline	No	\$ 280,765	\$ 280,765
5	5.5	Staff Support	No	\$ 50,512	\$ 50,000
5	5.6	Engagement and Enrichment	Yes	\$ 242,026	\$ 230,025

5	5.7	Facilities	No	\$	399,987	\$	390,025
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25/26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,719,425	\$ 1,984,124	\$ 1,930,891	\$ 53,233	106.400%	102.100%	-4.30%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Support for Credit Deficient Students	No	\$ -	\$ -	0.000%	0.000%
1	1.1	Access to Courses	No	\$ -	\$ -	0.000%	0.000%
1	1.2	Parent Engagement	Yes	\$ 198,654	\$ 194,681.00	9.000%	10.000%
1	1.3	Support for Students with Disabilities	No	\$ -	\$ -	0.000%	0.000%
1	1.4	Senior Activities	Yes	\$ -	\$ -	0.000%	0.000%
2	2	College and Career Activities	Yes	\$ 354,493	\$ 354,493.00	13.000%	19.000%
2	2.1	Additional Curriculum	Yes	\$ 32,775	\$ -	0.600%	0.000%
2	2.2	Community College Relationships	No	\$ -	\$ -	0.000%	0.000%
2	2.3	First Generation Support	Yes	\$ 104,440	\$ 104,440.00	1.200%	5.000%
3	3	English Courses	No	\$ -	\$ -	0.000%	0.000%
3	3.1	Instructional Focus in Literacy	No	\$ -	\$ -	0.000%	0.000%
3	3.2	English Language Development	Yes	\$ 150,594	\$ 150,594.00	13.000%	8.000%
3	3.3	Intervention and Support	No	\$ -	\$ -	0.000%	0.000%
3	3.4	Testing	No	\$ -	\$ -	0.000%	0.000%
4	4	Math Curriculum	No	\$ -	\$ -	0.000%	0.000%
4	4.1	Intervention and Support	Yes	\$ 319,519	\$ 319,519.00	31.000%	17.000%
4	4.2	Training and Professional Development	No	\$ -	\$ -	0.000%	0.000%
4	4.3	Testing	No	\$ -	\$ -	0.000%	0.000%
5	5	Support Programs	Yes	\$ 448,379	\$ 443,895.00	20.000%	24.000%
5	5.1	Student Supplies	Yes	\$ 92,451	\$ 92,451.00	10.000%	5.000%
5	5.2	Support Curriculum	Yes	\$ 40,793	\$ 40,793.00	2.700%	2.100%
5	5.3	Electives	No	\$ -	\$ -	0.000%	0.000%
5	5.4	Student Discipline	No	\$ -	\$ -	0.000%	0.000%
5	5.5	Staff Support	No	\$ -	\$ -	0.000%	0.000%
5	5.6	Engagement and Enrichment	Yes	\$ 242,026	\$ 230,025.00	5.900%	12.000%
5	5.7	Facilities	No	\$ -	\$ -	0.000%	0.000%

26/27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)
26/27	\$ 6,955,133	\$ 1,820,347

Totals	LCFF Funds	Other State Funds
Totals	\$ 6,936,949	\$ 414,785

Goal #	Action #	Action Title	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Support for Credit Deficient Students	Ongoing	\$ 1,215,311	\$ -	\$ 820,048	\$ -	\$ -	\$ 395,263	\$ 1,215,311	0.000%
1	1.1	Access to Courses	Ongoing	\$ 508,844	\$ 32,613	\$ 258,177	\$ -	\$ -	\$ 283,280	\$ 541,457	0.000%
1	1.2	Parent Engagement	Ongoing	\$ 275,746	\$ -	\$ 251,436	\$ -	\$ -	\$ 24,310	\$ 275,746	15.000%
1	1.3	Support for Students with Disabilities	Ongoing	\$ 282,094	\$ 18,565	\$ 185,069	\$ 115,590	\$ -	\$ -	\$ 300,659	0.000%
1	1.4	Senior Activities	Fall and Spring	\$ 10,000	\$ 10,000	\$ 5,000	\$ -	\$ -	\$ 15,000	\$ 20,000	1.000%
2	2	College and Career Activities	Ongoing	\$ 361,025	\$ 8,000	\$ 303,560	\$ -	\$ -	\$ 65,465	\$ 369,025	20.000%
2	2.1	College & Career Curriculum	Fall 2026	\$ 40,747	\$ -	\$ 40,747	\$ -	\$ -	\$ -	\$ 40,747	2.200%
2	2.2	Community College Relationships	Ongoing	\$ 45,869	\$ -	\$ 45,869	\$ -	\$ -	\$ -	\$ 45,869	0.000%
2	2.3	First Generation Support	Ongoing	\$ 111,328	\$ -	\$ 111,328	\$ -	\$ -	\$ -	\$ 111,328	6.000%
3	3	English Courses	Ongoing	\$ 377,210	\$ -	\$ 377,210	\$ -	\$ -	\$ -	\$ 377,210	0.000%
3	3.1	Instructional Focus in Literacy	Ongoing	\$ 301,345	\$ -	\$ 301,345	\$ -	\$ -	\$ -	\$ 301,345	0.000%
3	3.2	English Language Development	Ongoing	\$ 206,376	\$ 11,000	\$ 217,376	\$ -	\$ -	\$ -	\$ 217,376	11.900%
3	3.3	Intervention and Support	Ongoing	\$ 390,840	\$ 2,000	\$ 392,840	\$ -	\$ -	\$ -	\$ 392,840	0.000%
3	3.4	Testing	Ongoing	\$ 396,728	\$ 2,000	\$ 398,728	\$ -	\$ -	\$ -	\$ 398,728	0.000%
4	4	Math Curriculum	Ongoing	\$ 468,984	\$ 17,000	\$ 485,984	\$ -	\$ -	\$ -	\$ 485,984	0.000%
4	4.1	Intervention and Support	Ongoing	\$ 352,550	\$ 9,775	\$ 362,325	\$ -	\$ -	\$ -	\$ 362,325	20.000%
4	4.2	Training and Professional Development	Ongoing	\$ 41,115	\$ -	\$ 41,115	\$ -	\$ -	\$ -	\$ 41,115	0.000%
4	4.3	Testing	Ongoing	\$ 285,369	\$ -	\$ 285,369	\$ -	\$ -	\$ -	\$ 285,369	0.000%
5	5	Support Programs	Ongoing	\$ 350,951	\$ 194,600	\$ 368,356	\$ 177,195	\$ -	\$ -	\$ 545,551	30.000%
5	5.1	Student Supplies	Fall 2026	\$ 67,266	\$ 56,500	\$ 123,766	\$ -	\$ -	\$ -	\$ 123,766	6.800%
5	5.2	Support Curriculum	Fall 2026	\$ 7,970	\$ 650	\$ 8,620	\$ -	\$ -	\$ -	\$ 8,620	1.000%
5	5.3	Electives	Ongoing	\$ 305,161	\$ -	\$ 183,161	\$ 122,000	\$ -	\$ -	\$ 305,161	0.000%
5	5.4	Student Discipline	Ongoing	\$ 286,090	\$ -	\$ 286,090	\$ -	\$ -	\$ -	\$ 286,090	0.000%
5	5.5	Staff Support	Ongoing	\$ 401,658	\$ -	\$ 401,658	\$ -	\$ -	\$ -	\$ 401,658	0.000%
5	5.6	Student Engagment and Enrichment	Ongoing	\$ 130,021	\$ 157,000	\$ 287,021	\$ -	\$ -	\$ -	\$ 287,021	15.700%
5	5.7	Facilities	Ongoing	\$ 41,751	\$ 353,000	\$ 394,751	\$ -	\$ -	\$ -	\$ 394,751	0.000%

26/27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,955,133	\$ 1,820,347	26.173%	0.000%	26.173%	\$ 2,079,535	129.600%	159.499%	Total:	\$ 2,079,535
								LEA-wide Total:	\$ 2,079,535
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Support for Credit Deficient Students	No	LEA-wide		All Schools	\$ -	0.000%
1	1.1	Access to Courses	No	LEA-wide		All Schools	\$ -	0.000%
1	1.2	Parent Engagement	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 251,436	15.000%
1	1.3	Support for Students with Disabilities	No	LEA-wide		All Schools	\$ -	0.000%
1	1.4	Senior Activities	Yes	LEA-wide	Low-Income	All Schools	\$ 5,000	1.000%
2	2	College and Career Activities	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 303,560	20.000%
2	2.1	College & Career Curriculum	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 40,747	2.200%
2	2.2	Community College Relationships	No	LEA-wide		All Schools	\$ -	0.000%
2	2.3	First Generation Support	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 111,328	6.000%
3	3	English Courses	No	LEA-wide		All Schools	\$ -	0.000%
3	3.1	Instructional Focus in Literacy	No	LEA-wide		All Schools	\$ -	0.000%
3	3.2	English Language Development	Yes	LEA-wide	English Learners	All Schools	\$ 217,376	11.900%
3	3.3	Intervention and Support	No	LEA-wide		All Schools	\$ -	0.000%
3	3.4	Testing	No	LEA-wide		All Schools	\$ -	0.000%
4	4	Math Curriculum	No	LEA-wide		All Schools	\$ -	0.000%
4	4.1	Intervention and Support	Yes	LEA-wide	Low-Income	All Schools	\$ 362,325	20.000%
4	4.2	Training and Professional Development	No	LEA-wide		All Schools	\$ -	0.000%
4	4.3	Testing	No	LEA-wide		All Schools	\$ -	0.000%
5	5	Support Programs	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 368,356	30.000%
5	5.1	Student Supplies	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 123,766	6.800%
5	5.2	Support Curriculum	Yes	LEA-wide	Low-Income	All Schools	\$ 8,620	1.000%
5	5.3	Electives	No	LEA-wide		All Schools	\$ -	0.000%
5	5.4	Student Discipline	No	LEA-wide		All Schools	\$ -	0.000%
5	5.5	Staff Support	No	LEA-wide		All Schools	\$ -	0.000%
5	5.6	Student Engagment and Enrichment	Yes	LEA-wide	Low-Income	All Schools	\$ 287,021	15.700%
5	5.7	Facilities	No	LEA-wide		All Schools	\$ -	0.000%

26/27 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ -	#REF!	0.000%	0.000%	#REF!	#REF!	0.000%	\$ -	0.000%

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - o If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - o For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - o If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

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Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

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Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

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Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - o The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - o Indicate the school year to which the baseline data applies.
 - o The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #
• Enter the action number.
Title
• Provide a short title for the action. This title will also appear in the action tables.
Description
• Provide a brief description of the action. - o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. - o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures. - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

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Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

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For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

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In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

Pacific View Charter Board Meeting

June 23, 2026

Personnel**AGENDA ITEM****6.5.1 - Executive Director Employment Contract****Information Summary**

Consideration of the renewal of the Executive Director's employment agreement to provide continued leadership and support the ongoing implementation of the school's educational and organizational goals.

Responsible Party

HR & Business Services Coordinator Hernandez will discuss the Executive Director Employment Contract renewal.

Recommended Action:

That the Board approves the renewal of the Executive Director employment contract.

*Contract provided via email